

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____ by telephone/e-mail/FAX on _____ by _____ of TEA.	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	Belton ISD Organization Name	014-903 County-District#
		Southwest Elementary Campus Name	104 Campus Number
		1746000354 9-Digit Vendor ID#	12 ESC Region
		NOGA ID# (Assigned by TEA)	Amendment #

Texas Title I Priority Schools Grant

Schedule #1 - General Information

Use of the Standard Application System: This system provides a series of standard schedules to be used as formats by applicants who apply for funds administered by the Texas Education Agency. If additional clarification is needed, please call 512-463-9269.

Program Authority: P.L. 107-110, Section 1003(g), as amended by ARRA; CFDA # 84.377A & 84.388A

Project Beginning Date: 08/01/2010

Project Ending Date: 06/30/2013

Select the appropriate eligibility tier for the campus included in this application:

Tier I ☐ Tier II ☐ Tier III ☒

Part 1: Index to the Application


An X in the "New Application" column indicates those schedules that **must** be submitted as part of the application. The applicant must place an X in this column for each additional schedule submitted to complete the application. For amendments, the applicant must place an X in the Amendment Application column next to the schedule(s) being submitted as part of the amendment.

Sch No.	Schedule Name	Application	
		New	Amend
1	General Information	X	X
3	Purpose of Amendment	NA	<input type="checkbox"/>
4	Program Requirements	X	<input type="checkbox"/>
4A	Program Abstract	X	<input type="checkbox"/>
4B	Program Description	X	<input type="checkbox"/>
4C	Performance Assessment and Evaluation	X	<input type="checkbox"/>
4D	Equitable Access and Participation	X	<input type="checkbox"/>
5	Program Budget Summary	X	X
5B	Payroll Costs 6100	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5C	Professional and Contracted Services 6200	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5D	Supplies and Materials 6300	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5E	Other Operating Costs 6400	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5G	Capital Outlay 6600/15XX (Exclusive of 6619 and 6629)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6A	General Provisions	X	NA
6B	Debarment and Suspension Certification	X	NA
6C	Lobbying Certification	X	NA
6D	Disclosure of Lobbying Activities	<input type="checkbox"/>	<input type="checkbox"/>
6E	NCLB Provisions and Assurances	X	NA
6F	Program-Specific Provisions and Assurances	X	NA

Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations, application guidelines and instructions, the Provisions and Assurances, Debarment and Suspension, lobbying requirements, Special Provisions and Assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official

Typed First Name	Initial	Last Name	Title
Vivian		Baker	Superintendent
Phone	Fax	Email	Signature/Date Signed (blue ink preferred)
254-215-2000	254-215-2001	vivian.baker@blsd.net	 6/3/10

Only the legally responsible party may sign this application.

6 complete copies of the application, at least 3 with original signature(s), must be received by 5:00 p.m. Thursday, June 3, 2010:

Texas Education Agency
 William B. Travis Bldg.
 Document Control Center, Room 6-108
 1701 North Congress Avenue
 Austin, Texas 78701-1494

TEA DOCUMENT CONTROL NO.

11-10-112-368

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____		TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	014-903 County-District No.
by telephone/e-mail/FAX on _____ by _____ of TEA.			Amendment No.
Texas Title I Priority Schools Grant Schedule #1—General Information			
Part 2: List of Required Fiscal-Related Attachments and Assurances			
For competitive applications, the application will not be reviewed and scored if any of the required attachments do not accompany the application when it is submitted. Applicants will not be permitted to submit required attachments, or any revisions to those required attachments, after the closing date of the grant. Attach all required attachments to the back of the application as an appendix.			
Proof of Nonprofit Status			
1 <input type="checkbox"/>	Required for all open-enrollment charter schools sponsored by a nonprofit organization: Check box to indicate that proof of nonprofit status is attached. (See Part 1: General and Fiscal Guidelines and Part 3: Schedule Instructions for acceptable proof.)		
Assurance of Financial Stability			
2 <input checked="" type="checkbox"/>	Required for all independent school districts, open-enrollment charter schools, and education service centers: Check box to indicate assurance that audit requirements have been met. All public school districts, open-enrollment charter schools, and education service centers must be in compliance with submitting the required annual audit for the immediate prior fiscal year to TEA in the time and manner requested by TEA, and the audit must be determined by the TEA Division of Financial Audits to be in compliance with the applicable audit standards. TEA reserves the right to ensure that all applicants are deemed by TEA to be financially stable at the initial time of preliminary selection for funding to receive a grant award. The TEA Division of Financial Audits will determine financial stability based on the required annual audit for the immediate prior fiscal year.		
Assurance of Submittal of Reviewer Information Form			
3 <input checked="" type="checkbox"/>	Required for all applicants: Check box to indicate assurance that reviewer information form will be submitted. All applicants are required to complete the Reviewer Information Form and to submit it online by Thursday, May 6, 2010 . (See Part 2: Program Guidelines, "Reviewer Information Form," for instructions on how to access and submit the form.)		

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Texas Title I Priority Schools Grant Schedule #1—General Information					
Part 3: Applicant Information					
Local Educational Agency (LEA) Information					
LEA Name					
Belton Independent School District					
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code	
400 North Wall Street		Belton	TX	76513	
U.S. Congressional District Number	Primary DUNS Number	Central Contractor Registration (CCR) CAGE Code	NCES Identification Number		
31	077617967	4BUB8	4809860		
Campus Name			County-District Campus Number		
Southwest Elementary			014903-104		
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code	
611 South Saunders		Belton	TX	76513	
Applicant Contacts					
Primary Contact					
First Name	Initial	Last Name		Title	
Darrell		Becker		Asst. Superintendent of Curriculum & Instruction	
Telephone	Fax	Email			
(254) 215-2026	(254) 215-2027	darrell.becker@bisd.net			
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code	
400 North Wall Street		Belton	TX	76513	
Secondary Contact					
First Name	Initial	Last Name		Title	
Denise		Whitley		Director of Elementary Curriculum & Instruction	
Telephone	Fax	E-mail			
(254) 215-2037	(254) 215-2027	denise.whitley@bisd.net			
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code	
400 North Wall Street		Belton	TX	76513	

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Texas Title I Priority Schools Grant

Schedule #3—Purpose of Amendment

Part 1: Schedules Amended (Check all schedules that are being amended.)

When submitting a revision or an amendment, please indicate by checking the appropriate box what schedules are being revised/amended. Submit supporting budget schedules that are being revised or amended.

- | | |
|---|---|
| <input type="checkbox"/> Schedule #1—General Information | <input type="checkbox"/> Schedule #5—Program Budget Summary |
| <input type="checkbox"/> Schedule #3—Purpose of Amendment | <input type="checkbox"/> Schedule #5B—Payroll Costs 6100 |
| <input type="checkbox"/> Schedule #4—Program Requirements | <input type="checkbox"/> Schedule #5C—Professional and Contracted Services 6200 |
| <input type="checkbox"/> Schedule #4A—Program Abstract | <input type="checkbox"/> Schedule #5D—Supplies and Materials 6300 |
| <input type="checkbox"/> Schedule #4B—Program Description | <input type="checkbox"/> Schedule #5E—Other Operating Costs 6400 |
| <input type="checkbox"/> Schedule #4C—Performance Assessment and Evaluation | <input type="checkbox"/> Schedule #5G—Capital Outlay 6600/15XX (Exclusive of 6619 and 6629) |
| <input type="checkbox"/> Schedule #4D—Equitable Access and Participation | |

NOTE: The last day to submit an amendment to TEA is 90 days prior to the ending date of the grant.

Part 2: Revised Budget

Complete this part if there are any budgetary changes.

Line No.	Sch. No.	Class/ Object Code	Grant Project Costs Previously Approved Budget	B Amount Deleted	C Amount Added	D New Budget
01	5B	6100	\$	\$	\$	\$
02	5C	6200	\$	\$	\$	\$
03	5D	6300	\$	\$	\$	\$
04	5E	6400	\$	\$	\$	\$
05	5G	6600/15XX	\$	\$	\$	\$
06	Total Direct Costs	\$	\$	\$	\$	\$
07	Indirect Cost (%)		\$	\$	\$	\$
08	Total Costs		\$	\$	\$	\$

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Texas Title I Priority Schools Grant Schedule #3—Purpose of Amendment		
Part 3: Reason for Amendment Request. For all grants, regardless of dollar amount, check the appropriate box to indicate reason for amendment request.		
<input type="checkbox"/>	1. Addition of a class/object code not previously budgeted on Schedule #5—Budget Summary	
<input type="checkbox"/>	2. Increase or decrease the amount approved in any class/object code on Schedule #5—Budget Summary (i.e., 6100-6600) by more than 25% of the current amount approved in the class/object code	
<input type="checkbox"/>	3. Addition of a new line item on any of the supporting budget schedules (i.e., Schedules #5B-5G)	
<input type="checkbox"/>	4. Increase or decrease in the number of positions budgeted on Schedule #5B—Payroll Costs	
<input type="checkbox"/>	5. Addition of a new item of computer hardware/equipment (not capitalized) approved on Schedule #5C—Supplies and Materials	
<input type="checkbox"/>	6. Addition of a new item or increase in quantity of capital outlay item(s) ≥ \$5,000 approved on Schedule #5G—Capital Outlay for articles costing \$5,000 or more.	
<input type="checkbox"/>	7. Addition of a new item of capital outlay items approved on Schedule #5G—Capital Outlay for articles costing less than \$5,000.	
<input type="checkbox"/>	8. Reduction of funds allotted for training costs	
<input type="checkbox"/>	9. Additional funds needed	
<input type="checkbox"/>	10. Change in scope of objectives, regardless of whether there is an associated budget revision requiring prior approval	
<input type="checkbox"/>	11. Other (Specify)	
Part 4: Amendment Justification		

The last day to submit an amendment to TEA is 90 days prior to the ending date of the grant.

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Texas Title I Priority Schools Grant		
Schedule #4—Program Summary and Application Requirements		
Part 1: Grant Program Information;		
Summary of Program: Purpose and Goals		
<p>School Improvement Grants, authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA) as amended by ARRA, are grants, through the Texas Education Agency, to local educational agencies (LEAs) for use in Title I schools identified for improvement, corrective action, or restructuring and other eligible campuses that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of their students so as to enable the schools to make adequate yearly progress and exit improvement status. Under the final requirements, as amended through the interim final requirements published in the Federal Register in January 2010 school improvement funds are to be focused on each State's "Tier I" and "Tier II" schools.</p> <p>Tier I schools are a State's persistently lowest-achieving Title I schools in improvement, corrective action, or restructuring and certain Title I eligible elementary schools that are as low achieving as the State's other Tier I schools. Tier II schools are a State's persistently-lowest achieving secondary schools that are eligible for, but do not receive, Title I, Part A funds and certain additional Title I eligible secondary schools that are as low achieving as the State's other Tier II schools or that have had a graduation rate below 60 percent over a number of years. An LEA may also use school improvement funds in Title I schools in improvement, corrective action, or restructuring that are not identified as persistently lowest-achieving schools and certain additional Title I eligible schools ("Tier III schools").</p> <p>In the Tier I and Tier II schools an LEA chooses to serve, the LEA must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model.</p>		
Allowable Activities		
<p>Tier I and Tier II Grantees</p> <ul style="list-style-type: none"> ■ Grantees must expend grant funds for the required activities delineated for the selected intervention model as defined in the final federal regulations. ■ Grantees may expend grant funds for the permissible activities delineated for the selected intervention model as defined in the final federal regulations. ■ Grantees may expend grant funds for other school improvement activities deemed needed to address identified needs not addressed by the intervention model selected. <p>Tier III Grantees</p> <ul style="list-style-type: none"> ■ Tier III grantees may select one of the four intervention models in the federal regulations or the state's Tier III Transformation Model. ■ If selecting one of the four models in the federal regulations, grantees must expend grant funds for the required activities delineated for the selected intervention model as defined in the final federal regulations. Grantees may expend grant funds for the permissible activities delineated for the selected intervention model as defined in the final federal regulations. ■ Grantees may expend grant funds for other school improvement activities deemed needed to address identified needs not addressed by the intervention model selected. <p>In addition, a Tier I, Tier II, Tier III grantee campus that has implemented, in whole or in part, either the Turnaround, Restart, or Transformation models within the last two years may continue or complete the implementation of the intervention model with the TTIPS grant funds. For example, if a grantee campus has replaced its principal within the last two years, the LEA/campus will not be required to hire another new principal. An LEA/campus that receives TTIPS SIG funds in accordance with this flexibility must fully implement the selected model as required by the final federal requirements. In other words, if the school had been implementing the model only in part, it must use the funds it receives to expand its implementation so that it fully complies with the federal regulatory requirements.</p> <p>The detailed required and permissible activities for each intervention model, as defined in the final federal regulations are listed on Schedule #4—Program Requirements and are incorporated by reference herein.</p>		

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Texas Title I Priority Schools Grant			
Schedule #4—Program Requirements			
Part 2: Statutory Requirements			
#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described	
1	The LEA must demonstrate that the LEA has analyzed the needs of each school and selected an intervention for each school and selected an intervention for each school.	Comprehensive Needs Assessment	
2	The LEA must demonstrate that it has the capacity to use these grant funds to provide adequate resources and related support to each Tier campus identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model it has selected.	Project Management—Capacity Project Management—LEA Support	
3	If the LEA is not applying to serve each Tier I school (through a separate application for each campus), the LEA must explain why it lacks capacity to serve each Tier I school.	Project Management—Lack of Capacity	
4	The LEA must describe actions it has taken, or will take, to design and implement interventions consistent with the final federal requirements, including the services the campus will receive or the activities the campus will implement.	Program Abstract Intervention Model	
5	The LEA must describe actions it has taken, or will take, to recruit, screen, and select external providers, if applicable, to ensure their quality.	Project Management—External Providers	
6	The LEA must describe actions it has taken, or will take, to align other resources with the interventions.	Project Management—Resource Management Program Budget Summary	
7	The LEA must describe actions it has taken, or will take, to modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively.	Project Management—Management of Grant Activities	
8	The LEA must describe actions it has taken, or will take, to sustain the reforms after the funding period ends.	Project Management—Program Continuation and Sustainability	
9	The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each campus.	Project Management—Activity Timeline	
10	The LEA must describe the annual goals for student achievement on the State's assessments in both reading/language arts and mathematics that it has established in order to monitor its Tier I and Tier II schools that receive school improvement funds.	Performance Assessment and Evaluation—Annual Performance Goals	
11	As appropriate, the LEA must consult with relevant stakeholders regarding the LEA's application and implementation of school improvement models on its campus	Comprehensive Needs Assessment—Groups of Participants Project Management—Partnerships/Involvement of Others	
12	Applicant provides assurance that financial assistance provided under the grant program will supplement, and not supplant, the amount of state and local funds allocated to the campus.	Program Assurances	
13	Applicant provides assurance that it will use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final federal requirements.	Program Assurances	

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14	Applicant provides assurance that it will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final federal requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the TEA) to hold accountable its Tier III schools that receive grant funds.	Program Assurances	
15	Applicant provides assurance that it will, if it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization (CMO), or education management organization (EMO) accountable for complying with the final federal requirements.	Program Assurances	
16	Applicant provides assurance that it will report to the TEA the school-level data required under section III of the final federal requirements.	Program Assurances	
17	<p>If the LEA/campus selects to implement the turnaround model, the campus must implement the following federal requirements.</p> <ol style="list-style-type: none"> Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates; Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students; <ol style="list-style-type: none"> Screen all existing staff and rehire no more than 50 percent; and Select new staff. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school; Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability; Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students; Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and Provide appropriate social-emotional and community-oriented services and supports for students. 	Program Assurances	

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Part 2: Statutory Requirements			
#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described	
18	If the LEA/campus selects to implement the turnaround model , the campus may implement the following federal requirements. a. Any of the required and permissible activities under the transformation model; or b. A new school model (e.g., themed, dual language academy).	Program Assurances	
19	If the LEA/campus selects to implement the school closure model , the campus must implement the following requirement. a. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. b. A grant for school closure is a one-year grant without the possibility of continued funding.	Program Assurances	
20	If the LEA/campus selects to implement the restart model , the campus must implement the following federal requirements. a. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA. b. Enroll, within the grades it serves, any former student who wishes to attend the school.	Program Assurances	
21	If the LEA/campus selects to implement the transformation model , the campus must implement the following federal requirements. 1. Develop and increase teacher and school leader effectiveness. (A) Replace the principal who led the school prior to commencement of the transformation model; (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- (1) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and (2) Are designed and developed with teacher and principal involvement; (C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so; (D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and	Program Assurances	

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21	designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and (E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school. 2. Comprehensive instructional reform strategies. (A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and (B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students. 3. Increasing learning time and creating community-oriented schools. (A) Establish schedules and strategies that provide increased learning time; and (B) Provide ongoing mechanisms for family and community engagement. 4. Providing operational flexibility and sustained support. (A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and (B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).	Program Assurances	
22	An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as-- (A) Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school; (B) Institute a system for measuring changes in instructional practices resulting from professional development; or (C) Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.	Program Assurances	

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23	An LEA may also implement comprehensive instructional reform strategies, such as-- (A) Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective; (B) Implement a school wide "response-to-intervention" model; (C) Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content; (D) Use and integrate technology-based supports and interventions as part of the instructional program; and (E) In secondary schools-- (1) Increase rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework; (2) Improve student transition from middle to high school through summer transition programs or freshman academies; (3) Increase graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or (4) Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.	Program Assurances	
24	An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as-- (A) Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs; (B) Extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff; (C) Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or (D) Expand the school program to offer full-day kindergarten or pre-kindergarten.	Program Assurances	

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25	The LEA may also implement other strategies for providing operational flexibility and intensive support, such as-- (A) Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or (B) Implement a per-pupil school-based budget formula that is weighted based on student needs.	Program Assurances	
26	An LEA that has nine or more Tier I and Tier II schools is prohibited from implementing the transformation model in more than 50% of those schools.	Program Assurances	
By submitting the application and signing Schedule #1, the applicant is certifying that all requirements are met in these program narrative component descriptions and activities.			
Part 3: Statutory Assurances			
#	Statutory Assurance Description		
1	Applicant provides assurance that financial assistance provided under the grant program will supplement, and not supplant, the amount of state and local funds allocated to the campus.		
2	Applicant provides assurance that it will use its TTIPS Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final federal requirements.		
3	Applicant provides assurance that it will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final federal requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the TEA) to hold accountable its Tier III schools that receive school improvement funds.		
4	Applicant provides assurance that it will, if it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final federal requirements.		
5	Applicant provides assurance that it will report to the TEA the school-level data required under section III of the final federal requirements.		
6	Applicant provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.		
Part 4: TEA Program Assurances			
#	TEA Assurance Description		
1	Before full implementation funds are made available, the grantee must demonstrate that all early implementation activities have been completed. Successful completion of the early implementation will be measured in the Quarterly Implementation Reports (QIR), the Model Selection and Description Report, and through participation in TEA technical assistance. <ul style="list-style-type: none"> a. The Model Selection and Description Report must be submitted to TEA no later than February 1, 2011. This report may be submitted at any time prior to the deadline. Grantees must demonstrate successful completion of the following activities: <ul style="list-style-type: none"> i. Comprehensive Needs Assessment process. ii. Establish the grant budget by the required categories. iii. Identification and Selection of the intervention model. iv. Development of activities to implement selected intervention model. v. Development of Timeline of Grant Activities. 		

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Schedule #4—Program Requirements			
Part 4: TEA Program Assurances			
#	TEA Assurance Description		
2	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant.		
3	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, the Texas School Improvement Conference, and sharing of best practices.		
4	For the LEAs selecting the TEA Designed Models the applicant provide assurances that it will participate in and make use of technical assistance and coaching support provided by TEA, SIRC, and/or its subcontractors.		
5	The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the effectiveness of the LEA's curriculum and its alignment with instruction occurring on the campus; assesses progress on student groups' academic achievement at the campus level; and guide instructional decisions by teachers for individual students.		
6	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.		
7	The applicant will provide access for onsite visits to the LEA and campus by TEA, SIRC and its contractors.		
8	The applicant, if selecting the Restart Model, agrees to contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.		
9	The applicant, if selecting the Turnaround Model or Transformation Model (Tiers I and Tiers II only) agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.		
10	If the LEA/Tier III campus selects to implement the <u>transformation model</u> , the campus assures That it will it implement the following federal requirements. <ol style="list-style-type: none"> 1. Develop and increase teacher and school leader effectiveness. <ol style="list-style-type: none"> A. Evaluate the effectiveness of the current principal and use the results of the evaluation to determine whether the principal should be replaced, be retained on the campus, or be provided leadership coaching or training. B. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so; C. Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and D. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school based on rigorous, transparent, and equitable evaluation systems for teachers and principals: <ol style="list-style-type: none"> 1. Takes into account data on student growth as a a factor as well as other factors such as multiple observation-based assessments of student performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and 2. Are designed and developed and with teacher and principal involvement 		

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Part 4: TEA Program Assurances			
#	TEA Assurance Description		
10	2. Comprehensive instructional reform strategies. A. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and B. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students. 3. Increasing learning time and creating community-oriented schools. A. Establish schedules and strategies that provide increased learning time; and B. Provide ongoing mechanisms for family and community engagement. 4. Providing operational flexibility and sustained support. A. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and B. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).		
11	An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as-- (A) Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school; (B) Institute a system for measuring changes in instructional practices resulting from professional development; or (C) Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.		
12	An LEA may also implement comprehensive instructional reform strategies, such as-- (A) Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective; (B) Implement a school wide "response-to-intervention" model; (C) Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content; (D) Use and integrate technology-based supports and interventions as part of the instructional program; and (E) In secondary schools-- (1) Increase rigor by offering opportunities for students to enroll in advanced coursework (such as advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework; (2) Improve student transition from middle to high school through summer transition programs or freshman academies; (3) Increase graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or (4) Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.		

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13	An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as-- A. Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs; B. Extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff; C. Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or D. Expand the school program to offer full-day kindergarten or pre-kindergarten.		
14	The LEA may also implement other strategies for providing operational flexibility and intensive support, such as-- A. Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or B. Implement a per-pupil school-based budget formula that is weighted based on student needs.		
15	The LEA/campus assures TEA that data to meet the following federal requirements will be available and reported as requested. a. Number of minutes within the school year. b. Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup. c. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes. (High Schools Only) d. College enrollment rates. (High Schools Only) e. Teacher Attendance Rate f. Student Completion Rate g. Student Drop-Out Rate h. Locally developed competencies created to identify teacher strengths/weaknesses i. Types of support offered to teachers j. Types of on-going, job-embedded professional development for teachers k. Types of on-going, job-embedded professional development for administrators l. Strategies to increase parent/community involvement m. Strategies which increase student learning time		
By submitting the application and signing Schedule #1, the applicant is certifying it will comply with the above assurances.			

