

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	Carrizo Springs CISD Organization Name	064903 County-District#
		Carrizo Springs High School Campus Name	064903001 Campus Number
		9-Digit Vendor ID#	20 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	x	<input type="checkbox"/>
5C	Professional and Contracted Services 6200	x	<input type="checkbox"/>
5D	Supplies and Materials 6300	x	<input type="checkbox"/>
5E	Other Operating Costs 6400	x	<input type="checkbox"/>
5G	Capital Outlay 6600/15XX (Exclusive of 6619 and 6629)	<input 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
Deborah	F	Doble	Superintendent
Phone	Fax	Email	Signature/Date Signed (blue ink preferred)
830-876-3503	830-876-9700	ddoble@cscisd.net	 5/28/10

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 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.

701-10-112-088

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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		
<p>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.</p>		
1 <input type="checkbox"/>	Proof of Nonprofit Status	
	<p>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.)</p>	
2 x	Assurance of Financial Stability	
	<p>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.</p>	
3 x	Assurance of Submittal of Reviewer Information Form	
	<p>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.)</p>	

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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					
Carrizo Springs CISD					
Mailing Address Line - 1		Mailing Address Line - 2		City	State
300 North 7 th Street				Carrizo Springs	TX
U.S. Congressional District Number		Primary DUNS Number		Central Contractor Registration (CCR) CAGE Code	NCES Identification Number
23		011134053		5EYC5	481299000785
Campus Name				County-District Campus Number	
Carrizo Springs High School				064903001	
Mailing Address Line - 1		Mailing Address Line - 2		City	State
286 FM 1556				Carrizo Springs	TX
Applicant Contacts					
Primary Contact					
First Name		Initial		Last Name	
Susan		D		Casey	
Telephone		Fax		Email	
830-876-3842		830-876-3619		scasey@cscisd.net	
Mailing Address Line - 1		Mailing Address Line - 2		City	State
300 North 7 th Street				Carrizo Springs	TX
Secondary Contact					
First Name		Initial		Last Name	
Mohlque				Gonzalez	
Telephone		Fax		E-mail	
830-876-3503		830-876-3619		mgonzalez@cscisd.net	
Mailing Address Line - 1		Mailing Address Line - 2		City	State
300 North 7 th Street				Carrizo Springs	TX

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

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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

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.

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").

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.

Allowable Activities

Tier I and Tier II Grantees

- 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.

Tier III Grantees

- 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.

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.

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.