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Texas Title I Priority Schools Grant Schedule #4A—Program Abstract		
Part 1: Grant Eligibility		
<input type="checkbox"/> Tier I Eligible Campus <input type="checkbox"/> Tier II Eligible Campus <input checked="" type="checkbox"/> Tier III Eligible Campus		
Identify which timeline the LEA/Campus the applicant will implement.		
<input type="checkbox"/> Option 1: LEA/campus currently engaged in aggressive reform <input checked="" type="checkbox"/> Option 2: LEA/campus in need of foundational technical assistance		
Part 2: Grant Program Summary. Provide a brief overview of the program you plan to implement on the campus. Be sure to address fundamental issues such as your local program goals and objectives that align with the RFA purpose and goals, rationale for program design, etc. Address the specific gaps, barriers, or weaknesses to be addressed by the intervention model to be selected. A response to this question must be completed in the original submission regardless of whether the LEA/campus has selected an intervention model at this time or not. Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<p>Southwest Elementary School leaders, in collaboration with Belton ISD district-level personnel, have carefully completed all the Texas Title I Priority Schools (TTIPS) grant early implementation activities. The result is a comprehensive plan for the <i>Transformation</i> of Southwest Elementary School into a campus where all students are successful. The improvement effort at Southwest will be fulfill the campus' vision of "Joyful Learning With Intention and Intensity."</p> <p>Parents and community members, teachers, campus leadership, district leadership and even school board members assembled to examine student achievement data at Southwest and then to investigate which campus intervention model presented the best opportunity for student success. Data showed that the campus was identified as "Persistently Low Achieving" due to flat or declining scores in mathematics. After data analysis and consideration of each of the four models using the TEA-provided narrowing questions, the <i>Transformation</i> model was selected. Criteria for each of the seven required areas for school improvement have been directly addressed in the grant narrative. Specifically, this program has as a goal to improve student achievement in reading/ELA and mathematics so that the campus reaches Exemplary level performance by the third year of grant implementation. To reach that goal, Southwest Elementary faculty, staff, and leadership will use grant funds to implement a system for increasing the use of data to drive instruction, to increase leadership effectiveness through job-embedded professional development and technical support from the HOPE Foundation, to increase learning time by lengthening the school day, to increase parent and community involvement through the work of a dedicated parent liaison, to improve school climate using a positive, proactive approach to school-wide discipline, and to increase teacher quality by implementing a locally developed appraisal instrument, and by rewarding teachers whose students are making progress with financial incentives. All of these changes, plus additional Critical Success Factors and Annual Performance Goals will be part of a proven, comprehensive campus reform framework known as <i>Intensive School Reform</i> developed by the HOPE Foundation. In addition, grant funds will enable the campus to provide both interventions and enrichment to students in a technology-rich environment.</p> <p>The HOPE Foundation will serve as the external provider for the transformation process. Based on the seminal work by Alan Blankstein, <i>Failure Is Not An Option</i>, the Intensive School Reform (ISR) program ensures success for lower performing schools through customized work with individual campuses and regular on-site technical support. The on-site support will address needs identified in the needs assessment in each of the seven required improvement areas. Outcomes expected from the ISR partnership include a sustainable increase in student achievement, the full and effective implementation of the six principles of the <i>Failure Is Not An Option</i> framework, and a transformed culture of trust, mutual accountability, and continuous improvement.</p> <p>The budget has been structured so that improvements will be sustainable after the grant period ends. All statutory requirements listed in the program guidelines have been addressed as described on each section of the grant application.</p>		

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Texas Title I Priority Schools Grant Schedule #4B--Program Description															
Part 1: Comprehensive Needs Assessment															
Section A: Campus Grade Levels															
Type of School	Number of Students Enrolled in Grade Levels on the Campus to be Served with Grant														
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public School	22	77	94	85	83	69	62	0	0	0	0	0	0	0	492
Open-Enrollment Charter School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Students:	22	77	94	85	83	69	62	0	0	0	0	0	0	0	492
Total Instructional Staff														34	
Total Support Staff														18	
Section B: Data Sources Reviewed or to be Reviewed in the Comprehensive Needs Assessment Process															
1	TAKS data, demographic data, and attendance data as found in AEIS Reports														
2	Texas Primary Reading Inventory (TPRI) assessment data														
3	TELPAS assessment data														
4	At-risk data														
5	mCLASS assessment data														
6	CEI student LAB reports														
7	DRA/Benchmark Assessment data														
8	Survey data (Student, faculty, and parent survey)														
9	Walkthrough and PDAS data														
10	Retention rates														

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Texas Title I Priority Schools Grant Schedule #4B—Program Description																										
Part 1: Comprehensive Needs Assessment Cont.																										
Section C: Process Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).																										
Describe, in detail, the process the LEA and campus followed/will follow to identify the needs of the campus.																										
<p>Southwest Elementary (SWE), a Title I Schoolwide program, is one of eight elementary schools in Belton ISD. The school is comprised of approximately 500 students. Of these students, 88% are economically disadvantaged and 41% are limited English Proficient (LEP). During the spring of 2010 the Campus Improvement Team (CIT) consisting of campus personnel, community and business representatives and parents conducted a comprehensive needs assessment to determine the effect of SWE's instructional programs on student achievement. Data sources included AEIS, TPRI data, TELPAS data, attendance rate data, retention rates, mCLASS assessment data for prekindergarten students, local benchmark results, and walkthrough and PDAS data. Major findings of the needs assessment indicated the following:</p> <ul style="list-style-type: none"> There is a significant gap between LEP and non-LEP student achievement. Overall math scores are significantly lower than reading scores. Teachers and school leaders are in need of high-quality professional development, especially in the use of strategies to address the linguistic needs of LEP students. <p>The chart below demonstrates that limited English proficient students tend to have a more difficult time passing the State's assessments, especially in the area of math. It also shows the gap between the performance of all students in the District compared to students at SWE.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>2009 TAKS</th> <th>All BISD</th> <th>SWE Students</th> <th>African American</th> <th>Hispanic</th> <th>White</th> <th>Low SES</th> <th>LEP</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>94%</td> <td>88%</td> <td>94%</td> <td>83%</td> <td>97%</td> <td>86%</td> <td>74%</td> </tr> <tr> <td>Math</td> <td>87%</td> <td>76%</td> <td>59%</td> <td>74%</td> <td>89%</td> <td>74%</td> <td>68%</td> </tr> </tbody> </table> <p>In May of 2010 the LEA Decision Making Team was assembled to further study the needs of SWE through an analysis of student achievement data. The group was asked to identify trends in the data and make recommendations regarding intervention strategies for SWE. This group consisted of school representatives, members of the community, district-level personnel and board members. The group reviewed the four models identified in TTIPS. The models considered were school closure, restart model, transformation model, and a turnaround model. The group decided that the most logical model for SWE was the transformational model. This model includes: developing and increasing teacher and school leader effectiveness, implementing comprehensive instructional reform strategies, increasing learning time and creating community-oriented schools and providing operational flexibility and sustained support. The focus group determined that the model was most closely aligned with their recommendations for improvement. These recommendations included: job embedded professional development in the areas of math and literacy, additional behavioral support, increased learning time for students, infusion of technology hardware and software, incentives to teach at SWE, and increased personnel on the campus.</p>			2009 TAKS	All BISD	SWE Students	African American	Hispanic	White	Low SES	LEP	Reading	94%	88%	94%	83%	97%	86%	74%	Math	87%	76%	59%	74%	89%	74%	68%
2009 TAKS	All BISD	SWE Students	African American	Hispanic	White	Low SES	LEP																			
Reading	94%	88%	94%	83%	97%	86%	74%																			
Math	87%	76%	59%	74%	89%	74%	68%																			

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Texas Title I Priority Schools Grant Schedule #4B—Program Description			
Part 1: Comprehensive Needs Assessment Cont.			
Section D: Groups of Participants Contributing/to Contribute to Needs Assessment Process, ensuring Parents and Community Groups were involved in the process.			
1	Campus Principal		
2	Grade Level Classroom Teacher Representatives		
3	Communities in Schools Staff		
4	City of Belton Staff Representative		
5	Parent Representatives		
6	Belton Housing Authority Staff Representative		
7	Helping Hands Food Pantry Director		
8	Curriculum and Instruction Department		
9	District-level Administration		
10	School Board Representative		

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Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 2: Project Management		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Capacity -- Describe the LEA's capacity to use grant funds to provide adequate resources and related services/support to the campus to implement, fully and effectively, the required activities of the school intervention model.		
BISD brings capacity to fully and effectively provide resources and support to the campus for this project because of its success implementing projects of this size and scope. For example: <u>Curriculum Development:</u> BISD has developed and implemented 55 local curriculum documents aligned to the TEKS. <u>Curriculum Management System:</u> BISD purchased an electronic curriculum management system for teachers to access the District's curriculum. The system provides space for lesson development, incorporates teacher walkthroughs and a professional development module to track training. It also includes a data management system whereby teachers can access student achievement data. <u>Technology Integration:</u> BISD was awarded a \$485,000 Schools, Teachers, Administrators, and Regions (STAR) grant which provided funding to increase teachers' knowledge and skills on integrating technology. BISD served as a mentor school district to a high-poverty rural district. <u>Assessments:</u> Using High School Allotment funds and the District Awards for Teacher Excellence (DATE) grant, BISD worked with teachers to write and deliver secondary common assessments for all core content areas. <u>Leadership Development:</u> Nearly \$25,000 of local and federal ARRA funds have been used to send principals to specialized literacy training. All administrators attend scheduled Leadership Days with instructional focus on student achievement. <u>Teacher Development:</u> Since 2003, BISD has heavily invested in professional development for all its educators. The catalyst for improvement was a Title I grant-funded partnership with the Charles A. Dana Center. These grants provided intense math and science training for teachers. Teachers studied the TEKS and engaged in a lesson study cycle where they worked collaboratively to develop lessons. <u>Collaborative Learning Teams (CLTs):</u> In 2009 BISD implemented a teacher-directed professional development model whereby teachers defined their learning based on their professional growth needs. Teachers met in small teams to establish parameters for their learning and engage in dialogue and discussion with peers. Federal ARRA funds made it possible to supplement CLTs with high-quality professional development for both math and English language arts teachers. <u>Tax Ratification Election:</u> In 2008 BISD voters approved a 13-cent tax increase generating an additional \$5 million annually. The funds have assisted the District in maintaining competitive salary structures and implementing quality programs for students. <u>Teacher Turnover:</u> BISD's spring 2010 job fair attracted a record number of 350 applicants. The District's relatively low turnover rate is evidence of the District's commitment to the recruitment and retention of high quality teachers. While the State is at a 14.7% turnover rate, BISD is at just 11.3% and 100% of BISD teachers meet NCLB Highly Qualified requirements. BISD has demonstrated the capacity to close gaps between groups of students and increase the achievement of all students. For example: <ul style="list-style-type: none"> • Low SES students' passing rate on TAKS increased from 80% in 2005 to 89% in 2009. • Passing rates for Low SES students on the math TAKS have increased from 64% to 80% in the last five years. • Commended rates for Low SES students have increased from 12% in 2005 compared to 28% in 2009. • Scores on TAKS reading have increased by 6 percentage points since 2005. African American students' rate has increased from 80% to 89%; Hispanic students' increased from 79% to 89%; and Low SES students' increased from 80% to 89%. • Scores on the math TAKS have increased by 12 percentage points since 2005. African American students' passing rate has increased from 59% to 75%; Hispanic students' rates from 66% to 80%; and Low SES students' rates from 64% to 80%. • Scores on the science TAKS have increased by 14 percentage points since 2005. African American students' passing rate has increased from 48% to 75%; Hispanic rates increased from 55% to 76%; Low SES rates increased from 55% to 75%; and the gap between student groups has closed by 15 percentage points. Taken together, BISD's instructional systems paired with thoughtful and individualized supports for struggling students help explain why BISD has the capacity to implement a project of this size and scope.		

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Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to <i>one page each</i> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Partnership/Involvement of Others – Describe how the LEA/campus consulted with relevant stakeholders (students, staff, parents, community) regarding this application and proposed implementation of a school intervention model.		
<p>Students Southwest Elementary students participated in the needs assessment process through their performance on various assessments: TAKS, Texas Elementary Math Inventory, Texas Primary Reading Inventory, local taught curriculum assessments, and local benchmark assessments. The Campus Improvement Team used this student assessment data along with attendance rates, and discipline referrals to identify campus needs.</p> <p>Staff and Principal Faculty and staff participated in identifying comprehensive campus needs. The principal participated in the District's administrative book study of <i>Failure Is Not An Option</i> (Blankstein, 2004). She led her staff in a series of discussions regarding the vision, mission, and goals for the school. They discussed various interventions and models to increase student success. Achievement in math and science were identified as major needs of the campus. In addition, the high population of limited English proficient students are not achieving at a rate comparable to all students. These needs became the focus in the selection of the reform model. It was critical that the model address these needs.</p> <p>The principal and staff continued to collect data on curriculum and instruction needs through monthly classroom walkthroughs and the use of PDAS. This observation data was included in the campus plan and considered during the development of the proposed project. After a faculty meeting of the entire staff and principal to discuss Southwest's eligibility for the TTIPS program, district leadership formed a focus group that included teachers to review the campus data, to further explain the campus' eligibility for the TTIPS grant program and to discuss each of the four grant intervention models. Participants provided input into the selection of the model and the key components necessary for a new model.</p> <p>LEA Planning and Decision Making Team The LEA Planning and Decision Making Team met on May 19, 2010. The team consisted of the campus administrative team, classroom teachers, the Communities in Schools Site Director from the campus, the Communities in Schools cluster group leader for the school district, a member of the Central Texas Housing Consortium, and parents. The team considered the Narrowing Questions and determined the Transformational Model would best fit the needs of the campus. The team then initiated a brainstorming session that yielded rich discussion and a variety of ideas to meet the objectives of the grant. At the conclusion of the meeting, the participants were invited to continue to consider possible strategies to improve student achievement on this campus. Those individuals whose schedules would not allow them to attend the meeting on that day were contacted via email, and their input was solicited. Members of the district level team also met individually with community leaders who could not attend the meeting. Those additional members of the team included a member of the City Council, the director of the local food bank, and the director of the Chamber of Commerce. These personal meetings yielded additional insight into potential strategies and activities to include in the grant. On May 26, 2010, members of the district level administrative team met with the faculty of Southwest Elementary School. The grant opportunity was presented to the faculty. Ideas were solicited at that meeting. The faculty was encouraged to continue to consider the grant and submit ideas directly to the grant writers.</p> <p>Parents Parents participated in the needs assessment process by serving on the LEA Planning and Decision Making Team, Campus Improvement Team, the District's long-range planning committee and the District's Parent Advisory Board. In addition, parents were involved in the project focus group that decided the Transformation model would best serve Southwest Elementary. Those individuals who were not able to attend the meetings were contacted via email for input.</p> <p>Community Community members were included as part of the LEA Planning and Decision Making Team. Members of the district-level administrative team met individually with community members including a city council member, the director of a local food bank, and the director of the Chamber of Commerce. These meetings yielded additional insight into potential strategies and activities for the project.</p>		

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Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Management of Grant Activities – Describe how the LEA and campus will modify its practices and/or policies, as necessary, to ensure its implementation of the intervention(s) fully and effectively.		
The LEA and SWE will modify its practices and/or policies to ensure its implementation of the intervention fully and effectively. Major practices to be modified to ensure the implementation of the proposed interventions in this project include the following:		
<ul style="list-style-type: none"> • Extended time for learning— SWE's school day will be extended by one hour and forty-five minutes Monday through Thursday. Upon notice of grant award, parents will be notified that the school day will be extended from 2:45 until 4:30 p.m. four days per week. Teachers will be paid for an additional one hour and thirty minutes per day and will work until 5:00 p.m. each day. This additional time will assist the campus in better scheduling uninterrupted blocks of time for intensive instruction in reading and math as well as provide opportunities for interventions for students needing individual or small group assistance. Transportation services will continue to be provided to students; however, additional routes will be established to ensure student participation. • Increased reading and math interventionists for the campus— SWE will receive additional support above its current local, state and federally funded positions through the provision of additional interventionists to work with students individually and in small groups. Using achievement data, the interventionists will target students for acceleration and will work closely with the classroom teacher to ensure that students meet learning objectives. • Job-embedded professional development opportunities— Additional support through instructional math facilitators will allow for grade level and vertical teams to focus on math instruction with the assistance of a facilitator who is skilled in mathematics instruction. Teachers will work directly with the facilitator and in teams to develop lessons, interpret the Texas Essential Knowledge and Skills, analyze student achievement data, and determine interventions for students who are not succeeding. • Increased support for bilingual students and teachers— While the campus currently has an instructional facilitator, she is not bilingually certified. A bilingual specialist will be hired to assist teachers in instructional strategies to support bilingual students. • Monitoring by the HOPE Foundation— A Customized Transformational Plan (CTP) will be developed for the campus. It will be designed to accelerate achievement in areas identified on the campus needs assessment and will allow for progress monitoring. • Increased Monitoring of Goals and Objectives— A 90-day campus action plan will be written. This plan will be evaluated every 2-3 weeks to ensure progress and attainment of student achievement objectives. • Allow flexibility to schedule campus staff development in lieu of district activities— SWE will have the flexibility to use all district staff development days for campus-based professional development. 		

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Resource Management – Describe how the LEA/campus will align other resources (federal, state, local, and community) with the school improvement intervention.		
<p>All funding sources will be aligned with this Project to serve the needs of students at SWE. Each year after the Board and Superintendent establish district goals, the District's Deputy Superintendent facilitates the development of the District Improvement Plan by meeting with the District's Districtwide Educational Improvement Committee (DWEIC) and program directors. This plan then serves as a guide to campus principals as they facilitate the development of their campus plans. The District Improvement Plan and campus plans then drive the budgeting process. This process, which is led by the District's Assistant Superintendent for Finance, includes district-level administrators representing all program areas. As needs are identified and the District's budget is developed, district-level administrators work together closely to ensure that resources are aligned and coordinated to ensure that the District's goals are achieved. If awarded, this Project will be aligned in a similar fashion with the same input from district-level administrators representing various programs in order to ensure the maximum effectiveness of all funding resources.</p> <p>Local, state and federal resources will be aligned with the proposed school improvement intervention in the following ways:</p> <ul style="list-style-type: none"> • Federal No Child Left Behind Funds— Existing Title I funding for staff, supplies, professional development, parental involvement activities and other activities will be continued at SWE. All expenditures will be aligned to support the effective implementation of this reform effort. Stipends and sign-on bonuses for bilingual teachers will continue to be paid with Title I and Title III entitlements. • Federal Stimulus Funds— Professional development activities and instructional materials have been provided for teachers using federal ARRA funds. These activities will directly align to the goals of this Project. • Federal Special Education Funds— Special education funds will continue to provide support to students and teachers in the program. Services will support the improvement efforts identified in the Project. • Local Funds—Existing facilities and instructional staff will be used for implementation of project activities. Student attendance incentives will be provided through local funds. 		

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Grant Project Manager Qualifications – Describe the qualifications of the person selected to be the project manager for this grant on the campus.		
<p>Mr. Kevin Taylor will serve as the Project Manager for SWE's TTIPS program. Mr. Taylor has a Bachelor's degree from University of Mary Hardin-Baylor and a Master's Degree from Tarleton State University. He brings six years of experience as an elementary teacher and nine years of experience as a public school administrator to the position. He has served as both an elementary and a secondary principal. His Texas certifications include the following:</p> <ul style="list-style-type: none"> • Elementary Self-Contained (1-8) • Elementary Biology (1-8) • Principal (EC-12). <p>Mr. Taylor has extensive knowledge in school reform strategies, in-depth training in literacy instruction and has eight years of training and experience in classroom walkthroughs and high-yield instructional strategies. He has participated in a previous Texas Title I Comprehensive School Reform Program, <i>Improving Teaching and Learning</i>. As the principal of the school implementing the reform, Mr. Taylor participated in in-depth math and science training provided by the Charles A. Dana Center at the University of Texas, Austin. He worked closely with teachers as they collaborated on the design and development of lessons aligned to the Texas Essential Knowledge and Skills. Throughout the duration of that project, Mr. Taylor facilitated the development of professional learning communities at his campus and watched as student achievement in math and science steadily increased.</p> <p>As the Project Manager, Mr. Taylor will be the lead administrator for the Project. He will work closely with the campus principal and will direct all aspects of the implementation of the grant program. Responsibilities will include working with the external evaluator to ensure all Critical Success Factors are achieved and all Annual Performance Goals are measured and appropriately reported. He will also monitor the budget, assist with meeting state and federal reporting requirements, and assist in the selection of project personnel. He will also work closely with the district-level Shepherd who works.</p>		

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LEA Support – Describe how the LEA will structure and implement an individual or office with responsibility for supporting the campus' school improvement efforts.		
<p>The Belton Independent School District will structure and implement an individual to assist and support SWE's school improvement efforts in the following ways:</p> <ul style="list-style-type: none"> Designate a District Shepherd to oversee the grant and participate as a central office contact— Denise Whitley, Director of Elementary Curriculum and Instruction, will serve as the Shepherd for the Project. Denise Whitley, currently serving as Director of Elementary Curriculum and Instruction, has a Bachelor's Degree in Elementary Education and a Master's Degree in Educational Administration. She holds multiple State certifications and has had extensive training in principal leadership, teacher assessment, curriculum development, managing federal and state grants, implementing school improvement initiatives and teaching interventions for high-need students. Mrs. Whitley has worked in BISD for 25 years as a teacher and elementary and secondary principal. She has written and managed multiple State grants. She will be responsible for the direct link between the campus and the District as the District Shepherd to serve as support to SWE as they engage in this school improvement program. She will provide oversight of the Project, ensure responsiveness of the LEA and will provide a direct line of communication to the Superintendent and other district-level administrators. Hold meetings regularly with the campus Project Manager to review grant progress— Mrs. Whitley will meet with the Project Manager every three weeks to discuss progress and review grant milestones and timelines for completion. Assist with grant expenditure reporting— Mrs. Whitley will assist the Project Manager with grant expenditure reports and will coordinate efforts with the District's business office as needed. Assist in Project evaluation components— Mrs. Whitley will review all data collected by the Project Manager and will ensure that all data is submitted to the external evaluator as outlined in the Project. Coordinate professional development— Mrs. Whitley will assist the Project Manager with all professional development by reviewing all contracts and submitting them to the District's Deputy Superintendent for approval. She will also coordinate the scheduling of rooms. Reduce workload of the District Shepherd— In order to free Mrs. Whitley to assist with the Project, Mrs. Whitley's duties of evaluating principals will be moved to other district-level administrators. <p>The increased coordination between the campus and the District as outlined above will ensure the effective implementation of this Project.</p>		

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Program Continuation and Sustainability – Describe how the LEA will sustain the campus reforms after the funding period ends.		
<p>Blankstein (2004) stated, "Sound education, good teaching and learning are inherently sustaining processes" (p. 201). Furthermore, he argued that sustainability in educational change is comprised of six key and interrelated characteristics: (1) Improvement that sustains learning, not merely change that alters schooling; (2) Improvement that endures over time; (3) Improvement that can be supported by available or achievable resources; (4) Improvement that is a shared responsibility; (5) Improvement that doesn't impact negatively on the surrounding environment of other schools and systems; and (6) Improvement that promotes ecological diversity and capacity throughout the educational and community environment (p. 202). The Texas Title I Priority Schools grant is designed for long-term success and based on good teaching and learning. Because the Project is aligned to the District's goals and addresses the improvement of teacher and leader quality, there is a high probability of long-term sustainability.</p> <p>Professional development strategies proposed in this Project represent second-order change initiatives which will address system problems in instruction such as helping teachers to develop a deep understanding of math content and second language acquisition so that they can develop lessons and performance assessments which help students to deepen their conceptual understanding of language and mathematics. As the knowledge of teachers is increased and new practices are implemented, they will be systemized at the school, and as a result real change will ensue and will endure over a long period of time. Once grant funds are gone, these changes can easily be sustained using available resources from local and federal funds.</p> <p>Leadership development activities proposed in the Project are of high-quality and will afford leaders an opportunity to improve all aspects of their leadership skills, especially in the teacher evaluation process. These skills are necessary for the continued success of the school. Once the key leaders in the school are able to effectively evaluated and document teacher effectiveness or ineffectiveness, they will develop the confidence to address instructional problems on the campus. This will be sustained and continued to be developed over time. With the support of a highly trained administrative team at the central office level, administrators will be able to continue to develop and sustain what was learned using resources already available in the District.</p> <p>Specific intervention strategies for students such as an extended learning day and interventionists, if proven to have a significant impact as anticipated in the Project, will be maintained for the campus after the Project period by realigning current resources and using increased State revenue funds which the District anticipates receiving as it continues to grow throughout the next ten years. Growth has been at 20% per year and is anticipated to remain high according to demographic projections provided in the District's 2009 study.</p>		

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External Providers -- Describe how the LEA will recruit, screen, and select external providers to ensure their quality.		
<p>Upon grant award, the Project Manager and the District Shepherd will work together to develop a Request for Proposal (RFP) to recruit, screen and select an external provider to assist with the transformation efforts at SWE. The RFP will clearly outline the goals and objectives of this Project. It will also identify the responsibilities and expectations of the external provider. Following the District's established processes, the RFP will be publicized in two newspapers and all proposals will be accepted within a specified time period. After the deadline for submitting the RFP passes, the Project Manager and the Shepherd along with the Assistant Superintendent for Curriculum and Instruction and the campus principal will select 3-5 proposals which meet the criteria included in the RFP. The providers submitting these proposals will be interviewed by these administrators and two teacher representatives. Using previously developed interview questions and a scoring rubric, the committee will conduct interviews and select an external provider for the Project.</p>		
<p>Criteria to be included in the RFP includes the following:</p> <ul style="list-style-type: none"> • The external provider must implement reform efforts which are supported by research. • The external provider must offer leadership training and mentoring activities for the school's principal, assistant principal and instructional facilitators. • The external provider must supply 3 references from schools with similar demographics. • The external provider must supply student achievement data which demonstrates increased student achievement over a 3-5 year period. • The external provider must have the capacity to address professional development which is aligned to the goals and objectives of the Project. • The external provider must be able to provide follow up activities each year of the Project. • The cost of the external provider must be reasonable. • The external provider must have a deep understanding of professional learning community concepts and practices. • The external provider must use data to analyze results and be willing to adjust training and activities to meet the needs of the school. • The external provider must have extensive knowledge of Response to Intervention strategies. • The external provider must be able to deliver all activities during the Project period as outlined in the RFP. 		
<p>After interviews are conducted and the scoring rubrics are calculated and averaged, the Project Manager and the Shepherd will notify the external providers of their selection or non-selection. They will then meet with the selected provider in order to plan the implementation of reform efforts.</p>		

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Site Visits – If the intervention program includes site visits to other campuses successfully implementing the intervention model, describe the process for selecting the locations and the expected outcomes of the site visit.		
<p>SWE will conduct site visits of other elementary schools with similar demographics in order to identify effective reform strategies being implemented in the areas identified for improvement (math, achievement of LEP students, literacy strategies for LEP students). School selections will be based on two or more of the following criteria:</p> <ul style="list-style-type: none"> • School to be visited serves more than 25% of students who are identified as LEP. • School to be visited serves more than 50% of students who are identified as Low SES. • School to be visited is in the top quartile in math and/or reading on its TEA comparable school's list. • School to be visited has Commended performance rates 5 or more percentage points above the State average in reading and/or math. • School to be visited has met standard rates of 5 or more percentage points above the State average for LEP students. • School to be visited is partnering with the external provider being considered by SWE. <p>Approximately 3-5 visits will be conducted during the grant project period. The expected outcomes of the visits include:</p> <ul style="list-style-type: none"> • To identify successful programs and/or instructional strategies which are being implemented school wide to assist LEP students in the attainment of literacy. • To identify programs and/or instructional strategies which have the potential to increase math achievement for all students. • To build a network with other school administrators who work in high-need schools. • To build a vision for high achievement for high-need students. • To interview school personnel on the success of new strategies being provided by the external provider being considered in the Project. • To identify leadership strategies which have the greatest impact on student achievement. • To identify interventions being used with students who are struggling. • To identify assessments which most accurately diagnose the needs of students who are struggling. • To identify capacity building methods used with leaders and teachers. • To identify how to measure and address a positive campus climate. • To identify how time is extended for learning. 		