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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 Pages 17-19	
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 – Pages 20-29	
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 Page 19 Project Management—Partnerships/Involvement of Others Page 21	
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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Part 2: Statutory Requirements			
#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described	
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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Texas Title I Priority Schools Grant Schedule #4—Program Requirements			
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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#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described	
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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#	Requirement Description -- Federal Statutory Requirements	Primary Component Where Described	
23	<p>An LEA may also implement comprehensive instructional reform strategies, such as--</p> <ul style="list-style-type: none"> (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-- <ul style="list-style-type: none"> (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	<p>An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as--</p> <ul style="list-style-type: none"> (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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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 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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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 #4, 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:		
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>Carrizo Springs CISD is committed to restructuring our high school which has demonstrated inadequate progress toward state and federal accountability measures. We have spent a significant amount of time investigating various reform models, conducting a comprehensive needs assessment, analyzing data, developing a program aligned to a TEA model, and seeking information from successful rural high schools and current research data. We are steadfast in the belief that we need to immediately implement all components of the model and assure the agency that all Pre-Work has been accomplished. We have already completed an evaluation of the campus administrator and found the administrator to be lacking in the characteristics of effective leadership and therefore have already reassigned the administrator. We have been advertising for a campus leader for the last four weeks and look forward to hiring a highly qualified administrator who understands the correlates of effective schools, demonstrates strong disciplinarian skills, believes that all students and teachers should be held to the same high expectations and follows through with consistent and fair consequences for non-compliance. We have identified key staff and have formed a team that has worked diligently to categorize critical issues impacting the future success of our school. These key members have looked at campus climate and performance and have determined that school climate with student and staff accountability are key to any restructuring efforts. We currently do have pockets of success within Social Studies and English Language Arts, however, have experienced overall ratings well below state averages in Math and Science. This year's preliminary scores show that we are down 5 points in ELA, maintaining at 58 in Math, 7 points down in Social Studies, but up 12 points in Science. We did some initial job embedded professional development in Science this past year and these results indicate that the overall plan we are submitting will bring forth the desired results of school improvement. The plan we are submitting herein is built upon embedded staff development throughout curriculum areas with rewards for participation correlated to growth in student achievement. Through inclusive analysis we have determined that we should choose the transformation model for school reform. We currently use TEKS as our curriculum base and Cscope to support curriculum alignment maintaining scope and sequence. We have identified significant holes in the curriculum however that point toward a need for additional supportive materials. Furthermore an examination of our staff capacity beyond highly qualified attainment has revealed a need for content based expansion in knowledge levels thereby building capacity of our instructional personnel. Additionally, we have evaluated our current family involvement activities and acknowledged a need to develop an ongoing mechanism for family and community engagement through updated community and family events, workshops, and resources. We will establish flexible access to technology facilities available on campus for credit recovery or acceleration. We also recognize currently that there is no structure or accountability for students making up hours and that the rigor for instructional materials is lacking campus wide. Immediate reform will be in place with rigidity to adherence with state law on the awarding of credit for all classes. We will also engage in finding contracted services to begin Supplemental Educational Services to fill in the missing foundational concepts many of our students have failed to obtain through regular class instruction. We are proposing a rigorous, transparent evaluation system for all staff members on the campus and are establishing response to intervention strategies for students. We look forward to engaging in Positive Behavior Supports and learning how to best meet the needs of our students while empowering our staff with the necessary skills for appropriate teacher/student interactions. Our overall goal will be to increase the capacity of our staff while embracing skills and knowledge to empower our students and propel them toward future success.</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											162	161	154	138	615
Open-Enrollment Charter School															0
Total Students:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	615
Total Instructional Staff															
Total Support Staff															
Section B: Data Sources Reviewed or to be Reviewed in the Comprehensive Needs Assessment Process															
1	504, Behavior Intervention Services, Counseling Services – Looked at Attendance records, Discipline Referrals														
2	Dyslexia, ESL, Gifted/Talented Services- Looked at LPAC, Remedial Program, Student Services Records														
3	Discipline Management – DAEP, Drop Out records, Discipline referrals, ISS placements														
4	Migrant, Pregnancy Related Services, Social Services – Referrals, Drop Out records, Counseling records														
5	Special Education – Basic, ILS, Related Services, Speech, Transition –PLAFFAL statements, LRE, Referrals														
6	Technology- Integration, Access – Professional Development, Lesson Plans, Surveys, work orders, purchases														
7	Transportation, Child Nutrition, Health Services – Support Records, Surveys, Menus, Telephone Logs														
8	Facility – Cleanliness, Maintenance, Grounds Upkeep, Security – Maintenance records, work orders, safety policy														
9	AP – Dual Credit – Cost, Access, Standards for enrollment, student records, AYP, AEIS, TAKS, Student report cards														
10	Core Classes – Highly Qualified, Professional Development, Attendance records, College entrance exams, Drop Outs														