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Lack of Capacity -- If the LEA is not applying to serve each Tier I school (is not applying for grant funding for each Tier I school), provide a detailed explanation of why the LEA lacks capacity to serve each Tier I school.		
<p>Not applicable.</p>		

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Part 3: Intervention Model		
Section A: Intervention Model Selection Process		
Intervention Model to be Implemented – Indicate the model(s) being <i>considered</i> by the LEA/campus for implementation. Indicate whether the LEA/campus will participate in the TEA Approved Model with Technical Assistance provided by the TEA-funded School Improvement Resource Center or the LEA/campus will implement its own intervention design within the requirements of the grant program.		
<input type="checkbox"/> Turnaround <input type="checkbox"/> Closure <input type="checkbox"/> Restart <input type="checkbox"/> Transformation <input checked="" type="checkbox"/> Tier III Modified Transformation		
<input type="checkbox"/> TEA Designed Model with Technical Assistance Provided by the School Improvement Resource Center <input type="checkbox"/> Supplemental Education Services (SES) incorporated into the intervention model <i>Note: Applying to implement the TEA Approved Model with Technical Assistance Provided by the School Improvement Resource Center in no way implies or guarantees funding.</i> <input checked="" type="checkbox"/> The LEA/campus will implement its own intervention design, within the parameters required by the final federal regulations released by USDE		
<p style="text-align: center;">Schedule #4B—Program Description, Part 3, Intervention Model, continued on next page</p>		

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Section B: Model Selection Process –Describe in detail: 1. The process the LEA and campus followed/will follow to select a school intervention model that aligns to the identified needs of the campus. 2. The timeline delineating the steps the campus will take to implement the selected intervention.		
Responses are limited to five pages , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<p>Process for Selection of the <i>Transformation</i> Model— The selection of the <i>Transformation</i> model for school redesign was a collaborative process that included the faculty and staff of Southwest Elementary School, the current principal, district-level leadership, school board members, and parent/community members. A series of carefully planned meetings allowed stakeholders the opportunity to discuss the school's needs and review and discuss the four models. Each of the four campus intervention models was considered using the TEA-provided narrowing questions. In addition, each of the groups was presented with student achievement data as part of the process. The <i>Transformation</i> model was selected as the most viable option for the intervention efforts. See Grant Part 1, Section C for a complete description of the needs assessment process.</p> <p>The proposed Project represents an exceptional approach to meeting the TTIPS program goals and all applicable federal statutory requirements and the seven required improvement activity categories: 1) improving academic performance, 2) increase use of quality data to drive instruction, 3) increase leadership effectiveness, 4) increase learning time, 5) increase parent/community involvement, 6) improve school climate; and 7) increase teacher quality. The overarching goal of the Southwest Elementary School Texas Title I Priority Schools Grant (TTIPS) is to improve student learning so that students can live, learn and lead in an ever-changing global economy. After the comprehensive needs assessment was completed for this Project, the following campus objectives were developed:</p> <ol style="list-style-type: none"> 1. To increase the academic achievement of students in reading and math as measured by TAKS, TPRI, mCLASS assessments, and local benchmarks. 2. To develop and implement an intensive school reform plan which builds capacity of campus leaders and teachers. Progress will be measured through surveys conducted by the HOPE Foundation and a review of annual evaluations. 3. To provide accurate teacher and administrator evaluations which reward teachers for increased student achievement and provide specific feedback for those in need of improvement. Progress will be measured by PDAS evaluations and value added data reported on TAKS and STAAR. 4. To increase parental and community involvement as measured by the number of parents and community members attending campus events, participating in parent conferences and volunteering. 5. To enhance school climate and safety through the expansion of the Safe and Civil Schools Initiative as measured by discipline referrals, attendance rates and student surveys. <p>Objective 1: To increase the academic achievement of students in reading and math as measured by TAKS, TPRI, mCLASS assessments, local benchmarks and district formative assessments.</p> <p><u>Strategy 1: Provide a bilingual instructional facilitator to support effective instructional strategies for LEP students.</u> Statutory Requirements: Improve Academic Performance, Increase Teacher Quality Timeline: January 2011 through June 3, 2013 Rationale: Due to SWE's large numbers of LEP students, a bilingual instructional facilitator is needed to assist with the implementation of a structured framework for literacy and math instruction. The facilitator will focus on supporting teachers in the development of second language acquisition using the balanced literacy approach and the Sheltered Instruction Observation Protocol (SIOP) model.</p> <p><u>Strategy 2: Provide math and reading interventionists (2) and math facilitator (1) to support struggling students.</u> Statutory Requirements: Improve Academic Performance Timeline: January 2011 through June 3, 2013 (math interventionist), August 2011 through June 3, 2013 (reading interventionist), January 2011 through June 3, 2013 (math facilitator)</p>		

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Section B: Model Selection Process Cont. Responses are limited to five pages , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<u>Rationale:</u> Due to the large number of LEP and other high-need students at SWE, additional staff is needed to support students who are struggling to meet grade level academic benchmarks. One reading and one math interventionist will be hired to provide additional support to students through individual and small group instruction.		
<u>Strategy 3: Extend the school day by one hour and forty-five minutes four days per week.</u>		
<u>Statutory Requirements: Improving Academic Performance, Increase Learning Time</u>		
<u>Timeline:</u> October 4, 2010 through June 3, 2013		
<u>Rationale:</u> Because of the large number of high-need students at SWE, additional time is needed to close achievement gaps and ensure that students are on target with academic learning objectives so that they experience success in school and ultimately graduate from high school. Funds from this Project will be used to compensate teachers for an extended work day Monday through Thursday. Students will receive an additional one hour and forty-five minutes of instruction four days per week.		
<u>Strategy 4: Implement a formative assessment and data management system to track student progress and identify intervention strategies.</u>		
<u>Statutory Requirements: Improving Academic Performance, Increase the Use of Quality Data to Drive Instruction</u>		
<u>Timeline:</u> October 4, 2010 through June 3, 2013		
<u>Rationale:</u> Better formative assessment data is needed to inform instructional decisions. The campus needs data for periodic reviews of student achievement data for progress monitoring. Grant funds will be used to purchase a formative assessment and data management system (AIMSWeb) that will assist teachers, administrators, and parents in tracking student progress and then assigning interventions as needed. The District has an established Response to Intervention (RtI) process; however, the tools to fully implement the progress monitoring requirement of RtI are not in place. Grant funds will be used to purchase netbooks for students so that AIMSWeb assessments can be administered efficiently. The purpose of these assessments is to measure growth and determine needs with short, mini assessments that can be administered with technology so that instructional time is not significantly impacted. In addition to the data collection and progress monitoring tool, the HOPE Foundation Intensive School Reform model will provide specific training for teachers and administrators on data disaggregation and decision making.		
<u>Strategy 5: Provide high-quality math and reading professional development to teachers.</u>		
<u>Statutory Requirements: Improving Academic Performance, Increase Teacher Quality</u>		
<u>Timeline:</u> October 4, 2010 through June 3, 2013		
<u>Rationale:</u> Professional development will consist of extensive training on the District's Effective Literacy Teaching framework (based on the work of Irene Fountas and Gay Su Pinnell), Math Solutions training (developed by mathematics expert Marilyn Burns), Safe and Civil Schools training (positive behavioral supports developed by Randy Sprick, Ph.D.) and SIOP training for teachers during the summer and throughout the school year. Math Solutions training will be held four times during the school year in two day sessions. These sessions will consist of teacher observations of the trainer working with their actual students in the classroom while teachers observe. Activities will be assigned for teachers to implement between sessions. An added math facilitator will monitor progress of the assignments through classroom observations. SIOP training will be held four times during the school year in three hour sessions. These sessions will consist of best practices for LEP students. Activities learned through SIOP training will be implemented in the classroom and these activities will be monitored by the bilingual campus facilitator. During the afternoons that the teachers are pulled for SIOP training, the parent liaison (position described in Objective 5) will facilitate family literacy activities with parent volunteers and students on the campus.		
<u>Strategy 6: Provide student experiences that will produce enriched learning opportunities.</u>		
<u>Statutory Requirements: Improving Academic Performance</u>		
<u>Timeline:</u> October 4, 2010 through June 3, 2013		
<u>Rationale:</u> Due to the limited experiences of the student population at SWE, the learning environment must be enriched with outside opportunities. Field trips are an important school experience that enables students to see, feel, and touch what they are learning. Grant funds will allow the campus to provide these enrichment activities. For field trips that are too far away for travel, the distance learning lab connects these students who have had limited opportunities to experience the world outside of Belton.		

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<u>Strategy 7: Increase student engagement and interests through the integrated use of technology.</u> Statutory Requirements: Improving Academic Performance, Increase Learning Time Timeline: October 4, 2010 through June 3, 2013 Rationale: Students will use netbooks as a standard part of their day in grades two through five. This will allow seamless technology integration. At SWE, the teachers must sign out laptops from a central location in order to assign any project-based learning. Teachers are hesitant to include this type of instruction into their plans due limited technology resources and time restraints.		
Objective 2: To develop and implement an intensive school reform plan which builds capacity of campus leaders and teachers. Progress will be measured through surveys conducted by the HOPE Foundation and a review of annual evaluations.		
<u>Strategy 1: Contract with the HOPE Foundation to develop a customized school reform plan.</u> Statutory Requirements: Improving Academic Performance, Increase Teacher Quality, Increase Leadership Effectiveness, Increase the Use of Quality Data to Drive Instruction Timeline: Early planning and implementation activities in preparation for the launch of <i>Intensive School Reform</i> will begin in the summer of 2010 with staff development sessions for the entire Southwest Elementary campus. Phase I (2010-2011) of the reform effort is focused on building the campus leadership team, collecting and analyzing initial data and customizing the transformation plan. Also a part of Phase I is the introduction of the faculty to the six principles of <i>Failure Is Not An Option</i> and developing a clear mission and vision for the success of all students. Phase II (2011-2012) begins an emphasis on professional development. The campus leadership team begins practicing the new norms, processes, and protocols with the faculty and staff. Efforts to improve instruction are continued from the first year and expanded to include assessments and data analysis to drive instruction. Phase III (2012-2013) is focused on deepening understandings of instructional improvements and building capacity for shared accountability for accelerating students' achievement. Rationale: The framework upon which this school reform effort will be built is the Intensive School Reform model developed by the HOPE Foundation. The model has three components: vision/mission and team building, instructional improvement through collaborative professional development, and sustaining the effort through improved leadership. The essential question for the professional development component asks: How do we expand our teacher effectiveness through the development of protocols, processes, and knowledge sharing for designing, implementing and monitoring instructional interventions? An important task for the School Leadership Team will be to establish a professional development plan to build capacity for successful implementation of improved instructional practices. A corresponding plan to measure the effect of professional development on student achievement will be developed during the first year of the grant period. A major component of the HOPE Foundation's Intensive School Reform process is monitoring instruction and providing feedback to teachers. <i>Instructional Learning Walks</i> are used as a professional development activity that contributes to building a shared understanding of quality instruction within the professional learning community. Specific indicators of quality instruction are described and defined in the PLC, and then job embedded professional development informs teachers about their teaching practices and provides an opportunity to engage in professional discussion about teaching and learning. Learning what quality instruction looks like and including these practices in a teacher's repertoire contributes to student success. Belton ISD will provide additional ongoing monitoring by way of PDAS evaluations, peer observations, lesson plan documentation, and conversations/dialogues regarding student achievement.		
<u>Strategy 2: Provide structures to increase teacher collaboration.</u> Statutory Requirements: Improving Academic Performance, Increase Learning Time Timeline: October 4, 2010 through June 3, 2013 Rationale: : Staff collaborative planning time for grade level teams of teachers will be made available during the school day. The HOPE Foundation will assist campus leadership in designing tools to promote and measure effective collaboration that results in actual improvements in quality lesson design. Teachers will focus on the analysis of student achievement data, interventions for struggling students, and curriculum and lesson plan development.		
Objective 3: To provide accurate teacher and administrator evaluations which reward teachers for increased student achievement and provide specific feedback for those in need of improvement. Progress will be measured by PDAS evaluations and value added data reported on TAKS and STAAR.		

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<p><u>Strategy 1: Provide professional development to school leaders to assist them in developing a deeper understanding of the PDAS and the development of professional growth plans.</u> Statutory Requirements: Increase Teacher Quality, Increase Leadership Effectiveness Timeline: October 4, 2010 through May 31, 2011 Rationale: Dr. John Crain, noted author of <i>The Documentation Handbook</i>, will provide professional development on the PDAS throughout the 2010-2011 school year. While leaders have initial training in the State's evaluation instrument, it is never revisited and leader skills aren't fully developed. The District has observed that school administrators interpret the evaluation criteria differently resulting in confusion to the teacher and ineffective feedback and guidance to struggling teachers. Professional development will include two days of instruction on the PDAS, one day of writing specific incident memoranda, one day of writing professional growth plans and one day of follow-up with a focus on the summative evaluation.</p> <p><u>Strategy 2: Develop a campus-based teacher incentive pay program to reward teachers for increased student achievement and growth.</u> Statutory Requirements: Improving Academic Performance, Increase the Use of Quality Data to Drive Instruction Timeline: January 2011 through June 3, 2013 Rationale: BISD's secondary schools have participated in the District Awards for Teacher Excellence (DATE) program for the last two years. Funds from this program were not sufficient to extend to elementary schools. An incentive pay program would be used to reward teachers for gains in student achievement and/or individual student growth. Grade level teams would work with the Project Manager and the Principal to write SMART goals which would serve as the criteria for the teacher awards. The HOPE Foundation will assist with the development of the criteria, which will include incentives tied to student academic growth, active participation in professional development, and evidence of growth as a teacher through a self-assessment process. Instructional facilitators and campus leadership will also be eligible for incentive pay based on overall campus improvement. Staff members meeting the criteria would receive an award of \$3,000 for professional staff and \$1,500 for support staff.</p> <p>Objective 4: To increase parental and community involvement as measured by the number of parents and community members attending campus events, participating in parent conferences and volunteering.</p> <p><u>Strategy 1: Provide opportunities for parent and community input.</u> Statutory Requirements: Increase Parent and Community Involvement Timeline: October 4, 2010 through June 3, 2013 Rationale: The HOPE Foundation will provide the Family and Community Communication Audit tool to assist with identifying communication strategies to foster active engagement of family and community members. The tool is a first step in engaging these important stakeholders so that the campus quickly begins to tap into the resources that parents and community members offer. Possible outcomes of the audit might reveal that traditional parent involvement activities such as parent nights and backpack mail are effective. However, efforts will be made to identify new and innovative ways to engage parents and the community such as through teacher web pages. Frequent surveys of parents will be conducted and provide the Project Manager with data on parent perceptions.</p> <p><u>Strategy 2: Provide a parent liaison to assist with school to home and home to school connections.</u> Statutory Requirements: Increase Parent and Community Involvement Timeline: January 2011 through June 3, 2013 Rationale: An important additional personnel unit needed at SWE is a full-time parent liaison. Because many of SWE's parents are non English speakers, the parent liaison will be bilingual. It will be the job of this person to engage parents in meaningful dialogue about the importance of a quality education. The parent liaison will help the principal and teachers to boldly increase the level of expectations for the support that parents give their children. The parent liaison will assist the principal and the Project Director with establishing good working relationships with parents. This person will also help to coordinate parent volunteers and will work to assist the Parent-Teacher Association to become a vital, active organization that supports the mission of the campus.</p>		

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<p><u>Strategy 3: Connect students and parents to community resources.</u> Statutory Requirements: Increase Parent and Community Involvement <u>Timeline:</u> October 4, 2010 through June 3, 2013 <u>Rationale:</u> Southwest Elementary parents and their children are in need of community services. Currently, one Communities in Schools social worker is based at the campus. The CIS social worker will link parents to the district parent/family resource center where homeless and migrant parent liaisons will help parents find information on child-development and support services available such as early childhood education, legal assistance, medical assistance, and housing needs. Adult learning opportunities will be offered through the school's adult learning classes. These classes will consist of ESL, computer skills, and special interest classes. By offering these classes, parents will gain the skills and the confidence that will increase participation and willingness to serve on school committees. Parents will be connected with Family Promise of Bell County which offers additional education classes for families such as budgeting and life skills. Opportunities for parents will be made available to give parents and community agency personnel workers the opportunity to interact.</p> <p>Objective 5: To enhance school climate and safety through the expansion of the Safe and Civil Schools Initiative as measured by discipline referrals, attendance rates and student surveys.</p> <p><u>Strategy 1: Expand the Safe and Civil Schools program.</u> Statutory Requirements: Improving School Climate <u>Timeline:</u> October 4, 2010 through May 31, 2012 <u>Rationale:</u> Southwest Elementary currently has in place a school-wide, positive, and proactive approach to behavior management known as Safe and Civil Schools (SCS). The SCS approach has been successfully used in hundreds of schools across the nation, and Belton ISD is completing the initial implementation with consistent improvement in behaviors as measured by decreases in discipline referrals. Grant funding will allow the campus to supplement the initial training with additional resources and training. SCS, by helping the administration and teachers on the campus to improve the climate, will also foster improved attendance. More engaging instruction that includes technology promotes attendance as well. Incentives for good attendance will serve as an external motivator for students to attend school. Only local funds will be used to fund the student attendance incentive items.</p> <p><u>Strategy 2: Increase student involvement in extra-curricular activities.</u> Statutory Requirements: Improving School Climate <u>Timeline:</u> October 4, 2010 through June 3, 2013 <u>Rationale:</u> Opportunities for students to participate in after school activities will be made available during the extended day sessions offered for students. This additional learning time will allow for creative involvement in activities such as Honor Choir (auditioned group of singers), Art Club (students already receive art class on a weekly/bi-weekly basis), Student Interest Clubs (ie. chess, science, math, etc.), and Student Leadership groups (ie. 5th grade Student Council). Southwest Elementary already participates in the University Scholastic League (UIL) with the other elementary schools in Belton ISD, but has a very low participation rate each year. In addition, students could be selected to be mentors to other students in their grade level or lower grades. These activities will allow enrichment for those students who are on track academically and help those who are struggling to build confidence and success.</p>		

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Section C: Groups of Participants – List the groups of participants who will actively assist in the process to select a school intervention model that aligns to the identified needs of the campus.			
1	Southwest Elementary Leadership		
2	Southwest Elementary Faculty and Staff		
3	District Leadership Team, Including the Superintendent and Deputy Superintendent		
4	District Curriculum Department Personnel, Including the Assistant Superintendent and Dir. Of Elem. C&I		
5	LEA Grant Planning and Decision Making Team		
6	Board of Trustees		
7	Federal Programs Personnel, To Ensure Coordination of Resources		
8	District Bilingual Education Personnel, To Ensure Coordination of Programs		
9			
10			

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Section D: Improvement Activities and Timeline		
On the following pages of charts applicants should describe all other school improvement activities that will be incorporated with the model to be selected.		
For each additional improvement activity entered, enter the Critical Success Factor Code(s) from this table, enter the LEA/campus' rationale for including the activity, provide the supporting research that indicates the activity will be effective, and indicate the beginning and ending date of the activity.		
<ol style="list-style-type: none"> 1 – Improve Academic Performance, including (but not limited to) Reading/ELA and Math <ol style="list-style-type: none"> A. Data-driven instruction B. Curriculum Alignment (both horizontal and vertical) C. On-going Monitoring of Instruction 2 – Increase the Use of Quality Data to Drive Instruction <ol style="list-style-type: none"> A. Data Disaggregation/Training B. Data-driven Decisions C. On-going Communication 3 – Increase Leadership Effectiveness <ol style="list-style-type: none"> A. On-going Job Embedded Professional Development B. Operational Flexibility C. Resource/Data Utilization 4 – Increase Learning Time <ol style="list-style-type: none"> A. Flexible Scheduling B. Instructionally-focused Calendar C. Staff Collaborative Planning 5 – Increase Parent/Community Involvement <ol style="list-style-type: none"> A. Increased Opportunities for Input B. Effective Communication C. Accessible Community Services 6 – Improve School Climate <ol style="list-style-type: none"> A. Increased Attendance B. Decreased Discipline Referrals C. Increased Involvement in Extra/Co-Curricular Activities 7 – Increase Teacher Quality <ol style="list-style-type: none"> A. Locally Developed Appraisal Instruments B. On-going Job Embedded Professional Development C. Recruitment/Retention Strategies 		

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Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 1: Improve Academic Performance including (but not limited to) Reading/ELA and Math					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1 A, B, C	Improve Student Achievement in Reading/ELA: Effective Literacy Framework	Campus achievement data indicate that students are not achieving in reading	Effective Literacy Framework is a proven approach to literacy instruction(Fountas, 2001)	8/25/10	6/3/13
1 A, B, C	Improve Student Achievement in Mathematics: Effective Math Teaching	Campus achievement data indicate that students are not achieving in math	Campus utilizing research-based approach to math instruction by Marilyn Burns (2007)	8/25/10	6/3/13
1 A	Implement AIMSWeb assessment and data management system.	Formative assessments are lacking. Instruction is not clearly focused on identified objectives	DuFour, DuFour, and Eaker (2006), Marzano (2007), Stiggins et. al. (2006)	10/1/10	6/3/13
1 A, B, C	Improve upon the RtI process to provide intervention for at-risk students who are impoverished and ELL	Campus achievement data indicate that students are struggling in Tier I foundation instruction	Buffum, Mattos, and Weber (2009), Hill and Flynn (2006)	8/25/10	6/3/13
1 A, C	Track student progress on K-2 TEMI, K-2 TPRI, and K-5 DRA, TAKS and benchmark data	Placing all assessment data into the Eduphoria management system to compare beginning, middle, and end data	DuFour, DuFour, and Eaker (2006), Marzano (2007), Stiggins et. al. (2006)	8/25/10	6/3/13
1 A, B, C	Implement a structured framework for literacy and math instruction to emphasize language development using the SIOP model	Campus achievement data indicate that English Language Learners are not achieving in reading and math to be successful	Moughamiam, Rivera, and Francis (2009), Short, Hudec, and Echevarria (2002)	10/1/10	6/3/13
1 A, B, C	Continue classroom walkthroughs to improve instructional monitoring and provide feedback to teachers	Campus achievement data indicate that teaching practices and student learning are not quality	Downey, Steffy, English, Frase, and Poston (2004), Blankenstein (2004)	8/25/10	6/3/13

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Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 2: Increase the use of Quality Data to Drive Instruction					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
2 A, B	Utilize <i>Eduphoria Aware</i> to collect, disaggregate, and analyze data on student achievement	Increasing the quality and quantity of assessment data provides the information needed to improve instruction	Assessment data used appropriately helps teachers focus instruction (DuFour, DuFour, and Eaker, 2006)	8/25/10	6/3/13
2 A, B	Analyze data to set measurable goals and make instructional decisions for continuous improvement	Campus currently lacks capacity to collect and analyze data	Teachers should analyze data and set SMART goals for improvement (Blankenstein, 2006)	8/25/10	6/3/13
2 A, B	Provide job embedded professional development on how to disaggregate data	Campus currently lacks capacity to collect and analyze data	Teachers should analyze data and set SMART goals for improvement (Blankenstein, 2006)	8/25/10	6/3/13
2 A, B	Continue to use the CARA process to make data-driven decisions for continuous improvement	CARA process is a viable model for data analysis and decision making	Teachers should analyze data and set SMART goals for improvement (Blankenstein, 2006)	8/25/10	6/3/13
2 B	Students determine "need to knows" as part of formative assessment prior to each unit	Traditional instruction often ignores what students already know, causing redundancies	Assessment data use appropriately helps teachers focus instruction (DuFour, DuFour, and Eaker, 2006)	8/25/10	6/3/13
2 B	Periodic assessments and benchmark tests given at regular intervals	Formative assessments are lacking. Instruction is not clearly focused on identified objectives	DuFour, DuFour, and Eaker (2006), Marzano (2007), Stiggins et. Al. (2006)	8/25/10	6/3/13
2 C	Refine the process for improving ongoing communication	Systems for communication are not fully developed	You cannot have a learning organization without a shared vision (Senge, 1990)	8/25/10	6/3/13
2 A, B, C	Provide the time for instructional facilitators and campus interventionists to collaborate and analyze data	Collaboration and alignment of intervention and improvement activities is not formalized	A collaborative culture is essential to ensuring high levels of learning for all students (DuFour, et. Al. 2006)	8/25/10	6/3/13
2 B	Implement AIMSWeb assessment and data management system	Formative assessments are lacking. Instruction is not clearly focused on identified objectives	DuFour, DuFour, and Eaker (2006), Marzano (2007), Stiggins et. Al. (2006)	10/1/10	6/3/13
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Critical Success Factor 3: Increase Leadership Effectiveness					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
3 A	Implement the HOPE Foundation's Intensive School Reform model	Effective school reform models have specific characteristics. HOPE is a proven model.	Blankstein (2004)	8/1/2010	6/3/13
3 A	Establish a professional development plan to build capacity for implementation of improved instructional practices	Professional development should be carefully planned and have a clear connection to improving student achievement	Quality staff development can change what happens in classrooms (Weiss & Pasley, 2006)	8/25/10	6/3/13
3 B	Establish a longer school day to provide additional learning time for students	Interventions within the school day are not adequate when many students are behind	Students with gaps in learning need additional time and support (DuFour, et. al. 2006)	8/25/10	6/3/13
3 B	Hold planning meetings and establish lines of communication to make decisions regarding the length of the school day	Interventions within the school day are not adequate when many students are behind	Students with gaps in learning need additional time and support (DuFour, et. al. 2006)	8/25/10	6/3/13
3 B	Collaboratively develop campus mission and vision of success for all students	Campus leadership and faculty need to come to agreement and assume responsibility for all students	Shared vision, mission, and goals are key to creating a school where all students learn (Blankenstein, 2004)	8/25/10	6/3/13
3 B	Principal and Project Director collaborate on aligning grant funds with local and state funds	The principal must be allowed to allocate resources effectively and efficiently to maximize impact	District leadership is both "loose" and "tight," but student achievement is the constant (Marzano, 2009)	8/25/10	6/3/13
3 C	Principal and Project Director collect data on each of the 7 required grant activities	Data should be collected and analyzed to be effective in bringing about change	Data analysis allows schools to determine what they need to do to increase learning (Bernhardt, 1998)	8/25/10	6/3/13
3 C	Use the CARA continuous improvement process to analyze data	A protocol for data analysis provides a common language for improvement	Data analysis allows schools to determine what they need to do to increase learning (Bernhardt, 1998)	8/25/10	6/3/13

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Critical Success Factor 4: Improve Learning Time					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
4 A, B	Implement extended day/after-school tutorials to provide additional learning time for students in to close achievement gaps	Interventions within the school day are not adequate when many students are behind	Students with gaps in learning need additional time and support (DuFour, et. al. 2006)	10/1/10	5/31/11
4 A, B	Teachers will receive additional pay for extended day sessions with students in grades 2-5	Interventions within the school day are not adequate when many students are behind	Students with gaps in learning need additional time and support (DuFour, et. al. 2006)	10/1/10	5/31/11
4 A, B	Provide opportunities for intervention and extra help for students who are at-risk	Interventions within the school day are not adequate when many students are behind	Students with gaps in learning need additional time and support (DuFour, et. al. 2006)	10/1/10	5/31/11
4 A, B	Provide enrichment opportunities for students who are academically on track	Differentiate instruction so that all students are successful	Schools must provide enrichment for students who have mastered basic skills (DuFour, et. al. 2006)	10/1/10	5/31/11
4 C	Provide grade level team planning time for teachers to collaborate and communicate	Collaboration is necessary for quality planning and assessment writing	Given time and resources, teachers should collaborate to address student learning needs (Schmoker, 2002)	8/25/10	6/3/13
4 C	Teachers will effectively collaborate to write quality lesson plans to improve student achievement	Collaboration is necessary for quality planning and assessment writing	Given time and resources, teachers should collaborate to address student learning needs (Schmoker, 2002)	8/25/10	6/3/13

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Critical Success Factor 5: Increase Parent/Community Involvement					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
5 A	Utilize the HOPE Foundation's Family and Community Communication Audit Tool to identify communication strategies to foster active engagement	The campus needs innovative strategies for reaching out and engaging parents	Active parent/community engagement promotes student success (Burgess, 2002)	8/25/10	6/3/13
5 A	Identify new and innovative ways to engage parents and community members	The campus needs innovative strategies for reaching out and engaging parents	Active parent/community engagement promotes student success (Burgess, 2002)	8/25/10	6/3/13
5 A	Develop surveys to assist in collecting data on parent perceptions	Data on parent perceptions can be used to improve outreach strategies	Active parent/community engagement promotes student success (Burgess, 2002)	8/25/10	6/3/13
5 B	Hire a bilingual parent liaison to engage parents in meaningful dialogue about a quality education	The campus needs innovative strategies for reaching out and engaging parents	Active parent/community engagement promotes student success (Burgess, 2002)	8/25/10	6/3/13
5 B	The parent liaison will assist in establishing a good working relationship between the school and home	Expectations for parent involvement need to be raised	HOPE Foundation, (2002)	8/25/10	6/3/13
5 C	Utilize the campus-based Communities in Schools social worker to help parents in need of community services	Students from poverty are often not prepared for learning on a daily basis	HOPE Foundation (2002)	8/25/10	6/3/13

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Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 6: Improve School Climate					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
6 A	Increase student attendance by providing rewards and incentives for attending school	Students who have good attendance and become involved tend to stay in school and not drop out	DuFour, DuFour, Eaker, and Kathanek (2004), DuFour, DuFour, Eaker, and Many (2006)	8/25/10	6/3/13
6 A, B	Decrease discipline referrals by focusing on Safe and Civil Schools effective practices and procedures	Need for school-wide focused goals and expectations to develop powerful commitments	Sprick and Garrison (1993)	10/1/10	6/3/13
6 B, C	Provide additional training in SCS to continue implementation of CHAMPS and improve the school climate	Overcoming barriers to obtain a collaborative culture of effective teaching and learning	Sprick and Garrison (1993)	10/1/10	6/3/13
6 A, B, C	Encourage and involve more students to participate in elementary UIL	Low number of students often participate in extra-curricular activities after school hours	DuFour, DuFour, Eaker, and Kathanek (2004), Blankenstein (2004)	8/25/10	12/17/10
6 A, B, C	Implement after school enrichment activities, such as honor choir, art club, and other student interest clubs	Low number of students often participate in extra-curricular activities after school hours	DuFour, DuFour, Eaker, and Kathanek (2004), Blankenstein (2004)	8/25/10	6/3/13
6 A, B, C	Align field trip enrichment experiences for students	Children of low-income families don't often come to school with many outside experiences	DuFour, DuFour, Eaker, and Kathanek (2004), Blankenstein (2004)	8/25/10	6/3/13
6 A, B, C	Extend the school day by providing additional learning time for students	There is a need to shift resources and provide additional time and support for students to meet academic achievement	Marzano and Waters (2009), Blankenstein (2004)	8/29/11	6/3/13
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Critical Success Factor 7: Increase Teacher Quality					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
7 A, B	A locally developed appraisal instrument will be developed to improve teacher quality and academic growth	Classroom instruction is not producing the student growth performance that is needed	Dr. John Crain O'Neill, Conzemius, Commodore, and Pulsfus (2006)	8/25/10	6/3/13
7 A, B	Specific targets will be set for student achievement and professional development	Difficult to compare beginning, middle, and end of year data to measure student growth	Blankenstein (2004), Marzano, Waters, and McNulty (2005)	8/25/10	6/3/13
7 A, B	Ongoing job embedded professional development will be provided to enhance teacher effectiveness	Teacher self-assessments and peer observations will emphasize and enhance the professional learning communities established	Blankenstein (2004), DuFour, Dufour, and Eaker (2005)	8/25/10	6/3/13
7 A, B, C	SMART Goals will be written by teachers as part of the formative evaluation process	Teacher knowledge of best practices for quality instruction and the ELL students is not evident	Blankenstein (2004), O'Neill, Conzemius, Commodore, and Pulsfus (2006)	8/25/10	6/3/13
7 A, B, C	A teacher incentive pay scale will be created to recruit and retain highly qualified teachers (ie. recognitions, monetary awards, celebrations)	Teachers will be rewarded for growth in student achievement, participation in professional development, and their own professional growth	Downey, Steffy, English, Frase, and Poston (2004), Blankenstein (2004)	8/25/10	6/3/13

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Part 4: Waiver Requests		
Applicants must check the waivers in which the LEA/campus intends to implement.		
<div style="margin-bottom: 20px;"> <input checked="" type="checkbox"/> Extending the period of availability of school improvement funds. <i>This waiver extends the "life" of the funds for two additional years; allowing the state to fund the grant period for three years to the LEA on behalf of the eligible campus, as long as the campus meets the requirements of implementation of the grant program.</i> </div> <div style="border: 1px solid black; padding: 10px; margin-bottom: 20px;"> Note: Since TEA has requested and received a waiver of the period of availability of these school improvement grant funds, this waiver automatically applies to all LEAs in the State and <i>must</i> be checked. </div> <div style="margin-bottom: 20px;"> <input type="checkbox"/> "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model. <i>Under this waiver, the LEA with an eligible Tier I or Tier II campus implementing the turnaround model or restart model may have their School Improvement status reset regardless of the actual AYP status and other school improvement interventions, such as School Choice and Supplemental Education Services (SES) would not be applicable. This waiver allows the campus two years to effectively implement the selected turnaround or restart model of reform without additional statutory school improvement interventions being required.</i> </div> <div> <input type="checkbox"/> Implementing a school wide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold. <i>This waiver allows a Tier I Title I campus that otherwise does not qualify to operate a Schoolwide program to do so in order to implement the Tier I reform model selected.</i> </div>		

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Texas Title I Priority Schools Grant		
Schedule #4C—Performance Assessment and Evaluation		
Part 1: Component Description. By submitting this application, the applicant agrees to comply with any reporting and evaluation requirements that TEA may establish and to submit the reports in the format TEA requests. (Response limited to one page each, font size no smaller than 9 pt, Arial or Verdana)		
Section A: Ongoing Monitoring/Continuous Improvement - Describe the LEA/campus' process for providing on-going monitoring of grant activities to ensure continuous improvement		
<p>A Grant Management Team led by principal Roxanne Sanders will supervise grant activities, ensuring that activities are conducted and completed according to proposed timelines. BISD's Director of Elementary Curriculum and Instruction, Denise Whitley, will provide central office accountability and curriculum guidance for the team. Business Manager, Eric Banfield, will provide fiscal accountability for grant activities. Kevin Taylor will be the Project Manager and will assist Mrs. Sanders as day-to-day facilitator of the activities of the grant, as well as liaison with CIS in parental involvement activities. A representation of parents, community/business leaders and CIS will serve on the team to hold the school accountable for all grant activities. Roxanne Sanders will coordinate activities of the SBDM Committee. Each member of the Grant Management Team will have a clear understanding of his or her role in carrying out the components of the program. Mrs. Sanders will, at each team meeting, articulate the vision and mission of Southwest Elementary as it relates to the stated purpose of the grant program, thereby keeping the leadership team focused. Each team member will collect feedback from grant participants and report it to the group. Monthly meetings of the Grant Management Team will occur to ensure ongoing communication and monitoring of grant activities leading to continuous improvement.</p>		
<p>The Southwest Elementary Grant Management Team will serve as the hub for the grant-related information and communications. Each team member will give status reports at scheduled monthly grant planning meetings. Coordination of grant activities will occur at these meetings to ensure that all grant objectives and reporting deadlines are met. Reports will be prepared by the Project Manager and submitted to the District Shepherd, who will then communicate grant activities. After each Grant Management Team Meeting, the Project Manager (or designee) will prepare a summary of upcoming activities and then utilize a variety of channels to communicate with stakeholders, including e-mail, SBDM meeting minutes and district advisory committees consisting of key district administrators, parents, and business/community leaders. The summary will provide an organized structure for asking questions and offering feedback. As a result, a constant link will be established between the Project Manager and District Shepherd.</p>		
<p>The Project Manager will publish newsletters to publicize campus events that will involve parental/family involvement and communicate input to community stakeholders. In addition, he will also create a website page to document improvement and monitor progress. Budgetary items will be accounted for using a data management spreadsheet built by the Business Office. Ongoing progress monitoring will be tracked by purchasing and using AIMSWeb student subscriptions for all core subject areas. Progress monitoring will take place every 2-3 weeks to ensure instructional preparedness and acceleration of academic performance.</p>		

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Section B: Formative Evaluation- Describe the LEA/campus' process for formative evaluation, including how the results of the evaluation will be used to improve the grant program

Initial data review; intake interviews, observations, and historical perspective of the school will be collected and studied. The faculty will be introduced to the FNO Six Principles to structure the system-wide school reform effort and use the FNO Readiness Survey to determine their current level of readiness to implement the *FNO Six Principles* and their readiness in the areas of Knowledge and Skills, and Commitment and Actions for successful implementation of the transformational plan.

Multiple sources of data may include test scores, observations and performance evidence. Identifying instructional practices to support the priority goals includes assessing the effectiveness of current practices and exploring other successful practices that might support achieving a greater impact on student learning. The third element, identifying the professional development needed to expand teachers' repertoire to include the new instructional practices offers opportunity to capitalize on current successful teaching practices as well as incorporating job embedded professional development structures such as lesson demonstration, teacher observation to share expertise, co-instructional coaching, and mentoring.

Formative Evaluation Processes	
Data Analysis	Teachers analyze multiple sources of student data such as; standardized and publisher tests, formative assessments, student observation, and examining student work. Through this comprehensive "study" they determine a targeted priority for improvement and/or intervention.(Schmoker1996, Reeves 2006)
Instructional Planning	Teachers identify the current instructional needs, based on the data analysis, and make an Instructional Plan to improve student performance. This Plan is aimed at improving student achievement in the identified targeted priority. (Joyce and Showers 2002)
Professional Development	Teachers determine the gap in their current repertoire, to direct and support instruction aligned with the instructional priority. They use this information to build their professional development plan. Implementation of the PD Plan includes monitoring student progress and making adaptations in the instructional process, based on student progress. (Renyi 1999)

The collaborative process of practicing the Tuning Protocol (Easton 2008) brings teachers at all levels of performance together to "practice" studying their work. They look at lesson design, instructional practices (facilitation), directions and expectations for the assignment itself, and the impact, as observed in the student product and other assessment data. In the ISR, teachers use the practice and implement the "study" protocol as a professional practice to continually improve instruction and expand their repertoire for making informed decisions on differentiated instruction that optimizes student learning. (Joyce & Showers 2002) Other activities will include writing instructional SMART goals, completing a culture readiness survey (pre and post self-assessments), preparing a portfolio to archive accomplishments and team efforts and exhibit artifacts/evidence of results, and communicating scheduled "check points" as needed.

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Section C: Qualitative and Quantitative Data Collection Methods- Describe the LEA/campus' process for data collection methods to be implemented and 1) how the data will be disaggregated; 2) used to improve instruction; and 3) obtain continuous improvement results		
<p>Belton ISD will comply with the requirements of any evaluation of the program required by the TEA. The Grant Management Team and the stakeholders will be involved in an ongoing evaluation process that provides the needed data to determine progress and to provide direction for enhanced effectiveness. All levels of stakeholders will be involved throughout the evaluation process in a transparent fashion. The evaluation process will be facilitated by clear and effective communications. Status reports and formative feedback will be submitted regularly. The evaluation reports will document and assess the effectiveness of the project clear and concise communications that can be understood by all stakeholders. Qualitative as well as quantitative metrics will be developed and implemented by the Grant Management Team. A rigorous evaluation design will be employed to address both the process and products of the Project, not only to quantify results, but to explore the factors that explain why. A wide range of techniques to gather information from a variety of sources will triangulate the data for validity and reliability. Measures for each of the objectives are listed as Annual Performance Measures. In addition to assessing progress on each of the performance measures, the project's processes will be assessed through observation of project meetings, frequent phone calls, and interviews with key stakeholders.</p>		
<p>How will data be disaggregated? Student achievement data will be disaggregated by previous achievement on the state assessments, SES, and demographics. Differences in the achievement will be measured annually by the state assessment, TAKS, switching to STAAR during the grant period. Data are collected into the District's <i>Eduphoria Aware</i> data management system. The system provides a powerful data disaggregation tool that allows users to filter data from the district level to the teacher and student levels. The system also holds specific data on individual student intervention strategies including progress monitoring tools.</p>		
<p>How will data be used to improve instruction? Data will be disaggregated by objective allowing for appropriate assignment to specific interventions in the Response to Intervention framework already established by the District. Teachers will engage in data analysis on a regular basis as part of their collaborative planning time. The progress assessment and progress monitoring tools will allow for all students to be monitored carefully and for instructional adjustments to be timely.</p>		
<p>How will data be used to obtain continuous improvement results? The District already uses a continuous improvement process call CARA. It is described fully in the next section. All campus leaders are held accountable to continuous improvement through monthly meetings, professional development sessions during the school year, and personal visits from District leadership. Site-Based Decision Making meetings provide a forum for reporting data and soliciting feedback from stakeholders. Data will be shared with the HOPE Foundation as professional development is being planned so that learning is targeted to weak areas of implementation.</p>		

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Schedule # 4C—Performance Assessment and Evaluation		
Part 2: Process for Development of Performance Goals		
Describe the process to be implemented to develop the campus' performance goals. Include the groups participating in the development of the goals. Responses are limited to two pages , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<p>The goal-setting process is the most essential component of the eventual evaluation of this project. Belton I.S.D. has a long history of setting and meeting performance goals and as such, has decided to break the goal-setting process into two stages. Stage one is complete and the performance measures written during this stage are included with this application in Schedule #4C, Part 3. Stage two will be completed upon the notice this grant has been awarded.</p> <p>In stage one of the goal-setting process, central office staff collaborated with different groups of stakeholders to ensure transparency and stakeholder buy-in. Input was gathered from the current Southwest Elementary (SWE) principal, teachers, and staff, the LEA Decision-Making Team, curriculum department personnel, and the Hope Foundation. SWE students participated in the process through their performance on various assessments: TAKS, TPRI, DRA, TEMI, and local benchmark assessments. Data were gathered on the current levels of performance in the following areas:</p> <ul style="list-style-type: none"> • academic performance • data-driven instruction • leadership effectiveness • quantity and quality of learning time • parent and community involvement • school climate • teacher effectiveness <p>Data in these areas were analyzed by the collaborative goal-setting team in the context of currently available resources and resources requested through this project and performance goals were written. Special attention was given to be sure the goals are specific, measurable, attainable, relevant, and timely. A draft version of the stage one goals was reviewed and revised by central office staff before given final approval and included in this application.</p> <p>Teachers will strive to achieve the listed student achievement performance goals by writing their own collaborative team goals. The teacher teams will use the S.M.A.R.T. goal framework in their work. S.M.A.R.T. goals are <u>s</u>pecific, <u>m</u>easurable, <u>a</u>ttainable, <u>r</u>elevant, and <u>t</u>imely. Richard and Becky Dufour (August 2008) have popularized the term, "S.M.A.R.T. Goals" in schools and districts throughout the United States. S.M.A.R.T. goals are the current standard used for goal-setting activities throughout Belton ISD.</p> <p>Stage two of the goal-setting process will begin upon the notice of award of this grant. In addition to input gathered from the current SWE principal, teachers, and staff, curriculum department personnel, and the Hope Foundation, Belton ISD will contract with an external evaluator, the Texas Center for Educational Technology (TCET). TCET has a long history of performing evaluations of grades K-12 educational programs at the local, state, and regional level. Currently TCET is evaluating several grants funded by the Texas Education Agency, including three T3 grants and a T-STEM Center, and another grant funded by the U.S. Department of Education. TCET evaluators proposed for this project are Dr. Lemoyne Dunn and Dr. Martha Peet. Both Dr. Dunn and Dr. Peet have a strong background in both qualitative and quantitative research methods. Dr. Peet will be the point of contact and lead evaluator for the contract. TCET will make recommendations for additional performance standards based on their independent analysis of the data. The recommendations will then be discussed with all stakeholders in a series of meetings in the fall of 2010. All additional performance measures will be submitted for approval by TEA before the February 1, 2011 deadline for the Model Selection Report allowed in the extended planning time implementation.</p>		

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Responses are limited to two pages , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<p>Note: In an effort to ensure the thoughtful and ultimately successful implementation of the transformation at Southwest Elementary, the extended planning time implementation option has been selected. Many transformation strategies will begin in the spring of 2011, though some strategies will not start until the 2011-2012 school year. Consequently, the annual performance goals tied to strategies that will not begin until 2011-2012 listed on the subsequent pages do not have a performance target in year 1.</p>		

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Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

Improve Academic Performance – Enter the annual goals for student achievement, on both the State's assessments and other measures identified by the LEA, to which the LEA is holding the campus accountable

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Improve Student Achievement in Reading/ELA Overall	TAKS	88	90	95	100
2	Improve Student Achievement in Mathematics Overall	TAKS	76	80	85	90
3	Improve Student Achievement in Math for Economically-Disadvantaged	TAKS	74	80	85	90
4	Improve Student Achievement in Reading for LEP Students	TAKS	74	80	85	90
5	Improve Student Achievement in Math for LEP Students	TAKS	68	75	80	90

Increase the Use of Quality Data to Drive Instruction – Enter the annual goals for increasing the use of quality data to drive instruction, to which the LEA is holding the campus accountable.

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Analyze data to set measurable goals and make instructional decisions for continuous improvement, number of mtgs	Sign-In Sheets	DNA	12	18	24
2	Teachers will attend job-embedded professional development on how to disaggregate data, number of sessions	Sign-In Sheets	DNA	2	2	2
3	Use of CARA process continuous improvement process. Percent responding "routine use."	Reflective Feedback, Survey Results	DNA	80%	85%	90%
4	Use Formative Assessment Data to Drive Instruction, Number of Assessments Per Semester	Team Planning Minutes	DNA	2	4	6
5	Provide time for facilitators and interventionists to collaborate and analyze data	Planning Minutes, Sign-In Sheets	DNA	45 Min/Day	60 Min/Day	60 Min/Day

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Increase the Use of Quality Data to Drive Instruction – Enter the annual goals for increasing the use of quality data to drive instruction, to which the LEA is holding the campus accountable.