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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>In our comprehensive needs assessment we first trained all staff members on what to look for and how to investigate each program, curriculum or services. We gathered data, made a one sentence statement as to what the data was telling us, then reported on the positives of the data and the concerns or weaknesses of the data. If there was a weakness identified then we stated an action for that weakness. Then we made a statement "Therefore we will" and we listed the changes we needed to see. After that we prioritized our needs. We used "SWAT" and listed Strengths - Weaknesses with Actions - Threats. The threats were those things that we felt would keep us from being successful. These were the items that we decided we must take action on. We collected data from a variety of sources that could be analyzed for the purpose of developing goals and strategies that addressed identified needs. We began at the classroom level with teachers and identified objectives and strategies for individual teachers or team use. Then we identified specific student needs. We acknowledged specific teacher and staff professional development opportunities. The classroom teachers, lead teachers and vertical content teams were responsible for these events. Next we went to campus level planning. We included department heads, parents, community members, and administration. The purpose of this was for campus planning and goal setting, objective and strategy development, identification of programs, grade levels, content areas, and classroom concerns that impact student success. The next step was to move to the district level and have input on district planning, goal setting, objective development, identification of potentially at-risk campuses and departments, and identification of district staff development needs. This involved all stakeholders, district personnel, and community members. After the identification of specific needs we then formed a transformation team from the high school. The first couple of meetings of the transformation team were just with a chosen group of campus leaders. The Department heads and the UIL coordinator with a counselor and assistant principal participated. The Executive Director of Curriculum, Instruction, Assessment, and Federal Programs as well as the Superintendent of Schools facilitated the meetings. We are now at the point where we are going to invite community and parent members to join our planning sessions. The transformation team has identified School Climate as the number one area needed for improvement and campus leadership as the second key ingredient. We identified needs of the campus, analyzed models for change, identified components of the grant, voted on the model of intervention we would commit to, brainstormed solutions to the problems we stated. We are now in the process of analyzing additional data and gathering information from other schools that have the same demographics and components that we do. We are looking at student populations as well as sub populations. We will continue to meet weekly and each member is given an assignment during the week on additional data that we need to gather to examine. Each week we build on the information we have already gathered. We began with a few details of change that we could hang on to and now have a course that we have identified that we must take. We are refocusing at this point on the universal belief that we need this Innovation. We have collaborated and relied on the cooperation of others regarding this change. We understand the consequences of this action and are planning for those that do not see a need for change. We will continue to look back at the relevance of information gathered and on the evaluation of outcomes including performance and competencies and the changes warranted. Many of the personnel are uncertain about the demands this innovation might take, about the inadequacy of their knowledge and capacity to meet the demands, or their role in this change process. We plan to address the changes on an individual or group basis as needed. We know that we will have to step by step move to a greater understanding in relation to the structure of the organization, decision-making and consideration of potential conflicts with existing structures or personal. Next we plan to raise a general awareness of the innovation and interest in learning more about the details of the process. We have presented our plans to the school board and to the current staff of the school. We have shared the general characteristics of the plan, the effects of the change and the innovations we plan to undertake. We are planning knowing that not all will be on board and are looking out for the stages of concern that could possibly become hurdles to success. As the process continues we will, when appropriate, call a town hall meeting at the high school for parents, students, community and staff members to create a vision for the future. As a transformation team we understand that for successful change the principal is the primary catalyst and facilitator to the process. We are advertising at this time for a new instructional leader that can assume the role and responsibilities of change for our school. We understand that this will be a time consuming process but are committed to moving forward for the future of our students and community.</p>		

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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	Classroom teachers for individual identification of needs		
2	Department lead teachers for a comprehensive look at the details		
3	Vertical teams for alignment and focus in scope and sequence		
4	District level for a overall view of the big picture		
5	District advisory team for community and stakeholder response		
6	Transformation team for a focused analyzes of the problems		
7	Extensive research dig to establish course of action by team		
8	Transformation team with parents and community for a global approach to change		
9	School board of trustees for common goal and commitment to change		
10	School staff, parents, students and community members for a catalyst to propel us to a new horizon		

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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.		
<p>We will use coordinated services in order to meet the requirements of this grant and to build the capacity of our entire program. The coordinators of the grant activities will be the Executive Director of Curriculum, Instruction, Assessment and Federal Program, the Ex. Director of Business, The Ex. Director of Humans Services and the Superintendent of Schools. The Executive Director of Curriculum has 17 years experience in education with the last 6 being in an administrative role. She has been a grant writer and grant administrator for the last 5 years. She has also served as a Federal Programs Director therefore compliance and reporting requirements are something she is very familiar with. Due to the nature of her current position she has the ability to put together the bigger pieces of the picture to form a unified endeavor to campus and district reform. The Executive Director of Business has been in the district for 4 years. She understands the components of budget planning and finance and will lead the district through the acquisition of materials and resources as outlined in the grant budget. She has had a career in business management and accounting for the last 17 years. Assisting her in the business department is the Senior Accountant. She has 17 years experience and has worked in every capacity in the business department. She understands expenditure reports and will help in planning for the budget controls of the campus. The Executive Director of Human Resources has been in the district for 12 years and has served as an administrator for the last 6 years. She has worked with special populations of students for several years and will assist in the area of related services support. The Superintendent of Schools has been in the district for 37 years. She has served as a Gifted/Talented Director, a Curriculum Director and now serves as the Superintendent. She has written many grants and has been responsible for the implementation of grant activities. She is fully behind the components of this grant and looks forward to assisting the campus in all aspects of reform. Three of the four are long term resident of the community and understand the culture of change that will be required for complete and successful school reform.</p>		