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Analyze data to set measurable goals and make instructional decisions for continuous improvement, number of mtgs	Sign-in Sheets	DNA	12	18	24
2	Teachers will attend job embedded professional development on how to disaggregate data, number of sessions	Sign-In Sheets	DNA	2	2	2
3	Use of CARA process continuous improvement process. Percent responding "routine use."	Reflective Feedback, Survey Results	DNA	80%	85%	90%
4	Use Formative Assessment Data to Drive Instruction, Number of Assessments Per Semester	Team Planning Minutes	DNA	2	4	6
5	Provide time for facilitators and interventionists to collaborate and analyze data	Planning Minutes, Sign-In Sheets	DNA	45 Min/Day	60 Min/Day	60 Min/Day

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Schedule # 4C--Performance Assessment and Evaluation

Part 3: Annual Performance Goals

Increase Leadership Effectiveness– Enter the annual goals for increasing the effectiveness of campus leadership, to which the LEA is holding the campus accountable.

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Implement the HOPE Foundation's Intensive School Reform Model for Transformation, % Complete	HOPE Surveys, ISR Portfolio, Histomap	DNA	33%	66%	100%
2	Establish a professional development plan to build capacity for implementation	2010-2013 PD Plan	No Plan	Yr 1 Plan	Yr 2 Plan	Yr 3 Plan
3	Plan and establish a longer school day to provide additional learning time	Start/End Time, Planning Minutes	7:45-2:45	480 minutes	585 minutes	585 minutes
4	Use of CARA process continuous improvement process. Percent responding "routine use."	Reflective Feedback, Survey Results	DNA	80%	85%	90%
5	Leadership Effectiveness as measured by annual survey. Percent of positive responses.	Annual Survey	DNA	80%	85%	90%

Increase Learning Time – Enter the annual goals for increasing learning time on the campus, to which the LEA is holding the campus accountable.

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Implement extended day/after-school tutorials to increase student learning time	Student Sign-In Sheets, Plans	480 minutes of instruction	585 minutes	585 minutes	585 minutes
2	Teachers will receive additional pay for extended day sessions	Teacher Payment Forms	DNA	1680 Total Sessions	1680 Total Sessions	1680 Total Sessions
3	Establish plan for intervention classes, number of students served	Menu of Offerings, Sign-In Sheets	DNA	299	331	351
4	Provide grade level team planning time for collaboration and lesson plan design	Planning Minutes, Lesson Plans	Planning Minutes, Sign-In Sheets	None Used	45 Min/Day	60 Min/Day
5	Establish plan for enrichment classes, number of students served	Menu of Offerings, Sign-In Sheets	DNA	50	75	100

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Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

Increase Parent/Stakeholder Involvement – Enter the annual goals for increasing parent and community involvement, to which the LEA is holding the campus accountable.

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Utilize the HOPE Foundation's Family and Community Communication Audit Tool to identify communication strategies to foster active engagement, number of strategies implemented	HOPE Audit Family Tool	DNA	2	4	6
2	Develop surveys to assist in collecting data on parent perceptions	Parent Survey Results	1/Year	1/Year	1/Year	1/Year
3	Parent Nights with Emphasis on Math and Reading	Sign-In Sheets	DNA	2	3	4
4	Hire a bilingual parent liaison to engage and involve parents	Parent Activities Log, Sign-In Sheets	DNA	1 FTE	1 FTE	1 FTE
5	Utilize campus-based CIS social worker to ensure parents access to community services	CIS Records	1 FTE	1 FTE	1 FTE	1 FTE

Improve School Climate – Enter the annual goals for improving the school climate, to which the LEA is holding the campus accountable.

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase Student Attendance	AEIS	96.9%	97%	97.5%	98%
2	Decrease Student Discipline Referrals	PEIMS	194	175	150	100
3	Expect Students to participate in UIL	UIL Consent	45 students	60	80	100
4	Extend the Length of the School Day for Additional Learning Time	Start/End Time	DNA	480 minutes	585 minutes	585 minutes
5	Implement After-School Enrichment Activities for Students (Number of Students)	Parent Permission	DNA	25	50	75

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Part 3: Annual Performance Goals

Increase Teacher Quality – Enter the annual goals for increasing teacher quality by measures identified by the LEA, to which the LEA is holding the campus accountable.

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Implement Formative Evaluations with Teachers writing SMART Goals, Num. Teachers Writing Goals	SMART Goals	DNA	100%	100%	100%
2	Teacher Targets to be Written for Student Achievement, Percent Targets Met	SMART Goals	DNA	70%	80%	90%
3	Number of Sessions offered for job-embedded professional development	Sign-In Sheets	2 Days	4	4	4
4	Develop a locally-designed appraisal instrument to improve teacher quality and student growth	Locally-Designed Appraisal Instrument	DNA	New Form Used	New Form Used	New Form Used
5	Create a Teacher-Incentive Pay Plan to Recruit and Retain Highly Qualified Teachers	Locally-Developed Pay Plan	DNA	100% teachers earn award	100% teachers earn award	100% teachers earn award

Other – Enter any other annual goals for improvement to which the LEA is holding the campus accountable.

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1						
2						
3						
4						
5						

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Schedule # 4D—Equitable Access and Participation: Barriers and Strategies					
No Barriers					
#	No Barriers	Students	Teachers	Others	
000	The applicant assures that no barriers exist to equitable access and participation for any groups.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Barrier: Gender-Specific Bias					
#	Strategies for Gender-specific Bias	Students	Teachers	Others	
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Barrier: Cultural, Linguistic, or Economic Diversity					
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others	
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B08	Seek technical assistance from Education Service Center, Technical Assistance Center, Title I, Part A School Support Team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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Schedule # 4D—Equitable Access and Participation: Barriers and Strategies				
Barrier: Cultural, Linguistic, or Economic Diversity (cont.)				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institution of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gang-Related Activities				
#	Strategies for Gang-related Activities	Students	Teachers	Others
C01	Provide early intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide Counseling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C08	Provide community service programs/activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish partnerships with law enforcement agencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institution of higher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, & parents to deal with gang-related issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Drug-Related Activities				
#	Strategies for Drug-related Activities	Students	Teachers	Others
D01	Provide early identification/intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide Counseling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule # 4D—Equitable Access and Participation: Barriers and Strategies					
Barrier: Drug-Related Activities (cont.)					
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
D08	Provide comprehensive health education programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
D09	Conduct parent/teacher conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
D10	Establish school/parent compacts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
D11	Develop/maintain community partnerships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
D12	Provide conflict resolution/peer mediation strategies/programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
D13	Seek collaboration/assistance from business, industry, or institution of higher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
D14	Provide training/information to teachers, school staff, & parents to deal with drug-related issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
D15	Seek Collaboration/assistance from business, industry, or institution of higher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
D99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Barrier: Visual Impairments					
#	Strategies for Visual Impairments	Students	Teachers	Others	
E01	Provide early identification and intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
E02	Provide Program materials/information in Braille.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
E03	Provide program materials/information in large type.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
E04	Provide program materials/information on tape.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
E99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Barrier: Hearing Impairments					
#	Strategies for Hearing Impairments	Students	Teachers	Others	
F01	Provide early identification and intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
F02	Provide interpreters at program activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
F99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Barrier: Learning Disabilities					
#	Strategies for Learning Disabilities	Students	Teachers	Others	
G01	Provide early identification and intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
G02	Expand tutorial/mentor programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
G03	Provide staff development in identification practices and effective teaching strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
G04	Provide training for parents in early identification and intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
G99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Barrier: Other Physical Disabilities or Constraints					
#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others	
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
H99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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Schedule # 4D—Equitable Access and Participation: Barriers and Strategies					
Barrier: Absenteeism/Truancy					
#	Strategies for Absenteeism/Truancy	Students	Teachers	Others	
K01	Provide early identification/intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
K02	Develop and implement a truancy intervention plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
K03	Conduct home visits by staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
K04	Recruit volunteers to assist in promoting school attendance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
K05	Provide mentor program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
K06	Provide before/after school recreational or educational activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
K07	Conduct parent/teacher conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
K08	Strengthen school/parent compacts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
K09	Develop/maintain community partnerships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
K10	Coordinate with health and social services agencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
K11	Coordinate with the juvenile justice system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
K12	Seek collaboration/assistance from business, industry, or institution of higher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
K99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Barrier: High Mobility Rates					
#	Strategies for High Mobility Rates	Students	Teachers	Others	
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
L02	Establish partnerships with parents of highly mobile families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
L03	Establish/maintain timely record transferal system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
L99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Barrier: Lack of Support from Parents					
#	Strategies for Lack of Support from Parents	Students	Teachers	Others	
M01	Develop and implement a plan to increase support from parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M02	Conduct home visits by staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M03	Recruit volunteers to actively participate in school activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M04	Conduct parent/teacher conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M05	Establish school/parent compacts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M06	Provide parenting training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M07	Provide a parent/family center.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M08	Provide program materials/information in home language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M09	Involve parents from a variety of backgrounds in school decision making.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M11	Provide child care for parents participating in school activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M12	Acknowledge and include family members' diverse skills, talents, acknowledge in school activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M13	Provide adult education, including GED and/or ESL classes, or family literacy program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M14	Conduct an outreach program for traditionally "hard to reach" parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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Schedule # 4D—Equitable Access and Participation: Barriers and Strategies					
Barrier: Shortage of Qualified Personnel					
#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others	
N01	Develop and implement a plan to recruit and retain qualified personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
N03	Provide mentor program for new teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
N04	Provide intern program for new teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
N05	Provide professional development in a variety of formats for personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
N06	Collaborate with colleges/universities with teacher preparation programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
N99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Barrier: Lack of Knowledge Regarding Program Benefits					
#	Strategies for Lack of Knowledge regarding Program Benefits	Students	Teachers	Others	
P01	Develop and implement a plan to inform program beneficiaries of program activities & benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
P03	Provide announcements to local radio stations & newspapers about program activities/benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
P99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Barrier: Lack of Transportation to Program Activities					
#	Strategies for Lack of Transportation to Program Activities	Students	Teachers	Others	
Q01	Provide transportation for parents and other program beneficiaries to activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Q03	Conduct program activities in community centers and other neighborhood locations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Q04	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Barrier: Other Barrier					
#	Strategies for Other Barrier	Students	Teachers	Others	
Z99	Other Barrier:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Other Strategy:				

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Texas Title I Priority Schools Grant Schedule #5—Program Budget Summary						
Program Authority: P.L. 107-110, Section 1003(g), as amended by ARRA, P.L. 111-5 CFDA # 84.388A & 84.377A					Fund Code ARRA (CFDA# 84.388A): 286 Regular (CFDA# 84.377A): 276	
Project Period: August 1, 2010 through June 30, 2013						
Class/Object Code and Description			Campus Grant Costs	LEA Admin Grant Costs	Pre-Award Cost	Total Grant Funds Budgeted
Payroll Costs	5B	6100	\$2,421,959	\$ 95,819	\$0	\$2,517,778
Professional and Contracted Services	5C	6200	\$394,140	45,000	0	\$441,640
Supplies and Materials	5D	6300	\$628,905	0	0	\$628,905
Other Operating Costs	5E	6400	\$121,677	0	0	\$121,677
Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only)	5G	6600/15XX	\$40,000	0	0	\$40,000
Total Direct Costs			\$3,609,181	\$140,819	0	3,750,000
% Indirect Costs				0	0	0
Grand Total						
Total Budgeted Costs:			\$ \$3,609,181	\$ \$140,819	\$	\$3,750,000
Administrative Cost Calculation						
Enter total amount from Schedule #5 Budget Summary, Last Column, Total Budgeted Costs						\$3,750,000
Multiply by .05 (5% limit)						X .05
Enter Maximum Allowable for Administration, including Indirect Costs						\$ 187,500

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Texas Title I Priority Schools Grant Schedule #5—Program Budget Summary		
Budget Request by Grant Year: Enter the amount of grant funds requested for each year of the three year grant period.		
Year 1: SY 2010-2011 \$1,250,000 Year 2: SY 2011-2012 \$1,250,000 * Year 3: SY 2012-2013 \$1,250,000 * * Any Budget Request entered for funds in Year 2 and/or Year 3 constitutes the LEA/campus requesting approval of the waiver for extending the period of availability of these grant funds, whether indicated on Schedule #4B—Program Description: Waiver Requests or not.		
Provide any necessary explanation or clarification of budgeted costs		
<p>Overseeing the grant will be a District Shepherd, a 33.33% position whose responsibility will be ensuring the efficient and successful implementation of the transformation as well as supervising the correct and timely filing of all required reports by the campus-based Project Manager. The Project Manager and District Shepherd will be hired to begin work August 1, 2010. They will begin working with the HOPE Foundation. This foundation will provide an integrated, customized program which will build the structures, processes, and protocols to inform instructional improvements and sustain a collaborative culture supporting an ongoing school improvement planning process. Dr. Martha Peet and Dr. Lemoyne Dunn will serve as external evaluators to assist with developing goals, collecting data, and completing grant required reports. Dr. John Crain will assist the campus in developing a local appraisal instrument to leadership and teacher performance. This instrument will be used in conjunction with SMART goals and PDAS evaluations.</p> <p>Additional staff are included in the grant. Supplemental tutors will be hired October 4, 2010 in order to provide intensive, small group instruction. Other personnel, including the bilingual and math facilitators as well as the parent liaison and math interventionist will be hired to begin January 2011. An additional reading interventionist will be hired for the 2011-2012 school year.</p> <p>During the 2010-2011 school year, technology will be added to increase student engagement. Building upon what has already begun in the district and on the campus, students in 3rd through 5th grades will be able to access the world with netbooks purchased for each student as well as access to the distance learning lab.</p> <p>The inclusion of the parent liaison on the campus will greatly increase the communication that parents have with the campus. The goal of the parent liaison is to become an avenue of support for Southwest families both academically and socially.</p> <p>To attract the best staff possible, professional staff will be provided a \$3,000 sign-on bonus in July of 2011 and receive up to a \$3,000 bonus each of the next two years based on student growth on state assessments. Support staff will receive up to \$1,500 in sign-on bonuses and be eligible for up to \$1,500 in performance incentives.</p> <p>Additional technology purchases, including LCD projectors, ceiling mounts, document cameras, and interactive whiteboard technology have been included to bring each classroom to 21st century standards. Carts to store and charge netbooks, wireless capability for all locations on the campus, and a distance learning lab have been included to further strengthen the technological capabilities of the school. Money has been budgeted for the purchase of various software licenses and student subscriptions, including Microsoft Office, AIMSWeb, and an instructional software license to ensure that students and teachers have technology at their fingertips.</p> <p>Professional development will be a significant source of strength for this campus. The campus will continue to collaborate with embedded staff development in the area of math. The campus will have access to a math coach from Math Solutions who will visit the campus, model appropriate instructional techniques, and dialog with teachers four times a year. The teachers will continue to strengthen student language via effective literacy techniques through SIOP and Irene Fountas. The professional development will provide them with strategies to use data to drive their instruction. The campus will continue to build its positive behavioral supports through professional development presented by a Safe and Civil Schools consultant who has built a relationship with the staff and leadership team over the past three years.</p> <p>Funds for this program will 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 rules, or local board policy may not be paid with these funds. State or local funds will not be decreased or diverted for other uses merely because of the availability of these funds. Belton ISD will maintain documentation which clearly demonstrates the supplementary nature of these funds.</p>		

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Schedule #5B—Payroll Costs (6100)						
Budgeted Costs						
Employee Position Titles		Justification	#Full-Time Effort	#Part-Time Effort	Pre-Award	Amount Budgeted
Instruction						
1	Teacher	Math and Reading interventionists due to deficits in the area of math and reading; additional teachers to team teach on each grade level	11		\$	\$952,553
2	Educational Aide					
3	Tutor	Certified teacher tutor to provide small group instruction for students		6		60,000
Program Management and Administration						
4	Project Director	District Shepherd		1		95,818
5	Project Coordinator	Reporting requirements and RtI data collection and management	1			238,988
6	Teacher Facilitator	Bilingual and Math Facilitators due to specific needs of the campus	2			284,999
7	Teacher Supervisor					
8	Secretary/Administrative Assistant					
9	Data Entry Clerk					
10	Grant Accountant/Bookkeeper					
11	Evaluator/Evaluation Specialist					
Auxiliary						
12	Counselor					
13	Social Worker	Assist students from poverty who often not prepared for learning	1			116,550
14	Child Care Provider					
15	Community Liaison/Parent Coordinator	Parent Coordinator required for Parental Involvement activities	1			142,499
16	Bus Driver					
17	Cafeteria Staff					
18	Librarian					
19	School Nurse					
Other Employee Positions						
22	Title:	Stipends for extended day (15 teachers X 4 days per week @ \$25 per day)				\$126,000
23	Title:					
24	Title:					
25	Title:					
26	Subtotal Employee Costs				\$	\$2,017,407
Substitute, Extra-Duty, Benefits						
27	6112	Substitute Pay			\$	\$ 39,000
28	6119	Professional Staff Extra-Duty Pay				1,034,000
29	6121	Support Staff Extra-Duty Pay				22,000
30	6140	Employee Benefits				417,558
31	Subtotal Substitute, Extra-Duty, Benefits Costs				\$	\$1,512,558
32	Grand Total Payroll Budget (line 26 + line 31)				\$	\$3,529,965

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Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval					
Expense Item Description				Pre-Award	Total Amount Budgeted
621 2	Audit Costs (other than audits required under OMB Circular A-133) Specify purpose: _____			\$	\$
626 9	Rental or Lease of Buildings, Space in Buildings, or Land Specify purpose and provide calculation: _____				
629 9	Contracted Publication and Printing Costs (specific approval required only for nonprofit charter schools) Specify purpose: _____				
629 9	Scholarships and Fellowships (not allowed for nonprofit charter schools) Specify purpose: _____				
Subtotal					
6200 – Professional and Contracted Services Cost Requiring Specific Approval					
Professional and Consulting Services (6219/6239) Less than \$10,000					
#	Topic/Purpose/Service		Total Contracted Amount	Pre-Award	Total Amount Budgeted
1.	Math Professional Development for early childhood educators		\$1,700	\$	\$1,700
2.	Professional Development to improve oral proficiency		\$5,400		\$5,400
3.	Data Management Professional development		\$5,340		\$5,340
4.	Intervention Training		\$1,000		\$1,000
5.	Guidance for locally developed teacher appraisal instrument by Dr. John Crain		\$2,500		\$2,500
6.					
7.					
8.					
9.					
10.					
Subtotal					
Professional and Consulting Services Less than \$10,000				\$	\$ 15,940
Professional and Consulting Services (6219) Greater than or Equal to \$10,000					
1. Description of Professional or Consulting Service (Topic/Purpose/Service):					
Professional Development/Improve the Positive Behavioral Support system on the campus (Safe and Civil Schools)					
Contractor's Cost Breakdown of Service to be Provided			# Positions	Total Contracted Amount	Pre-Award
Contractor's Payroll Costs					Total Amount Budgeted
Title: _____				\$ \$8,700	\$ \$ 8,700
Subgrants, Subcontracts, Subcontracted Services					
Supplies and Materials					
Other Operating Costs				\$4,000	\$4,000
Capital Outlay (Subgrants Only)					
Indirect Cost (____%)					
Total Payment:				\$ 12,700	\$ \$12,700

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Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval (cont.)

Professional and Consulting Services (6219) Greater than or Equal to \$10,000 (cont.)

2. Description of Professional or Consulting Service (Topic/Purpose/Service):

Math Professional Development to improve instruction provided by Math Solutions

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		Included	\$	\$
Title: _____				
Subgrants, Subcontracts, Subcontracted Services		Included		
Supplies and Materials		Included		
Other Operating Costs		Included		
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$ 159,000	\$	\$ 159,000

3. Description of Professional or Consulting Service (Topic/Purpose/Service):

Data-driven literacy instruction professional development presented by Irene Fountas

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$	\$	\$
Title: _____				
Subgrants, Subcontracts, Subcontracted Services		\$17,350		\$17,350
Supplies and Materials		\$10,060		\$10,060
Other Operating Costs		\$2,590		\$2,590
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$ 30,000	\$	\$ 30,000

4. Description of Professional or Consulting Service (Topic/Purpose/Service):

Effective literacy training for prekindergarten teachers through grade 5

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$	\$	\$
Title: _____				
Subgrants, Subcontracts, Subcontracted Services		\$14,000		\$14,000
Supplies and Materials		\$4,000		\$4,000
Other Operating Costs		\$2,000		\$2,000
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$ 20,000	\$	\$ 20,000

5. Description of Professional or Consulting Service (Topic/Purpose/Service):

External evaluator to provide assistance in collecting data monitoring progress related to the grant (Dr. Peet and Dr. Dunn)

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$	\$	\$
Subgrants, Subcontracts, Subcontracted Services		45,000		\$45,000
Supplies and Materials				

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Texas Title I Priority Schools Grant

Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval (cont.)

Professional and Consulting Services (6219) Greater than or Equal to \$10,000 (cont.)

Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (%)				
Total Payment:	\$ 45,000	\$	\$ 45,000	

6. Description of Professional or Consulting Service (Topic/Purpose/Service):

Intensive School Reform: Improve campus quality and improve student achievement through professional development for faculty and leadership (HOPE Foundation)

Contractor's Cost Breakdown of Service to be Provided		# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs			\$ 60,000	\$	\$60,000
Subgrants, Subcontracts, Subcontracted Services					
Supplies and Materials					\$1,550
Other Operating Costs					\$97,450
Capital Outlay (Subgrants Only)					
Indirect Cost (%)					
Total Payment:			\$ 159,000	\$	\$ 159,000
Subtotal: Professional and Consulting Services Greater Than or Equal to \$10,000:			\$ 380,700	\$	\$ 380,700

Subtotal of Professional and Contracted Services Costs Requiring Specific Approval:	0	0	0
Subtotal of Professional and Consulting Services or Subgrants Less than \$10,000:	15,940	0	15,940
Subtotal of Professional and Consulting Services Greater than or Equal to \$10,000:	425,700	0	425,700
Remaining 6200- Professional and Contracted Services that do not require specific approval:	0	0	0
Grand Total:	441,640		441,640

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Schedule #5D - Itemized 6300 Supplies and Materials Costs Requiring Specific Approval						
Expense Item Description				Pre-Award	Total Budgeted	
6399	Technology Hardware- Not Capitalized			\$	\$ 348,160	
	#	Type	Purpose			Quantity
	1	Laptops	Student use for instructional purposes			391
	2	Charging carts	Efficiently charge laptops for students			12
	3	Interactive Whiteboard Supplies	Improve student engagement			24
	4	LCD Projectors	Improve student engagement			24
	5	Document Cameras	Improve student engagement			24
		Laptop with docking station	Used by facilitators and Parent Coordinator			3
		Projector mounting kits	Improve student engagement			11
		Telephones	Enable better communication between the Parent Coordinator and the program manager			2
		Wireless supplies	Improve student engagement			11
		Speakers	Improve student engagement			24
	Laptop	Used by intervention teacher	2			
6399	Technology Software- Not Capitalized				\$26,765	
6399	Supplies and Materials Associated with Advisory Council or Committee					
Total Supplies and Materials Requiring Specific Approval:					\$374,925	
Remaining 6300- Supplies and Materials that do not require specific approval:					\$253,980	
Grand Total				\$	\$ 628,905	

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Schedule #5E - Itemized 6400 Other Operating Costs Requiring Specific Approval					
Expense Item Description				Pre-Award	Total Budgeted
6411	Out of State Travel for Employees (includes registration fees)			\$	\$
	Specify purpose: _____				
6412	Travel for Students (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools)				
	Specify purpose: _____ Travel for extended day program which exceeds the school day for other district elementary campuses				
6413	Stipends for Non-Employees (specific approval required only for nonprofit charter schools)				
	Specify purpose: _____				
6419	Travel for Non-Employees (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools)				
	Specify purpose: _____				
6411/ 6419	Travel Costs for Executive Director (6411), Superintendents (6411), or Board Members (6419) (includes registration fees)				
	Specify purpose: _____				
6429	Actual losses which could have been covered by permissible insurance				
6490	Indemnification Compensation for Loss or Damage				
6490	Advisory Council/Committee Travel or Other Expenses (explain purpose of Committee on Schedule #4B-Program Description: Project Management)				
	Membership Dues in Civic or Community Organizations (Not allowable for University applicants)				
	Specify name and purpose of organization: _____				
6499	Publication and Printing Costs- If reimbursed (specific approval required only for nonprofit charter schools)				
	Specify purpose: _____				
Total 64XX- Operating Costs Requiring specific approval:					
Remaining 6400 - Other Operating Costs that do not require specific approval:					\$121,677
Grand Total				\$	\$ 121,677

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Schedule #5G - Itemized 6600/15XX Capital Outlay- Capitalized Assets Regardless of Unit Cost (15XX is for use by Charter Schools sponsored by a nonprofit organization)					
	Description/Purpose	Unit Cost	Quantity	Pre-Award	Total Budgeted
6699/15XX- Library Books and Media (capitalized and controlled by library)					
1					
66XX/15XX- Technology Hardware - Capitalized					
2	Distance Learning Lab	\$20,000	1	0	\$20,000
3					
4					
5					
6					
7					
8					
9					
10					
11					
66XX/15XX- Technology Software- Capitalized					
12	Perpetual Licensing for Instructional Software	\$20,000	1		\$20,000
13					
14					
15					
16					
17					
18					
66XX/15XX- Equipment and Furniture					
19					
20					
21					
22					
23					
24					
25					
26					
27					
28					
Capital expenditures for improvements to land, buildings, or equipment which materially increase their value or useful life.					
29					
Grand Total					
Total 6600/15XX- Capital Outlay Costs:				0	\$40,000

SCHEDULE #6A GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	014-903 County-District No.
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Statement of provisions and assurances for the program(s) in this application:

A. Terms defined: As used in these Provisions and Assurances,

- Contract means the entire document, and all of TEA's attachments, appendices, schedules (including but not limited to the General Provisions and the Special Provisions), amendments and extensions of or to the Standard Contract;
- Agency or TEA means the Texas Education Agency;
- Contractor means the party or parties to this contract other than Agency; including its or their officers, directors, employees, agents, representatives, consultants and subcontractors, and subcontractors' officers, directors, employees, agents, representatives and consultants;
- Project Administrator means the person representing Agency or Contractor, as indicated by the contract, for the purposes of administering the contract project;
- Contract Project means the purpose intended to be achieved through the contract of which these Provisions and Assurances are a part;
- Applicant means the same as Contractor;
- SAS means the Standard Application System of which the application document is a part;
- "Application" means the entire package submitted by the Applicant including the schedules contained in the application and so indicated on the General Information page of the application package;
- Amendment means an application that is revised in budget categories and/or in program activities. It includes both the original application and any subsequent amendments; or extensions thereto;
- Works means all tangible or intangible material, products, ideas, documents or works of authorship prepared or created by Contractor for or on behalf of TEA at any time after the beginning date of the Contract (Works includes but is not limited to computer software, data, information, images, illustrations, designs, graphics, drawings, educational materials, assessment forms, testing materials, logos, trademarks, patentable materials, etc.); and,
- Intellectual Property Rights means the worldwide intangible legal rights or interests evidenced by or embodied in: (a) any idea, design, concept, method, process, technique, apparatus, invention, discovery, or improvement, including any patents, trade secrets, and know-how; (b) any work of authorship, including any copyrights, moral rights or neighboring rights; (c) any trademark, service mark, trade dress, trade name, or other indicia of source or origin; (d) domain name registrations; and (e) any other similar rights. The Intellectual Property Rights of a party include all worldwide intangible legal rights or interests that the party may have acquired by assignment or license with the right to grant sublicenses.
- Grant means the same as Contract;
- Grantee means the same as Contractor;
- Grantor means the same as Agency; and
- DCC means the Document Control Center of Agency.

B. Contingency: This contract is executed by Agency subject to the availability of funds appropriated by legislative act for the purposes stated. All amendments and/or extensions or subsequent contracts entered into for the same or continued purposes are executed contingent upon the availability of appropriated funds. Notwithstanding any other provision in this contract or any other document, this contract is void upon appropriated funds becoming unavailable. In addition, this contract may be terminated by Agency at any time for any reason upon notice to Contractor. Expenditures and/or activities for which Contractor may claim reimbursement shall not be accrued or claimed subsequent to receipt of such notice from Agency. This contract may be extended or otherwise amended only by formal written amendment properly executed by both Agency and Contractor. No other agreement, written or oral, purporting to alter or amend this contract shall be valid.

C. Contractor's Application: Furnished to Agency in response to a request for application, is incorporated in this contract by reference for all necessary purposes. It is specifically provided, however, that the provisions of this contract shall prevail in all cases of conflict arising from the terms of Contractor's application whether such application is a written part of this contract or is attached as a separate document.

D. Requirements, Terms, Conditions, and Assurances: Which are stated in the Request for Application, in response to which Applicant is submitting this application, are incorporated herein by reference for all purposes although the current General Provisions shall prevail in the event of conflict. The instructions to the Standard Application System, as well as the General and Fiscal Guidelines and Program Guidelines, are incorporated herein by reference.

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>014-903</u> County-District No.
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- E. Signature Authority; Final Expression; Superseding Document:** Applicant certifies that the person signing this application has been properly delegated this authority. The Contract represents the final and complete expression of the terms of agreement between the parties. The Contract supersedes any previous understandings or negotiations between the parties. Any representations, oral statements, promises or warranties that differ from the Contract shall have no force or effect. The Contract may be modified, amended or extended only by formal written amendment properly executed by both TEA and Contractor.
- F. State of Texas Laws:** In the conduct of the contract project, Contractor shall be subject to Texas State Board of Education and Commissioner rules pertaining to this contract and the contract project and to the laws of the State of Texas governing this contract and the contract project. This contract constitutes the entire agreement between Agency and Contractor for the accomplishment of the contract project. This contract shall be interpreted according to the laws of the State of Texas except as may be otherwise provided for in this contract.
- G. Monitoring:** Desk reviews or on-site monitoring reviews may be conducted by Agency to determine compliance with the approved application and the applicable statute(s), law(s), regulations, and guidelines.
- H. Sanctions for Failure to Perform or for Noncompliance:** If Contractor, in Agency's sole determination, fails or refuses for any reason to comply with or perform any of its obligations under this contract, Agency may impose such sanctions as it may deem appropriate. This includes but is not limited to the withholding of payments to Contractor until Contractor complies; the cancellation, termination, or suspension of this contract in whole or in part; and the seeking of other remedies as may be provided by this contract or by law. Any cancellation, termination, or suspension of this contract, if imposed, shall become effective at the close of business on the day of Contractor's receipt of written notice thereof from Agency.
- I. Contract Cancellation, etc.:** If this contract is canceled, terminated, or suspended by Agency prior to its expiration date, the reasonable monetary value of services properly performed by Contractor pursuant to this contract prior to such cancellation, termination or suspension shall be determined by Agency and paid to Contractor as soon as reasonably possible.
- J. Indemnification:**
For local educational agencies (LEAs), regional education service centers (ESCs), and institutions of higher education (IHEs) and state agencies: Contractor, to the extent permitted by law, shall hold Agency harmless from and shall indemnify Agency against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising from, or in connection with, any acts of Contractor, its agents, employees, and subcontractors, done in the conduct of the contract project.
For all other grantees, subgrantees, contractors, and subcontractors, including nonprofit organizations and for-profit businesses: Contractor shall hold Agency harmless from and shall indemnify Agency against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising from, or in connection with, any acts of Contractor, its agents, employees, and subcontractors, done in the conduct of the contract project.
- K. Encumbrances/Obligations and Liquidations:** All encumbrances/obligations shall occur on or between the beginning and ending dates of the contract. All goods must be received and all services rendered between the beginning and ending dates of the contract. The contractor must liquidate (record as an expenditure) all obligations (encumbrances) incurred under the contract no later than 30 days after the ending date of the contract, to coincide with the submission of the final expenditure report, due 30 days after the ending date of the contract. In no manner shall encumbrances be considered or reflected as accounts payable or as expenditures, and an encumbrance cannot be considered an expenditure or accounts payable until the goods have been received and the services have been rendered. Obligations that are liquidated and recognized as expenditures must meet the allowable cost principles in OMB Circular A-87, A-21, or A-122 (as applicable) and program rules, regulations, and guidelines contained elsewhere. This applies to all grant programs, including state and federal, discretionary and formula.

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>014-903</u> County-District No.
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- L. Financial Management and Accounting:** Grantee assures it will maintain a financial management system that complies with federal standards established in 34 CFR 80.20 and 74.21 and that provides for accurate, current, and complete disclosure of the financial results of each grant project. The financial management system records will identify adequately the source and application of funds and will contain information pertaining to grant awards, authorizations, obligations, unobligated balances, assets, outlays (i.e., expenditures), income, and interest. Fiscal control and accounting procedures will permit the tracing of funds to a level of expenditure adequate to establish that funds have been used in accordance with the approved grant application. The applicant agrees to maintain effective control over and accountability for all funds, property, and other assets. Public school districts, open enrollment charter schools, and regional education service centers in Texas must comply with the accounting requirements in the Financial Accounting and Reporting (FAR) module of the *Financial Accountability System Resource Guide*, Texas Education Agency (34 CFR 74.21; 34 CFR 80.20; TEA *Financial Accountability System Resource Guide*).
- M. Expenditure Reports:** Contractor shall submit expenditure reports in the time and manner requested by Agency as specified in the instructions to the Standard Application System (SAS) which are incorporated by reference. Unless otherwise specified, interim reports are due to TEA within 15 days after the end of each reporting period. Unless otherwise specified, the final expenditure report is due within 30 days after the ending date of the grant. Revised expenditure reports, where the grantee is claiming additional expenditures beyond that originally requested, must be submitted within 60 days after the ending date of the grant, or as specified in the applicable Program Guidelines.
- N. Refunds Due to TEA:** If Agency determines that Agency is due a refund of money paid to Contractor pursuant to this contract, Contractor shall pay the money due to Agency within 30 days of Contractor's receipt of written notice that such money is due to Agency. If Contractor fails to make timely payment, Agency may obtain such money from Contractor by any means permitted by law, including but not limited to offset, counterclaim, cancellation, termination, suspension, total withholding, and/or disapproval of all or any subsequent applications for said funds.
- O. Records Retention:** Contractor shall maintain its records and accounts in a manner which shall assure a full accounting for all funds received and expended by Contractor in connection with the contract project. These records and accounts shall be retained by Contractor and made available for programmatic or financial audit by Agency and by others authorized by law or regulation to make such an audit for a period of not less than five years from the date of completion of the contract project or the date of the receipt by Agency of Contractor's final claim for payment or final expenditure report in connection with this contract, whichever is later. If an audit has been announced, the records shall be retained until such audit has been completed.
- Contractor understands that acceptance of funds under this contract acts as acceptance of the authority of the State Auditor's office, or any successor agency, to conduct an audit or investigation in connection with those funds. Contractor further agrees to cooperate fully with the State Auditor's Office or its successor in the conduct of the audit or investigation, including providing all records requested. Contractor will ensure that this clause concerning the authority to audit funds received indirectly by subcontractors through Contractor and the requirements to cooperate is included in any subcontract it awards.
- P. Time and Effort Recordkeeping:** For those personnel whose salaries are prorated between or among different funding sources, time and effort records will be maintained by Applicant that will confirm the services provided within each funding source. Applicant must adjust payroll records and expenditures based on this documentation. This requirement applies to all projects, regardless of funding source, unless otherwise specified. For federally funded projects, time and effort records must be in accordance with the requirements in the applicable OMB cost principles.
- Q. Forms, Assurances, and Reports:** Contractor shall timely make and file with the proper authorities all forms, assurances and reports required by federal laws and regulations. Agency shall be responsible for reporting to the proper authorities any failure by Contractor to comply with the foregoing laws and regulations coming to Agency's attention, and may deny payment or recover payments made by Agency to Contractor in the event of Contractor's failure so to comply.
- R. Intellectual Property Ownership:** Contractor agrees that all Works are, upon creation, works made for hire and the sole property of TEA. If the Works are, under applicable law, not considered works made for hire, Contractor hereby assigns to TEA all worldwide ownership of all rights, including the Intellectual Property Rights, in the Works, without the necessity of any further consideration, and TEA can obtain and hold in its own name all such rights to the Works. Contractor agrees to maintain written agreements with all officers, directors, employees, agents, representatives and subcontractors engaged by Contractor for the Contract Project, granting Contractor rights sufficient to support the performance and grant of rights to TEA by Contractor. Copies of such agreements shall be provided to TEA promptly upon request.

SCHEDULE #6A - cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	 <u>014-903</u> County-District No.
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Contractor warrants that (i) it has the authority to grant the rights herein granted, (ii) it has not assigned or transferred any right, title, or interest to the Works or Intellectual Property Rights that would conflict with its obligations under the Contract, and Contractor will not enter into any such agreements, and (iii) the Works will be original and will not infringe any intellectual property rights of any other person or entity. These warranties will survive the termination of the Contract. If any preexisting rights are embodied in the Works, Contractor grants to TEA the irrevocable, perpetual, non-exclusive, worldwide, royalty-free right and license to (i) use, execute, reproduce, display, perform, distribute copies of, and prepare derivative works based upon such preexisting rights and any derivative works thereof and (ii) authorize others to do any or all of the foregoing. Contractor agrees to notify TEA on delivery of the Works if they include any such preexisting rights. On request, Contractor will provide TEA with documentation indicating a third party's written approval for Contractor to use any preexisting rights that may be embodied or reflected in the Works.

For School Districts and Nonprofit Organizations: The foregoing Intellectual Property Ownership provisions apply to any school districts, nonprofit organizations, and their employees, agents, representatives, consultants and subcontractors. If a school district or nonprofit organization or any of its subcontractor(s) wish to obtain a license agreement to use, advertise, offer for sale, sell, distribute, publicly display, publicly perform or reproduce the Works, or make derivative works from the Works, then express written permission must first be obtained from the TEA Copyright Office.

For Education Service Centers (ESCs): The foregoing Intellectual Property Ownership provisions apply to an Education Service Center (ESC) and its employees, agents, representatives, consultants, and subcontractors. If an ESC or any of its subcontractor(s) wish to obtain a license agreement to use, advertise, offer for sale, sell, distribute, publicly display, publicly perform or reproduce the Works, or make derivative works from the Works, then express written permission must first be obtained from the TEA Copyright Office.

For Colleges and Universities: The foregoing Intellectual Property Ownership provisions apply to any colleges and universities and their employees, agents, representatives, consultants, and subcontractors; provided, that for all Works and derivative works created or conceived by colleges or universities under the Contract, they are granted a non-exclusive, non-transferable, royalty-free license to use the Works for their own academic and educational purposes only. The license for academic and educational purposes specifically excludes advertising, offering for sale, selling, distributing, publicly displaying, publicly performing, or reproducing the Works, or making derivative works from the Works that are created or conceived under this Contract and colleges and universities and their employees, agents, representatives, consultants, and subcontractors are prohibited from engaging in these uses and activities with regard to the Works unless the prior express written permission of the TEA Copyright Office is obtained.

- S. Unfair Business Practices:** By signing this Contract, Contractor, if other than a state agency, certifies that Contractor, within the preceding 12 months, has not been found guilty, in a judicial or state agency administrative proceeding, of unfair business practices. Contractor, if other than a state agency, also certifies that no officer of its company has, within the preceding 12 months, served as an officer in another company which has been found, in a judicial or state agency administrative proceeding, to be guilty of unfair business practices.

Contractor, whether a state agency or not a state agency, certifies that no funds provided under this Contract shall be used to purchase supplies, equipment, or services from any companies found to be guilty of unfair business practices within 12 months from the determination of guilt.

- T. Subcontracting:** Contractor shall not assign or subcontract any of its rights or responsibilities under this contract, except as may be otherwise provided for in this application, without prior formal written amendment to this contract properly executed by both Agency and Contractor.

- U. Use of Consultants:** Notwithstanding any other provision of this application, Applicant shall not use or pay any consultant in the conduct of this application if the services to be rendered by any such consultant can be provided by Applicant's employees.

- V. Capital Outlay:** If Contractor purchases capital outlay (furniture and/or equipment) to accomplish the objective(s) of the project, title will remain with Contractor for the period of the contract. Agency reserves the right to transfer capital outlay items for contract noncompliance during the contract period or as needed after the ending date of the contract. This provision applies to any and all furniture and/or equipment regardless of unit price and how the item is classified in Contractor's accounting record.

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>014-903</u> County-District No.
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- W. Agency Property (terms):** In the event of loss, damage or destruction of any property owned by or loaned by Agency while in the custody or control of Contractor, its employees, agents, consultants or subcontractors, Contractor shall indemnify Agency and pay to Agency the full value of or the full cost of repair or replacement of such property, whichever is the greater, within 30 days of Contractor's receipt of written notice of Agency's determination of the amount due. This applies whether the property is developed or purchased by Contractor pursuant to this contract or is provided by Agency to Contractor for use in the contract project. If Contractor fails to make timely payment, Agency may obtain such money from Contractor by any means permitted by law, including but not limited to offset or counterclaim against any money otherwise due to Contractor by Agency.
- X. Travel Costs:** Amounts authorized for maximum recovery for travel and per diem costs against any state or federal funding source are restricted to those amounts which are approved in the State of Texas Appropriations Bill in effect for the particular funding period. Any amount over this limit must come from local funding sources. Applicant must recover funds at a lesser rate if local policy amounts are less than the maximum allowed by the state. Out-of-state travel may not exceed the federal government rate for the locale. Travel allowances are not allowable costs.
- Y. Funds for Religious Worship, Instruction:** No funds will be used to pay for religious worship, instruction, or proselytization, or for any equipment or supplies for such, or for any construction, remodeling, repair, operation, or maintenance of any facility or part of a facility to be used for religious worship, instruction, or proselytization (34 CFR 76.532 and P. L. 107-110, section 9505).
- Z. Disclosure of Gifts and Campaign Contributions:** The grantee shall file disclosures of gifts and campaign contributions as required by State Board of Education Operating Rule 4.3, which is incorporated as if set out in full. The grantee has a continuing obligation to make disclosures through the term of the contract. Failure to comply with State Board of Education Operating Rule 4.3 is grounds for canceling the grant.
- AA. Submission of Audit Reports to TEA:** Grantees which are public school districts and open enrollment charter schools agree to submit the required annual audit report, including the reporting package required under OMB Circular A-133, if an audit is required to be conducted in accordance with OMB Circular A-133, to the TEA Division of School Financial Audits in the time and manner requested by the Agency.
- Grantees which are **nonprofit organizations (other than charter schools) and universities/colleges** that expend \$500,000 or more total in federal awards in any fiscal year and are thus required to conduct a Single Audit or program-specific audit in accordance with the requirements in OMB Circular A-133, agree to submit a copy of such audit to TEA when the schedule of findings and questioned costs disclosed audit findings relating to any federal awards provided by TEA. A copy of such audit shall also be submitted to TEA if the summary schedule of prior audit findings reported the status of any audit findings relating to any federal awards provided by TEA.
- A **nonprofit organization or university/college** grantee shall provide written notification to TEA that an audit was conducted in accordance with OMB Circular A-133 when the schedule of findings and questioned costs disclosed no audit findings related to any federal awards provided by TEA or when the summary schedule of prior audit findings did not report on the status of any prior audit findings related to any federal awards provided by TEA. Nonprofit organizations (other than charter schools) and universities/colleges shall submit the audit report to the TEA Division of Discretionary Grants. Audit reports must be submitted to TEA within 30 days of receipt of the report from the auditor. Failure to submit a copy of the audit to TEA could result in a reduction of funds paid to the grantee, a refund to TEA, termination of the grant, and/or ineligibility to receive additional grant awards from TEA.
- BB. Federal Rules, Laws, and Regulations That Apply to all Federal Programs:** Contractor shall be subject to and shall abide by all federal laws, rules and regulations pertaining to the contract project, including but not limited to:
- 1. Americans With Disabilities Act**, P. L. 101-336, 42 U.S.C. sec. 12101, and the regulations effectuating its provisions contained in 28 CFR Parts 35 and 36, 29 CFR Part 1630, and 47 CFR Parts 0 and 64;
 - Title VI of the Civil Rights Act of 1964**, as amended (prohibition of discrimination by race, color, or national origin), and the regulations effectuating its provisions contained in 34 CFR Part 100;
 - Title IX of the Education Amendments of 1972**, as amended (prohibition of sex discrimination in educational institutions) and the regulations effectuating its provisions contained in 34 CFR Part 106, if Contractor is an educational institution;
 - Section 504 of the Rehabilitation Act of 1973**, as amended (nondiscrimination on the basis of handicapping condition), and the regulations effectuating its provisions contained in 34 CFR Part 104 and 105;

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	 014-903_____ County-District No.
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5. the **Age Discrimination Act of 1975**, as amended (prohibition of discrimination on basis of age), and any regulations issued thereunder, including the provisions contained in 34 CFR Part 110;
 6. the **Family Educational Rights and Privacy Act (FERPA) of 1975**, as amended (ensures access to educational records for students and parents while protecting the privacy of such records), and any regulations issued thereunder, including **Privacy Rights of Parents and Students** (34 CFR Part 99), if Contractor is an educational institution (20 USC 1232g);
 7. Section 509 of H.R. 5233 as incorporated by reference in P. L. 99-500 and P. L. 99-591 (**prohibition against the use of federal grant funds to influence legislation pending before Congress**);
 8. **Pro-Children Act of 2001**, which states that no person shall permit smoking within any indoor facility owned or leased or contracted and utilized for the provision of routine or regular kindergarten, elementary, or secondary education or library services to children [P. L. 107-110, Section 4303(a)]. In addition, no person shall permit smoking within any indoor facility (or portion of such a facility) owned or leased or contracted and utilized for the provision of regular or routine health care or day care or early childhood development (Head Start) services [P. L. 107-110, Section 4303(b)(1)]. Any failure to comply with a prohibition in this Act shall be considered to be a violation of this Act and any person subject to such prohibition who commits such violation may be liable to the United States for a civil penalty, as determined by the Secretary of Education (P. L. 107-110, Section 4303(e)(1)).
 9. **Fair Labor Standards Act (29 USC 207)**, **Davis Bacon Act (40 USC 276(a))**, and **Contract Work Hours and Safety Standards Act (40 USC 327 et seq.)**, as applicable, and their implementing regulations in 29 CFR 500-899, 29 CFR Parts 1,3,5, and 7, and 29 CFR Parts 5 and 1926, respectively.
 10. **Buy America Act**: Contractor certifies that it is in compliance with the Buy America Act in that each end product purchased under any federally funded supply contract exceeding \$2,500 is considered to have been substantially produced or manufactured in the United States. End products exempt from this requirement are those for which the cost would be unreasonable, products manufactured in the U. S. that are not of satisfactory quality, or products for which the agency head determines that domestic preference would be inconsistent with the public interest. Contractor also certifies that documentation will be maintained that documents compliance with this requirement (FAR 25.1-.2).
 11. P.L. 103-227, Title X, Miscellaneous Provisions of the GOALS 2000: Educate America Act; P.L. 103-382, Title XIV, General Provisions of the Elementary and Secondary Education Act, as amended; and General Education Provisions Act, as amended.
 12. **Prohibition of Text Messaging and E-mailing while Driving during Official Federal Grant Business**: Personnel funded from federal grants and their subcontractors and subgrantees are prohibited from text messaging while driving an organization-owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using organization-supplied electronic equipment to text message or e-mail while driving. Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership On Reducing Text Messaging While Driving," October 1, 2009 (pursuant to provisions attached to federal grants funded by the U.S. Department of Education).
- CC. Federal Regulations Applicable to All Federal Programs:**
1. **For Local Educational Agencies (LEAs)**: 28 CFR 35 Subparts A-E, 28 CFR 36 Subparts C & D, Appendix A, 29 CFR 1630, 34 CFR 75 or 76 as applicable, 77, 79, 80, 81, 82, 85, 97, 98, 99, 104, 47 CFR 0 and 64, and OMB Circulars A-87 (Cost Principles), A-133 (Audits), and A-102 (Uniform Administrative Requirements);
 2. **For Education Service Centers (ESCs)**: 28 CFR 35 Subparts A-E, 28 CFR 36 Subparts C & D, Appendix A, 29 CFR 1630, 34 CFR 75 or 76 as applicable, 77, 79, 80, 81, 82, 85, 97, 98, 99, 104, 47 CFR 0 and 64, and OMB Circulars A-87 (Cost Principles), A-133 (Audits), and A-102 (Uniform Administrative Requirements);
 3. **For Institutions of Higher Education (IHEs)**: 28 CFR 35 Subparts A-E, 28 CFR 36 Subparts C & D, Appendix A, 29 CFR 1630, 34 CFR 74, 77, 79, 81, 82, 85, 86, 97, 98, 99, 104, 47 CFR 0 and 64, and OMB Circulars A-21 (Cost Principles), A-133 (Audits), and A-110 (Uniform Administrative Requirements);
 4. **For Nonprofit Organizations**: 28 CFR 35 Subparts A-E, 28 CFR 36 Subparts C & D, Appendix A, 29 CFR 1630, 34 CFR 74, 77, 79, 81, 82, 85, 97, 98, 99, 104, 47 CFR 0 and 64, and OMB Circulars A-122 (Cost Principles), A-133 (Audits), and A-110 (Uniform Administrative Requirements);
 5. **For State Agencies**: 28 CFR 35 Subparts A-E, 28 CFR 36 Subparts C & D, Appendix A, 29 CFR 1630, 34 CFR 76, 80, 81, 82, 85, 97, 98, 99, 104, 47 CFR 0 and 64, OMB Circulars A-87 (Cost Principles), A-133 (Audits), and A-102 (Uniform Administrative Requirements); and
 6. **For Commercial (for-profit) Organizations**: 29 CFR 1630 and 48 CFR Part 31.
- DD. General Education Provisions Act (GEPA), as Amended, Applicable to All Federal Programs Funded or Administered Through or By the U. S. Department of Education:**
1. **Participation in Planning**: Applicant will provide reasonable opportunities for the participation by teachers, parents, and other interested parties, organizations, and individuals in the planning for and operation of each program described in this application (20 USC 1232(e)).