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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>A team of individuals was put together to work on this project. The transformation team includes Parents of the students from the campus, community members that have a vested interest in the success of the school, students who will be juniors and seniors next year, district representatives, and campus personnel. The transformation team will meet bi-weekly for the first year of implementation and have worked with the grant writer on this project. They will be fully informed of the process and the necessary outcomes for success. They will have been through the planning phase of the grant and have a clear knowledge of the requirements needed for accomplishment of all phases. The buy-in from these individuals will be articulated to all others as we move forward in the process. Most recently the Board of Trustees were given vital pieces of information about the grant, the process for selection of a reform model, and the steps undertaken by the committee to identify critical components for implementation. There is a commitment of support from the Board for reform and they will be given quarterly reports on the process of the campus.</p>		

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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).		
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.		
<p>The first modification comes in the form of a grant committee. The business office, the Ex. Director of Curriculum, the campus administrator and a representative of the transformation team will meet once the grant is awarded which is a new process for us. They will review the timelines for implementation, the identified needs from the comprehensive needs assessment, the approved budget from the NOGA, and the program assurances. They will write out expectations for the campus and the transformation team. The committee will discuss goals for the implementation of the grant activities, address planned expenditures, posting of any positions created through the grant process will be confirmed and a timeline created. They will continue to meet on a quarterly basis to maintain continuity across the entire grant period. The district already has in place all the components that have earned them a Superior rating through the FIRST system. Additionally, the business department recently received a Distinguished Award from the Government Finance Officers Association for their reporting techniques. Well beyond financial reporting though is the accountability for the program assurances as well as compliance indicators. The district understands the importance of quarterly reporting and year end reports and with the personnel currently in place will ensure 100% compliance with these requirements. Our goals for reform and the measures we will put in place are well beyond that of state and federal regulations. The community is ready for a change in operations and the staff is committed to raising the bar at the high school. These reform measures are the future of our community in the educational process for our students. We are addressing issues on how to be rigorous, transparent, and equitable in the evaluation of all teachers. We have already moved forward to remove the principal due to a lack in the ability to establish a positive school environment with instructional accountability. We have identified the team leaders and work to provide high quality job-embedded professional development. These will all be taken into account from the district level in aiding the campus to be successful.</p>		

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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).		
Resource Management - Describe how the LEA/campus will align other resources (federal, state, local, and community) with the school improvement intervention.		
<p>We met as a district in budget planning process beginning early in March each year. We conducted extensive comprehensive needs assessments and brought information to the Campus Advisory Teams as well as the District Advisory Teams. We use planning amounts to allocate resources based on identified needs and accountability/at-risk indicators. Each year the campus meets to discuss at-risk populations, local accountability, state level accountability, and Adequate Yearly Progress from a Federal Level of accountability. The resources are then allocated based on those projections of needs. All campus and district level teams have parents, business members, and community members who serve and discuss the needs of the school with school personnel. Each campus must have Directors or Executive Directors sign off that the budget allocations are meeting the intent and purpose of the individual fund sources. This coordinated effort allows all resources to be aligned to meet the needs of the campus and district in providing services for all student populations. Currently CTE funds are being used to promote the efforts within the Career and Technology career clusters. State Compensation funds align to the needs of at-risk students and funds are allocated to meet specific identified needs. Federal monies meet the needs of at-risk populations as well, however our at-risk populations are well above the norm. Our AEIS report shows that 92.1% of the population is Hispanic with the median income for families being at 22,375 in 2000. 29.8% of the population makes less than 15,000 and new at-risk data show that we have 68% of our students at-risk. Our graduation rates have fluctuated between 72% up to 84.1 %. We have retention rates slightly higher than the state average and Carrizo Springs CISD is the only school district in Dimmit County. We have had to maintain and align all resources for an extended period of time to have the pockets of success that have contributed to the overall rating of Acceptable. We will continue to allocate local and state revenues to maintain efforts and will expend federal monies for supplemental services. We ensure all grant monies from the Texas Title I Priority Schools Grant will be appropriately designated to supplemental services.</p>		