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	014-903 County-District No.
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2. **Availability of Information:** Any application, evaluation, periodic program plan, or report relating to each program described in this application will be made readily available to parents and other members of the general public (20 USC 1232(e)).
 3. **Sharing of Information:** Contractor certifies that it has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program described in this application significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects (20 USC 1232(e)).
 4. **Prohibition of Funds for Busing:** The applicant certifies that no federal funds (except for funds appropriated specifically for this purpose) will be used for the transportation of students or teachers (or for the purchase of equipment for such transportation) in order to overcome racial imbalance in any school or school system, or for the transportation of students or teachers (or for the purchase of equipment for such transportation) in order to carry out a plan of racial desegregation of any school or school system (20 USC 1228).
 5. **Direct Financial Benefit:** Contractor certifies that funds expended under any federal program will not be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization [20 USC 1232(b)(8)].
- EE. Payment for Services:** Payment for service(s) described in this Contract is contingent upon satisfactory completion of the service(s). Satisfaction will be determined by TEA's Project Administrator, in his sole discretion but in accordance with reasonable standards and upon advice of his superiors in TEA, if necessary.
- FF. Family Code Applicability:** By signing this Contract, Contractor, if other than a state agency, certifies that under Section 231.006, Family Code, that Contractor is not ineligible to receive payment under this Contract and acknowledges that this Contract may be terminated and payment may be withheld if this certification is inaccurate. TEA reserves the right to terminate this Contract if Contractor is found to be ineligible to receive payment. If Contractor is found to be ineligible to receive payment and the Contract is terminated, Contractor is liable to TEA for attorney's fees, the costs necessary to complete the Contract, including the cost of advertising and awarding a second contract, and any other damages or relief provided by law or equity.
- GG. Interpretation:** In the case of conflicts arising in the interpretation of wording and/or meaning of various sections, parts, Appendices, General Provisions, Special Provisions, Exhibits, and Attachments or other documents, the TEA Contract and its General Provisions, Appendices and Special Provisions shall take precedence over all other documents which are a part of this contract.
- HH. Registered Lobbyists:** No state or federal funds transferred to a contractor/grantee may be used to hire a registered lobbyist.
- II. Test Administration and Security:** This contract is executed by Agency subject to assurance by Contractor that it has at all times been and shall remain in full compliance with Title 19, Texas Administrative Code Chapter 101, and all requirements and procedures for maintaining test security specified in any test administration materials in the possession or control of Contractor, or any school, campus, or program operated by Contractor. Notwithstanding any other provision in this contract or any other document, this contract is void upon notice by Agency, in its sole discretion, that Contractor or any school, campus, or program operated by Contractor has at any time committed a material violation of Title 19, Texas Administrative Code Chapter 101, or any requirement or procedure for maintaining test security specified in any test administration materials in the possession or control of Contractor, or any school, campus, or program operated by Contractor. Expenditures and/or activities for which Contractor may claim reimbursement shall not be accrued or claimed subsequent to receipt of such notice from Agency.
- JJ. Social Security Numbers:** Social Security numbers will not be provided by TEA as a part of this agreement. TEA is not requiring or requesting school districts or other grantees to provide Social Security numbers as a part of this agreement.
- KK. Student-identifying Information:** Contractor agrees that in executing tasks on behalf of TEA, Contractor will not use any student-identifying information in any way that violates the provisions of FERPA and will destroy or return all student-identifying information to TEA within thirty (30) days of project completion.

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>014-903</u> County-District No.
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LL. High-Risk Status, Special Conditions, and Enforcement Actions: Pursuant to the provisions in 34 CFR 80.12 and 74.14, a grantee may be identified by TEA as high-risk if the grantee has a history of unsatisfactory performance; is not financially stable; has a financial management system that does not meet federal financial management standards or the requirements in TEA's Financial Accounting and Reporting (FAR) module; has not conformed to terms and conditions of previous awards; or is otherwise not responsible. TEA may impose one or more special conditions or restrictions on a high-risk grantee, including payment on a reimbursement basis; withholding authority to proceed to the next phase until receipt of evidence of acceptable performance within a given funding period; requiring additional, more detailed financial reports; additional project monitoring; requiring the grantee to obtain technical or management assistance; establishing additional prior approvals; or other conditions that may be legally available. A grantee identified as high-risk will be notified in writing by TEA of the special conditions imposed and the process for removing the high-risk status and special conditions.

Pursuant to the provisions in 34 CFR 80.43 and 74.62, if a grantee materially fails to comply with any term of an award, whether stated in a federal statute or regulation, an assurance, in a grant application, or elsewhere, TEA may take one or more of the following enforcement actions as appropriate in the circumstances: temporarily withhold cash payments pending correction of the deficiency or more severe enforcement action; disallow all or part of the cost of an activity or action not in compliance; wholly or partly suspend or terminate the current award; withhold further awards for the program; or take other remedies that may be legally available. If an enforcement action is imposed, the grantee will be notified in writing by TEA of the actions imposed and the process for remedying the noncompliance or removing the enforcement actions.

TEA reserves the right to not award a discretionary grant to a high-risk grantee or to a grantee that is materially non-compliant with the terms and conditions of another award.

Rev. 03/2010

The signing of Schedule #1 - General Information by applicant indicates acceptance of and compliance with all requirements described on this schedule.

SCHEDULE #6 B Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>014-903</u> County-District No.
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This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.11.

Terms defined: As used in these Provisions and Assurances

- "Covered Transaction"— A transaction under Federal non-procurement programs, which can be either a primary covered transaction or a lower tier covered transaction.
 - "Lower Tier Covered Transaction"— (1) Any transaction between a participant and a person other than a procurement contract for goods or services, regardless of type, under a primary covered transaction; (2) Any procurement contract for goods or services between a participant and a person, regardless of type, expected to equal or exceed the Federal procurement small purchase threshold of \$25,000; (3) Any procurement contract for goods or services between a participant and a person under a covered transaction, regardless of amount.
 - "Participant"— Any person who submits a proposal for, enters into, or reasonably may be expected to enter into a covered transaction, including an agent or representative of another participant.
 - "Principal"— An officer, director, owner, partner, principal investigator, or other person within a participant with management or supervisory responsibilities related to a covered transaction; or a consultant or other person, whether or not employed by the participant or paid with Federal funds, who (1) is in a position to handle Federal funds; (2) is in a position to influence or control the use of those funds; or (3) occupies a technical or professional position capable of substantially influencing the development or outcome of an activity required to perform the covered transaction.
 - "Excluded Parties List System (EPLS)"— The list maintained and disseminated by the General Services Administration (GSA) containing names and other information about persons who are ineligible.
 - "Debarment"— Action taken by a debarring official (Federal agency) to exclude a person (recipient) from participating in covered transactions.
 - "Suspension"— An action taken that immediately prohibits a person from participating in covered transactions for a temporary period, pending completion of an agency investigation and any judicial or administrative proceedings that may ensue.
 - "Ineligible" generally refers to a person who is either excluded or disqualified.
 - "Person"— Any individual, corporation, partnership, association, unit of government or legal entity, however organized, except: foreign governments or foreign governmental entities, public international organizations, foreign government owned (in whole or in part) or controlled entities, and entities consisting wholly or partially of foreign governments or foreign governmental entities.
 - "Proposal"—A solicited or unsolicited bid, application, request, invitation to consider or similar communication by or on behalf of a person seeking to participate or to receive a benefit, directly or indirectly, in or under a covered transaction.
 - "Voluntarily Excluded"—A status of nonparticipation or limited participation in covered transactions assumed by a person pursuant to the terms of a settlement.
1. By signing SAS Schedule #1 and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
 2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
 3. The prospective lower tier participant shall provide immediate written notice to the person to whom this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
 4. The terms "covered transaction", "debarred", "suspended", "ineligible", "lower tier covered transaction", "participant", "person", "primary covered transaction", "principal", "proposal", and "voluntarily excluded", as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
 5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.

SCHEDULE #6B Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 Required for all federal grants regardless of the dollar amount	<u>014-903</u> County-District No.
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6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled ***Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions***, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Non-procurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

- (1) The prospective lower tier participant certifies, by signature on SAS Schedule #1 and by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
- (2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

ED 80-0014, 9/90 (Replaces GCS-009 (REV.12/88), which is obsolete)

68 FR 66544, 66611, 66612, 66613, 66614, November 26, 2003

As amended by the Texas Education Agency (04/02)

The signing of Schedule #1--General Information by applicant indicates acceptance of all requirements described on this schedule.

SCHEDULE #6C. Lobbying Certification	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 Required for all federally funded grants greater than \$100,000.	<u>014-903</u> County-District No.
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Submission of this certification covers all federal programs in this application, is required by the U. S. Department of Education and Section 1352, Title 31, of the United States Code, and is a prerequisite for making or entering into a subgrant or subcontract over \$100,000 with any organization. (Read instructions for this schedule for further information.)

The applicant certifies by signature on Schedule #1 - General Information, to the best of his or her knowledge and belief, that:

- (1) No federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement.
- (2) If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. (See **Schedule #6D - Disclosure of Lobbying Activities.**)
- (3) The applicant shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

This certification is a material representation of fact on which the U. S. Department of Education and the Texas Education Agency relied when they made or entered into this grant or contract. Any organization that fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Dept. of Education form #ED 80-0008
 As amended by the Texas Education Agency

11/89
 03/90

The signing of Schedule #1--General Information by applicant indicates acceptance of all requirements described on this schedule.

SCHEDULE #6D - Disclosure of Lobbying Activities	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	014-903 County-District No.
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Complete this form to disclose lobbying activities for lobbying services procured (pursuant to 31 U.S.C. 1352). This disclosure form is required for any federal grant/contract received in excess of \$100,000 and on any subgrant/subcontract made by the grantee/contractor. (Read the instructions for this schedule for further information.)
Do not sign and submit this disclosure form unless lobbying activities are being disclosed.

Federal Program:		Name:	
1. Type of Federal Action <input type="checkbox"/> a. Contract <input type="checkbox"/> b. Grant	2. Status of Federal Action: <input type="checkbox"/> a. Bid/Offer/Application <input type="checkbox"/> b. Initial award <input type="checkbox"/> c. Post-award	3. Report Type: <input type="checkbox"/> a. Initial filing <input type="checkbox"/> b. Material change For Material Change Only: Year: _____ Quarter: _____ Date of last Report: _____	
4. Name and Address of Reporting Entity: <input type="checkbox"/> Subawardee Tier (if known): _____ Congressional District (if known): _____		5. If Reporting Entity in No. 4 is Subawardee, Enter Name and Address of Prime: Texas Education Agency 1701 N. Congress Avenue Austin, Texas 78701 Congressional District (if known): 21	
6. Federal Department/Agency:		7. Federal Program Name/Description: CFDA Number, if applicable: _____	
8. Federal Action Number, if known:		9. Award Amount, if known: \$ _____	
10. a. Name and Address of Lobbying Registrant (if individual, last name, first name, MI):		10. b. Individuals Performing Services (including address if different from No. 10a; last name, first name, MI):	
(Attach Continuation Sheet(s), if necessary)			
[ITEMS 11-15 REMOVED]			
16. Information requested through this form is authorized by Title 31 U.S.C. Section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.		Signature: _____ Name: _____ Title: _____ Telephone#: _____ Date: _____	
Federal Use Only:		Standard Form LLL	

SCHEDULE #6E NCLB ACT PROVISIONS & ASSURANCES	Standard Application System School Years 2010-2013	 014-903
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The following special provisions apply to all programs funded under the Elementary and Secondary Education Act, as amended by P. L. 107-110, No Child Left Behind (NCLB) Act of 2001. By signing Schedule #1 of this SAS, the applicant is assuring it is in compliance with the following provisions:

- A. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
- B. The control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a nonprofit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to such entities.
- C. The public agency, nonprofit private agency, institution, or organization, or Indian tribe will administer such funds and property to the extent required by the authorizing statutes.
- D. The applicant will adopt and use proper methods of administering each such program, including the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program and the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
- E. The applicant will cooperate in carrying out any evaluation of each such program conducted by or for the Texas Education Agency, the Secretary of Education or other federal officials.
- F. The applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, federal funds paid to such applicant under each such program.
- G. The applicant will submit such reports to the Texas Education Agency (which shall make the reports available to the Governor) and the Secretary of Education, as the Texas Education Agency and the Secretary of Education may require to enable the Texas Education Agency and the Secretary of Education to perform their duties under each such program.
- H. The applicant will maintain such records, provide such information, and afford access to the records as the Agency (after consultation with the Governor) or the Secretary may find necessary to carry out the Agency's or the Secretary's duties.
- I. Before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and has considered such comment.
- J. **Gun-Free Schools Act:** The local education agency assures that it is in compliance with Section 37.007(e) of the Texas Education Code, which requires expulsion of a student who brings to school or possesses at school a firearm as defined by 18 U.S.C. Section 2891 [pursuant to the requirements in P. L. 107-110, Section 4141(d)(1)]. In addition, the local educational agency certifies that it has a policy requiring referral to the criminal justice or juvenile delinquency system of any student who brings a firearm or weapon to school [P. L. 107-110, Section 4141(h)(1)].
- K. **Student Records Transfer:** The local educational agency shall ensure that a student's records and, if applicable, a student's individualized education program as defined in section 602(11) of the Individuals with Disabilities Education Act, are transferred to a charter school upon the transfer of the student to the charter school, and to another public school upon the transfer of the student from a charter school to another public school, in accordance with applicable state law (P. L. 107-110, section 5208).
- L. **Consolidation of Administrative Funds:** A local educational agency, with the approval of TEA, may consolidate and use for the administration of one or more programs under the No Child Left Behind Act not more than the percentage, established in each program, of the total available for the local educational agency under those programs. A local educational agency that consolidates administrative funds shall not use any other funds under the programs included in the consolidation for administration for that fiscal year. Consolidated administrative funds shall be used for the administration of the programs covered and may be used for coordination of these programs with other federal and non-federal programs and for dissemination of information regarding model programs and practices.
- M. **Privacy of Assessment Results:** Any results from an individual assessment referred to in the No Child Left Behind Act of a student that become part of the education records of the student shall have the protections provided in section 444 of the General Education Provisions Act [P. L. 107-110, section 9523 and the Family Educational Rights and Privacy Act (FERPA) of 1975, as amended].

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>014-903</u> County-District No.
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- N. School Prayer:** The local educational agency certifies that it is in compliance with Section 25.901 of the Texas Education Code. In addition, as a condition of receiving funds under the No Child Left Behind Act, the local educational agency certifies that no policy of the local educational agency prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools, as detailed in the guidance provided by the U. S. Secretary of Education pertaining to such. The state educational agency shall report to the Secretary of Education each year a list of those local educational agencies that have not filed this assurance or against which complaints have been made to the State educational agency that the local educational agencies are not in compliance with this requirement (P. L. 107-110, section 9524(b)).
- O. Equal Access to Public Schools Facilities – Boy Scouts of America Equal Access Act:** No public elementary school, public secondary school or local educational agency that has a designated open forum or a limited public forum and that receives funds made available from the U. S. Department of Education shall deny equal access or a fair opportunity to meet, or to discriminate against, any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code (as a patriotic society), that wishes to conduct a meeting within that designated open forum or limited public forum, including denying such access or opportunity or discriminating for reasons based on the membership or leadership criteria or oath of allegiance to God and country of the Boy Scouts of America or of the youth group listed in Title 36 of the United States Code (as a patriotic society). For the purposes of this section, an elementary school or secondary school has a limited public forum whenever the school involved grants an offering to, or opportunity for, one or more outside youth or community groups to meet on school premises or in school facilities before or after the hours during which attendance at the school is compulsory. Nothing in this section shall be construed to require any school, agency, or a school served by an agency to sponsor any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code (as a patriotic society). Compliance with this provision will be enforced through rules and orders issued by the Office for Civil Rights. If the public school or agency does not comply with the rules or orders, no funds made available through the Department of Education shall be provided by a school that fails to comply with such rules or orders or to any agency or school served by an agency that fails to comply with such rules or orders (P. L. 107-110, section 9525).
- P. General Prohibitions:** None of the funds authorized under the No Child Left Behind Act shall be used to develop or distribute materials, or operate programs or courses of instruction directed at youth, that are designed to promote or encourage sexual activity, whether homosexual or heterosexual; to distribute or to aid in the distribution by any organization of legally obscene materials to minors on school grounds; to provide sex education or HIV-prevention education in schools that instruction is age appropriate and includes the health benefits of abstinence; or to operate a program of contraceptive distribution in schools (P. L. 107-110, section 9526).
- Q. Armed Forces Recruiter Access to Students and Student Recruiting Information:** In accordance with guidance issued by the U. S. Department of Education, each local educational agency receiving assistance under the No Child Left Behind Act shall provide, on a request made by military recruiters or an institution of higher education, access to secondary school students names, address, and telephone listings, upon prior written consent of a student or the parent of a student. A secondary school student or the parent of the student may request that the student's name, address, and telephone listing not be released without prior written parental consent, and the local educational or private nonprofit school shall notify parents of the option to make a request and shall comply with any request. Each local educational agency receiving assistance under the No Child Left Behind Act shall provide military recruiters the same access to secondary school students as is provided generally to post secondary educational institutions or to prospective employers of those students (P. L. 107-110, section 9528).
- R. Unsafe School Choice Option:** The local educational agency certifies that it shall establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the Texas Education Agency, or who becomes a victim of a violent criminal offense, while in or on the grounds of a public elementary or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school (P. L. 107-110, section 9532).
- S. Civil Rights:** Nothing in the No Child Left Behind Act shall be construed to permit discrimination on the basis of race, color, religion, sex (except as otherwise permitted under Title IX of the Education Amendments of 1972), national origin, or disability in any program funded under the No Child Left Behind Act (P. L. 107-110, section 9534).

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>014-903</u> County-District No.
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T. Student Privacy, Parental Access to Information, and Administration of Certain Physical Examinations to

Minors: The local educational agency assures that it is in compliance with Chapter 26 of the Texas Education Code concerning parental rights and responsibilities. In addition, the local educational agency receiving funds under the No Child Left Behind Act certifies that it shall develop and adopt policies, in consultation with parents, regarding certain rights of a parent to access and inspect information; student privacy; the administration of physical examinations or screenings (except for examinations or screenings required by state law); and the collection, disclosure, or use of personal information collected from students for the purpose of marketing or selling that information. The local educational agency also assures that it is in compliance with the requirements for annually notifying parents of such policies and specific events (P. L. 107-110, Title X, Part F, section 1061).

U. Assurances related to the education of homeless children and youths:

- (1) The LEA assures that each child of a homeless individual and each homeless youth shall have equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youth.
- (2) The LEA assures that homeless children and youth are afforded the same free, appropriate public education as provided to other children and youth.
- (3) The LEA assures that it will review and undertake steps to revise any laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youth.
- (4) The LEA assures that it will not separate students from the mainstream school environment on the basis of homelessness alone.
- (5) The LEA assures that homeless children and youth have access to the education and other services that they need to in order to meet the same challenging State student academic achievement standards to which all students are held.

V. Definitions: The following terms shall be defined as follows for programs authorized and carried out under the No Child Left Behind Act of 2001:

1. **Charter School:** An open enrollment charter school receiving federal funds of any type must meet the federal definition of a charter school as provided in P. L. 107-110, Section 5210(1). The term "charter school" means a school that:
 - (A) is created by a developer as a public school, or is adapted by a developer from an existing public school, and is **operated under public supervision and control;**
 - (B) operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency [i.e., the State Board of Education (SBOE)];
 - (C) provides a program of elementary or secondary education, or both;
 - (D) is **nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious instruction;**
 - (E) **does not charge tuition;**
 - (F) **complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act;**
 - (G) is a school to which parents choose to send their children, and that **admits students on the basis of a lottery, if more students apply for admission than can be accommodated;**
 - (H) **agrees to comply with the same Federal and State audit requirements** as do other elementary schools and secondary schools in the State, unless such requirements are specifically waived for the purpose of this program;
 - (I) **meets all applicable Federal, State, and local health and safety requirements;**
 - (J) operates in accordance with State law; and
 - (K) has a written performance contract with the authorized public chartering agency in the State (i.e., SBOE) that includes a description of how student performance will be measured pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the SBOE.
2. **Community-Based Organization:** A public or private nonprofit organization of demonstrated effectiveness that is representative of a community or significant segment of a community and that provides educational or related services to individuals in the community.
3. **Core Academic Subjects:** English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, art, history, and geography.

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4. Highly Qualified:

- (A) when used with respect to any public elementary school or secondary school teacher teaching in a State, means that–
 - (i) the teacher has obtained full State certification as a teacher (including certification obtained through alternative routes to certification) or passed the State teacher licensing examination, and holds a license to teach in such State, except that when used with respect to any teacher teaching in a public charter school, the term means that the teacher meets the requirements set forth in the State's public charter school law; and
 - (ii) the teacher has not had certification or licensure requirements waived on an emergency, temporary, or provisional basis;
- (B) when used with respect to–
 - (i) an elementary school teacher who is new to the profession, means that the teacher–
 - (I) holds at least a bachelor's degree; and
 - (II) has demonstrated, by passing a rigorous State test, subject knowledge and teaching skills in reading, writing, mathematics, and other areas of the basic elementary school curriculum (which may consist of passing a State-required certification or licensing test or tests in reading, writing, mathematics, and other areas of the basic elementary school curriculum); or
 - (ii) a middle or secondary school teacher who is new to the profession, means that the teacher holds at least a bachelor's degree and has demonstrated a high level of competency in each of the academic subjects in which the teacher teaches by–
 - (I) passing a rigorous State academic subject test in each of the academic subjects in which the teacher teaches (which may consist of a passing level of performance on a State-required certification or licensing test or tests in each of the academic subjects in which the teacher teaches); or
 - (II) successful completion, in each of the academic subjects in which the teacher teaches, of an academic major, a graduate degree, coursework equivalent to an undergraduate academic major, or advanced certification or credentialing; and
- (C) when used with respect to an elementary, middle, or secondary school teacher who is not new to the profession, means that the teacher holds at least a bachelor's degree and–
 - (i) has met the applicable standard in clause (i) or (ii) of subparagraph (B), which includes an option for a test; or
 - (ii) demonstrates competence in all the academic subjects in which the teacher teaches based on a high objective uniform State standard of evaluation that–
 - (I) is set by the State for both grade appropriate academic subject matter knowledge and teaching skills;
 - (II) is aligned with challenging State academic content and student academic achievement standards and developed in consultation with core content specialists, teachers, principals, and school administrators;
 - (III) provides objective, coherent information about the teacher's attainment of core content knowledge in the academic subjects in which a teacher teaches;
 - (IV) is applied uniformly to all teachers in the same academic subject and the same grade level throughout the State;
 - (V) takes into consideration, but not be based primarily on, the time the teacher has been teaching in the academic subject;
 - (VI) is made available to the public upon request; and
 - (VII) may involve multiple, objective measures of teacher competency.

- 5. Parental Involvement:** The participation of parents in regular, two-way and meaningful communication involving student academic learning and other school activities, including ensuring:
- (A) that parents play an integral role in assisting their child's learning;
 - (B) that parents are encouraged to be actively involved in their child's education at school;
 - (C) that parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and
 - (D) the carrying out of other activities, such as those described in section 1118 of P. L. 107-110.

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6. Professional Development includes activities that:

- (A) improve and increase teachers' knowledge of the academic subjects the teachers teach, and enable teachers to become highly qualified;
- (B) are an integral part of broad schoolwide and districtwide educational improvement plans;
- (C) give teachers, principals, and administrators the knowledge and skills to provide the students with the opportunity to meet challenging State academic content standards and student academic achievement standards;
- (D) improve classroom management skills;
- (E) are high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom and are not one-day or short-term workshops or conferences;
- (F) support the recruiting, hiring, and training of highly qualified teachers, including teachers who became highly qualified through State and local alternative routes to certification;
- (G) advance teacher understanding of effective instructional strategies that are:
- (H) based on scientifically based research (except for programs under Title II, Part D, Enhancing Education Through Technology of this Act); and
- (I) strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers; and
- (J) are aligned with and directly related to State academic content standards, student academic achievement standards, and assessments and the curricula and programs tied to the standards;
- (K) are developed with extensive participation of teachers, principals, parents, and administrators of schools to be served under this Act;
- (L) are designed to give teachers of limited English proficient children, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments;
- (M) to the extent appropriate, provide training for teachers and principals in the use of technology so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and core academic subjects in which the teachers teach;
- (N) as a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement with the findings of the evaluations used to improve the quality of professional development;
- (O) provide instruction in methods of teaching children with special needs;
- (P) include instruction in the use of data and assessments to inform and instruct classroom practice;
- (Q) include instruction in ways that teachers, principals, pupil services personnel, and school administrators may work more effectively with parents; and
- (R) may include activities that:
 - (i) involve the forming of partnerships with institutions of higher education to establish school-based teacher training programs that provide prospective teachers and beginning teachers with an opportunity to work under the guidance of experienced teachers and college faculty;
 - (ii) create programs to enable paraprofessionals (assisting teachers employed by an LEA receiving assistance under Title I Part A) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers; and
 - (iii) provide follow-up training to teachers who have participated in activities described previously in this definition that are designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom.

7. Scientifically Based Research:

- (A) means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs; and
- (B) includes research that:
 - (i) employs systematic, empirical methods that draw on observation or experiment;
 - (ii) involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
 - (iii) relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;

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- (iv) relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;
- (v) is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;
- (vi) ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and
- (vii) has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

8. Teacher Mentoring: Activities that–

- (A) consist of structured guidance and regular and ongoing support for teachers, especially beginning teachers, that–
 - (i) are designed to help the teachers continue to improve their practice of teaching and to develop their instructional skills; and part of an ongoing developmental induction process that–
 - (I) involves the assistance of an exemplary teacher and other appropriate individuals from a school, local educational agency, or institution of higher education; and
 - (II) may include coaching, classroom observation, team teaching, and reduced teaching loads; and
 - (III) may include the establishment of a partnership by a local educational agency with an institution of higher education.

9. Technology: State-of-the-art technology products and services.

W. ESEA Performance Goals, Indicators, and Performance Reporting: The LEA assures it has adopted the five performance goals and the related performance indicators established by the U. S. Department of Education and as submitted in the *Texas Consolidated State Application for Funds Under the No Child Left Behind Act*. The LEA also assures that it will develop and implement procedures for collecting data related to the performance indicators where such data is not already collected through the Academic Excellence Indicator System (AEIS) or PEIMS and that it will report such data to the Agency in the time and manner requested.

X. Transfer of School Disciplinary Records: The LEA assures it has a procedure in place to transfer disciplinary records, with respect to a suspension or expulsion, to any private or public elementary school or secondary school for any student who is enrolled or seeks, intends, or is instructed to enroll, on a full- or part-time basis, in the school. This requirement shall not apply to any disciplinary records with respect to a suspension or expulsion that are transferred from a private, parochial or other nonpublic school, person, institution, or other entity, that provides education below the college level (P. L. 107-110, section 4155).

Revised 03/03

The signing of Schedule #1 - General Information by applicant indicates acceptance of and compliance with all requirements described on this schedule.

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Federal Statutory Requirements

- 1) The LEA must demonstrate that the LEA has analyzed the needs of each school and selected an intervention for each school.
- 2) The LEA must demonstrate that it has the capacity to use these grant funds to provide adequate resources and related support to each Tier campus identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model it has selected.
- 3) If the LEA is not applying to serve each Tier I school (through a separate application for each campus), the LEA must explain why it lacks capacity to serve each Tier I school.
- 4) The LEA must describe actions it has taken, or will take, to design and implement interventions consistent with the final federal requirements, including the services the campus will receive or the activities the campus will implement.
- 5) The LEA must describe actions it has taken, or will take, to recruit, screen, and select external providers, if applicable, to ensure their quality.
- 6) The LEA must describe actions it has taken, or will take, to align other resources with the interventions.
- 7) The LEA must describe actions it has taken, or will take, to modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively.
- 8) The LEA must describe actions it has taken, or will take, to sustain the reforms after the funding period ends.
- 9) The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each campus.
- 10) The LEA must describe the annual goals for student achievement on the State's assessments in both reading/language arts and mathematics that it has established in order to monitor its Tier I and Tier II schools that receive school improvement funds.
- 11) As appropriate, the LEA must consult with relevant stakeholders regarding the LEA's application and implementation of school improvement models on its campus.
- 12) Applicant provides assurance that financial assistance provided under the grant program will supplement, and not supplant, the amount of state and local funds allocated to the campus.
- 13) Applicant provides assurance that it will use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final federal requirements.
- 14) Applicant provides assurance that it will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final federal requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the TEA) to hold accountable its Tier III schools that receive grant funds.
- 15) Applicant provides assurance that it will, if it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization (CMO), or education management organization (EMO) accountable for complying with the final federal requirements.
- 16) Applicant provides assurance that it will report to the TEA the school-level data required under section III of the final federal requirements.
- 17) If the LEA/campus selects to implement the **turnaround model**, the campus **must** implement the following federal requirements.
 - a. Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;
 - b. Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students;
 1. Screen all existing staff and rehire no more than 50 percent; and
 2. Select new staff.
 - c. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;
 - d. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
 - e. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a

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new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;

- f. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;
 - g. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
 - h. Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and
 - i. Provide appropriate social-emotional and community-oriented services and supports for students.
- 18) If the LEA/campus selects to implement the **turnaround model**, the campus **may** implement the following federal requirements.
1. Any of the required and permissible activities under the transformation model; or
 2. A new school model (e.g., themed, dual language academy).
- 19) If the LEA/campus selects to implement the school **closure model**, the campus **must** implement the following requirement.
- a. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.
 - b. A grant for school closure is a one-year grant without the possibility of continued funding.
- 20) If the LEA/campus selects to implement the **restart model**, the campus **must** implement the following federal requirements.
- a. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.
 - b. Enroll, within the grades it serves, any former student who wishes to attend the school.
- 21) If the LEA/campus selects to implement the **transformation model**, the campus **must** implement the following federal requirements.
1. Develop and increase teacher and school leader effectiveness.
 - (A) Replace the principal who led the school prior to commencement of the transformation model;
 - (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--
 - (1) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
 - (2) Are designed and developed with teacher and principal involvement;
 - (C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;
 - (D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and
 - (E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.
 2. Comprehensive instructional reform strategies.
 - (A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and
 - (B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of

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- individual students.
3. Increasing learning time and creating community-oriented schools.
 - (A) Establish schedules and strategies that provide increased learning time; and
 - (B) Provide ongoing mechanisms for family and community engagement.
 4. Providing operational flexibility and sustained support.
 - (A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and
 - (B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).
- 22) An LEA **may** also implement other strategies to develop teachers' and school leaders' effectiveness, such as--
- (A) Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;
 - (B) Institute a system for measuring changes in instructional practices resulting from professional development; or
 - (C) Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.
- 23) An LEA **may** also implement other comprehensive instructional reform strategies, such as--
- (A) Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;
 - (B) Implement a schoolwide "response-to-intervention" model;
 - (C) Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;
 - (D) Use and integrate technology-based supports and interventions as part of the instructional program; and
 - (E) In secondary schools--
 - (1) Increase rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;
 - (2) Improve student transition from middle to high school through summer transition programs or freshman academies;
 - (3) Increase graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or
 - (4) Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.
- 24) An LEA **may** also implement other strategies that extend learning time and create community-oriented schools, such as--

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- (A) Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;
 - (B) Extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;
 - (C) Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or
 - (D) Expand the school program to offer full-day kindergarten or pre-kindergarten.
- 25) The LEA **may** also implement other strategies for providing operational flexibility and intensive support, such as--
- (A) Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or
 - (B) Implement a per-pupil school-based budget formula that is weighted based on student needs.

Statutory Program Assurances

- 1) Applicant provides assurance that financial assistance provided under the grant program will supplement, and not supplant, the amount of state and local funds allocated to the campus.
- 2) Applicant provides assurance that it will use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final federal requirements.
- 3) Applicant provides assurance that it will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final federal requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the TEA) to hold accountable its Tier III schools that receive school improvement funds.
- 4) Applicant provides assurance that it will, if it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final federal requirements.
- 5) Applicant provides assurance that it will report to the TEA the school-level data required under section III of the final federal requirements.
- 6) Applicant provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.

TEA Program Assurances

1. Before full implementation funds are made available, the grantee must demonstrate that all early implementation activities have been completed. Successful completion of the early implementation will be measured in the **Quarterly Implementation Reports**, the **Model Selection and Description Report**, and through participation in TEA technical assistance. Copies of the above named reports can be found on the TTIPS website at the following link: http://www.tea.state.tx.us/index4.aspx?id=7354&menu_id=798
 - a. The Model Selection and Description Report must be submitted to TEA no later than **February 1, 2011**. This report may be submitted at any time prior to the deadline. Grantees must demonstrate successful completion of the following activities:
 - i. Comprehensive Needs Assessment process.
 - ii. Establish the grant budget by the required categories.
 - iii. Identification and Selection of the Intervention model.
 - iv. Development of activities to implement selected intervention model.
 - v. Development of Timeline of Grant Activities.
- 2) The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant.
- 3) The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, the Texas School Improvement Conference, and sharing of best practices.

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- 4) For LEAs selecting the TEA Designed Model, the applicant must participate in and make use of technical assistance and coaching support provided by TEA, SIRC, and/or its subcontractors.
- 5) The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the effectiveness of the LEA's curriculum and its alignment with instruction occurring on the campus; assesses progress on student groups' academic achievement at the campus level; and guide instructional decisions by teachers for individual students.
- 6) The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
- 7) The applicant will provide access for onsite visits to the LEA and campus by TEA, SIRC and its contractors.
- 8) The applicant, if selecting the Restart Model, agrees to contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.
- 9) The applicant, if selecting the Turnaround Model or Transformation Model (Tiers I and Tiers II only) agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.
- 10) If the LEA/Tier III campus selects to implement the **transformation model**, the campus assures that it will it implement the following federal requirements.
 1. Develop and increase teacher and school leader effectiveness.
 - A. Evaluate the effectiveness of the current principal and use the results of the evaluation to determine whether the principal should be replaced, be retained on the campus, or be provided leadership coaching or training.
 - B. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;
 - C. Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and
 - D. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school based on rigorous, transparent, and equitable evaluation systems for teachers and principals:
 1. Takes into account data on student growth as a factor as well as other factors such as multiple observation-based assessments of student performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
 2. Are designed and developed and with teacher and principal involvement
 2. Comprehensive instructional reform strategies.
 - A. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and
 - B. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
 3. Increasing learning time and creating community-oriented schools.
 - A. Establish schedules and strategies that provide increased learning time; and
 - B. Provide ongoing mechanisms for family and community engagement.
 4. Providing operational flexibility and sustained support.
 - A. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and
 - B. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).
- 11) An LEA **may** also implement other strategies to develop teachers' and school leaders' effectiveness, such as--
 - A. Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;
 - B. Institute a system for measuring changes in instructional practices resulting from professional development; or
 - C. Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.

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- 12) An LEA **may** also implement comprehensive instructional reform strategies, such as--
- A. Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;
 - B. Implement a school wide "response-to-intervention" model;
 - C. Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;
 - D. Use and integrate technology-based supports and interventions as part of the instructional program; and
 - E. In secondary schools--
 - 1) Increase rigor by offering opportunities for students to enroll in advanced coursework (such as advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;
 - 2) Improve student transition from middle to high school through summer transition programs or freshman academies;
 - 3) Increase graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or
 - 4) Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.
- 13) An LEA **may** also implement other strategies that extend learning time and create community-oriented schools, such as--
- A. Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;
 - B. Extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;
 - C. Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or
 - D. Expand the school program to offer full-day kindergarten or pre-kindergarten.
- 14) The LEA may also implement other strategies for providing operational flexibility and intensive support, such as--
- A. Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or
 - B. Implement a per-pupil school-based budget formula that is weighted based on student needs.
- 15) The LEA/campus assures TEA that data to meet the following federal requirements will be available and reported as requested.
- a. Number of minutes within the school year.
 - b. Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup.
 - c. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes. (High Schools Only)
 - d. College enrollment rates. (High Schools Only)
 - e. Teacher Attendance Rate
 - f. Student Completion Rate
 - g. Student Drop-Out Rate
 - h. Locally developed competencies created to identify teacher strengths/weaknesses
 - i. Types of support offered to teachers
 - j. Types of on-going, job-embedded professional development for teachers
 - k. Types of on-going, job-embedded professional development for administrators
 - l. Strategies to increase parent/community involvement
 - m. Strategies which increase student learning time

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By submitting the application for American Recovery and Reinvestment Act (ARRA) funds (P.L. 111-5), the applicant agrees to comply with the following provisions and assurances for all programs authorized in Division A of the ARRA, Title I School Improvement Grant (SIG). The applicant understands that failure to comply with one or more of these provisions and assurances may result in the Texas Education Agency (TEA) taking one or more enforcement actions authorized in Title 34 of the Code of Federal Regulations (CFR) §§ 74.62 and 80.43.

In addition to the standard terms of award, all funding provided under the Recovery Act will be subject to the provisions, assurances and conditions for American Recovery and Reinvestment Act of 2009 (ARRA or Recovery Act).

Terms defined:

RECIPIENT – The term “recipient” means a State and includes the Texas Education Agency (TEA). It also includes any entity that applies for and receives a grant directly from the federal government.

RECOVERY FUNDS –The term “recovery funds” means any funds that are made available from appropriations made under the Recovery Act.

RECOVERY ACT – the American Recovery and Reinvestment Act (ARRA) of 2009 (P.L. 111-5)

STIMULUS FUNDS – The term “stimulus funds” means any funds that are made available from appropriations under the Recovery Act; the term may be used interchangeably with “recovery funds.”

GRANTEE – the subrecipient of TEA and applicant of funds.

A. One-Time Funding: Unless otherwise specified, ARRA funding is considered one-time funding that is expected to be temporary. Grantees should expend funds in ways that do not result in unsustainable continuing commitments after the funding expires. Grantees must move rapidly, while using prudent grant management practices, to develop plans for using funds, consistent with the ARRA’s reporting and accountability requirements, and promptly begin spending funds to help drive the nation’s economic recovery. All ARRA funds must be separately accounted for and tracked in their obligation, expenditure, and reporting.

B. Period of Availability and Encumbrances/Obligations: Unless otherwise specified in the Notice of Grant Award (NOGA), all funds are effective from the beginning date specified on the Notice of Grant Award (NOGA) through June 30, 2013. Carryover of funds will not be available beyond that date. Unobligated/unexpended funds will be returned to the Department of Treasury. The paragraph in the General Provisions pertaining to Encumbrances and Obligations applies as follows:

All encumbrances shall occur on or between the beginning and ending dates of the contract. All goods must be received and services rendered and subsequently liquidated (recorded as an expenditure or accounts payable) within the contract dates. In no manner shall encumbrances be considered or reflected as accounts payable or as expenditures. Obligations that are liquidated and recognized as expenditures must meet the allowable cost principles in OMB Circular A-87, A-21, or A-122 (as applicable) and program rules, regulations, and guidelines contained elsewhere. When an obligation is made is defined in 34 CFR 76.707.

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C. Compliance with Other Provisions and Assurances: All provisions and assurances stated in the General Provisions, Certification Regarding Debarment and Suspension, Lobbying Certification and Disclosure of Lobbying, No Child Left Behind Act (NCLB) Special Provisions and Assurances, and all other program-specific provisions and assurances apply unless they conflict or are superseded by the following terms and conditions implementing the American Recovery and Reinvestment Act of 2009 (ARRA) requirements below. This includes compliance with Title VI of the Civil Rights Act of 1964; Section 504 of the Rehabilitation Act of 1973; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975; and all other nondiscrimination provisions. It also includes Title VII of the Civil Rights Act of 1964 (prohibiting race, color, national origin, religion, and sex discrimination in employment; the Americans with Disabilities Act (prohibiting disability discrimination in employment and in services provided by entities receiving federal funds); as well as any other applicable civil rights laws. **By submitting this application, the applicant agrees to comply with all such provisions and assurances.**

D. Compliance with Other Program Statutes: The applicant agrees to comply with the authorizing program statutes, regulations, non-regulatory guidelines, and other guidance in the implementation of the programs receiving funding under ARRA. This includes compliance with comparability; supplement, not supplant; maintenance of effort (MOE); equitable participation for private nonprofit school students and teachers; and all other program-specific provisions and requirements. All such are hereby incorporated by reference.

E. DUNS Number: All entities receiving any federal funds, including ARRA funds, are required to have a DUNS (Dunn & Bradstreet) number. The DUNS number serves as the grantee organization's unique identifier for reporting federal funds received and expended. TEA must use this same DUNS number to report grant awards and expenditures for subrecipients under ARRA to the website specifically provided for in ARRA – <http://www.FederalReporting.gov/>. The assignment of a DUNS number is a condition of award of ARRA funds and must be validated by TEA prior to issuing a NOGA for ARRA funds. (Section 1512[c][4] of ARRA and the federal Office of Management and Budget (OMB) to comply with the Federal Funding Accountability and Transparency Act [FFATA], P.L. 109-282. OMB adopted the DUNS number as the "unique identifier" required for reporting under FFATA).

F. Central Contractor Registration (CCR): All grantees receiving ARRA funds, as well as any other federal funds, are required to register and maintain current registration with the Central Contractor Registration (CCR) database at <http://www.ccr.gov>. Registration in CCR is a condition of award of ARRA funds and must be validated by TEA prior to issuing a NOGA for ARRA funds.

G. ARRA Reporting Requirements: The federal Office of Management and Budget (OMB) has issued guidance related to reporting the use of ARRA funds to the various websites. The definition of terms and data elements, as well as any specific instructions for reporting, including required formats, are provided in separate guidance issued by the TEA.

The Texas Education Agency as a direct recipient of funds is required to report certain information at certain intervals throughout the grant period as required in Section 1512 of ARRA. In order to meet the reporting requirements, grantees will be required to provide certain information to TEA. By submitting this application, the grantee agrees to provide information in the form, time, and manner requested so that TEA can meet its reporting requirements and deadlines.

- 1. Separate Tracking and Monitoring of ARRA Funds:** ARRA funds must be separately tracked and monitored independently of any non-Recovery Act funding. 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.

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3. **Quarterly Reporting for ARRA:** 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 for ARRA:** 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 (<http://www.FederalReporting.gov>). The information adopted by OMB contains the following data elements: 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 Central Contractor Registration (CCR), if registered) (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, if registered) (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. (It is not known at this time whether this data element will be required once the data elements are finalized by OMB. If it is required in the final data elements, TEA will need to collect this information from the grantees.)

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:

- 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)

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5. **Posting the Information on Public Website:** 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 designated public website (Section 1512[d]). Grantees will not be required to post information on the public website 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.

H. 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.** Recipients must account for each ARRA award separately by referencing the assigned FAR (Financial Accounting and Resource) fund code for each award.

I. Availability of Records: The applicant 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. (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 (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 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 (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 U.S. Department of Education 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 (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 website established by the Board. See paragraphs J and K below with regard to reports of suspected fraud or abuse (Sections 1523 and 1524).

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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.

J. Disclosure of Fraud or Misconduct: Each grantee awarded funds made available under the ARRA shall promptly refer to the USDE Office of Inspector General 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.

K. Protection for Whistleblowers: Section 1553 of the ARRA provides protection for State and local government and contractor whistleblowers. Any employee of any employer receiving ARRA funds may not be discharged, demoted, or otherwise discriminated against as a reprisal for disclosing, including a disclosure made in the ordinary course of an employee's duties, to the Recovery Accountability and Transparency Board, an inspector general, the U. S. Comptroller General, a member of Congress, a State or federal regulatory or law enforcement agency, a person with supervisory authority over the employee (or such other person working for the employer who has the authority to investigate, discover, or terminate misconduct), a court or grand jury, the head of a federal agency, or their representatives, information that the employee reasonably believes is evidence of (1) gross mismanagement of an agency contract or grant relating to ARRA funds; (2) a gross waste of ARRA funds; (3) a substantial and specific danger to public health or safety related to the implementation or use of ARRA funds; (4) an abuse of authority related to the implementation or use of ARRA funds; or (5) a violation of law, rule, or regulation related to an agency contract (including the competition for or negotiation of a contract), or grant, awarded or issued relating to ARRA funds. A person who believes that he or she has been subjected to a reprisal may submit a complaint regarding the reprisal to the inspector general for the appropriate federal agency (in most cases, the U.S. Department of Education).

L. Use of Funds: The grantee agrees to comply with the applicable federal cost principles in the obligation and expenditure of ARRA funds as identified in the General Provisions and Assurances as well as other limitations or restrictions and expenditures identified therein. The grantee also agrees to the following:

- 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, grantees must still be able to report the types and number of jobs that were created or saved with ARRA funds.
- Combining ARRA funds on a Schoolwide Program.** ARRA funds are permitted to be used on a Title I Part A schoolwide Campus/Program, funds may be combined with other funding sources, but grantees still must be able to identify precisely the items of obligation and expenditure for ARRA reporting. You must also be able to report the types and number of jobs that were created or saved with ARRA funds.
- Special Contracting Provisions:** To the maximum extent possible, contracts funded under the ARRA shall be awarded as fixed-price contracts through the use of competitive procedures. A summary of any new contract awarded with ARRA funds that is not fixed-price and not awarded using competitive procedures shall be posted in a special section of the www.recovery.gov website established by the Recovery Accountability and Transparency Board (Section 1554).

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4. **Use of Funds for Certain Expenditures Prohibited:** ARRA funds shall not be used for any casino or other gambling establishment, aquarium, zoo, golf course, or swimming pool (Section 1604).
5. **Use of Funds for Construction Prohibited:** Unless specifically authorized in the applicable program statute, regulations, guidelines, Request for Application (RFA), TEA Standard Application System (SAS), the approved grant application, or other written authorization, none of the ARRA additional formula funds shall be used for construction, remodeling, or renovation.
6. **Buy American - Use of American Iron, Steel, and Manufactured Goods:** If construction is allowed and approved pursuant to the previous paragraph pertaining to "Use of Funds for Construction Prohibited", none of the funds may be used for the construction, alteration, maintenance, or repair of a public building or public work unless all of the iron, steel, and manufactured goods used in the project are produced in the United States unless waived by the Secretary of Education (Section 1605).
7. **Wage Rate Requirements for Contracted Laborers and Mechanics- Compliance with the Davis-Bacon Act:** Subject to further clarification issued by the Office of Management and Budget, and notwithstanding any other provision of law and in a manner consistent with other provisions of ARRA, all laborers and mechanics employed by contractors and subcontractors on projects funded directly by or assisted in whole or in part by and through the Federal Government pursuant to this award shall be paid wages at rates not less than those prevailing on projects of a character similar in the locality as determined by the Secretary of Labor in accordance with subchapter IV of chapter 31 of title 40, United States Code. With respect to the labor standards specified in this section, the Secretary of Labor shall have the authority and functions set forth in Reorganization Plan Numbered 14 of 1950 (64 Stat. 1267; 5 U.S.C. App.) and section 3145 of title 40, United States Code (Section 1606).

M. Compliance with OMB Circular A-133 Audits and Schedule of Expenditures of Federal Awards:

Grantees agree to separately identify the expenditures for each grant award funded under ARRA as required by Office of Management and Budget Circular A-133, "Audits of States, Local Governments, and Non-Profit Organizations" and to comply with all other provisions of the Single Audit Act and OMB Circular A-133.

The signing of Schedule #1 - General Information by applicant indicates acceptance of and compliance with all requirements described on this schedule