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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).		
Grant Project Manager Qualifications — Describe the qualifications of the person selected to be the project manager for this grant on the campus.		
<p>The project manger of this grant will be the Executive Director of Curriculum, Instruction, Assessment and Federal Programs. She has served in the district for one year but was most recently a Federal Programs/Grant Manager for a 3A district in North Texas. She has been in education for 17 years and has been in central administration for 6 years. She has her Principal and Superintendent certification which contribute to a greater understanding of the global picture of school finance and how to allocate all resources to meet the needs of students. She also is the direct supervisor of the high school principal and will be in continuous contact with the transformation team that has already been working. She is in communication with the business department and will be a part of the grant budget team that will help with the fiscal resources. Her Doctorate in Curriculum and Instruction also makes her the perfect candidate to bring about academic reform and move the campus to the next level with instructional purpose.</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 district will structure the reform efforts through the Curriculum, Instruction, Assessment and Federal Programs Department. They will avail themselves at all times to the high school in meeting the components of the grant and in ensuring program changes are implemented in a timely manner. The Executive Director will be available at the bi-weekly transformation team meetings and will address issues and concerns as they come up. The Director will be the District contact to the School Improvement Resource Center and will attend trainings as appropriate. The grant components will be identified and a timeline created to align all requirements with specific formative evaluations in the monitoring of the reform efforts. These formative evaluations of curriculum will be done through the curriculum department while formative evaluations of staff will be carried out through the human resources department. The human resource department will also assist the campus administrator in developing multiple observation based assessments to gauge teacher improvements and to formulate professional development plans.</p>		

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Program Continuation and Sustainability – Describe how the LEA will sustain the campus reforms after the funding period ends.		
<p>The majority of the funding will be used to create a competent highly qualified staff that will empower students toward success. Job embedded professional development will be the key to a focused approach of academic success. The investment in the teachers will be one of the key strategies. Teachers in Carrizo Springs tend to stay in the district for a significant amount of time with the average number of years being 10.7 according to our AEIS report. Teacher turnover remains low due to the location of our district to other teaching opportunities. A large majority of our teachers grew up and attended school in Carrizo. Therefore part of the sustainment piece is already in place. Training our teachers to be master teachers and the reform efforts will be in place. The second most important aspect of sustainability comes from community and stakeholder support. The community is ready to embrace change at the high school and will most certainly support a change in school climate. In order to have program success we will have to combat school culture head on. We will be able to accomplish this through parent, community and teacher support. The majority of the students want a school where there are rules and consequences that are not arbitrary. This change in student culture will allow for a greater impact on the success of the campus and with school pride in place sustainability is achievable. The final piece will be in continued maintenance of effort in the support the district already has in place. We will only do those activities which are supplemental, thus when funds are no longer available we will have achieved a level of performance which we can sustain.</p>		

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Section A: LEA (District) Capacity Responses are limited to <u>one page each</u> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
External Providers -- Describe how the LEA will recruit, screen, and select external providers to ensure their quality.		
<p>The first aspect of finding external partners deals with the actual comprehensive needs assessment which will identify what providers we need. First we will look at the needs of the campus. We will contact other high schools with similar demographics that are performing at levels where we want to be and ask about how they accomplish the task of academic success. Next we will contact various providers who have services which we are looking for. We will ask for references of those providers. We will want to know who have they contracted with before, what services they provideD, and the contact information for the references. We will contact the references to ascertain whether the district found their services to be warranted and of significant benefit for the district. This is the process we went through in interviewing for professional development services that we began in December at two campuses. We were looking for a particular type of service and through various interviews found a company that provided excellent services. After we have interviewed the company we will set forth specific expectations as to what we are seeking the company to do. We believe that the only way to have effective professional development is with the providers in our building, working with our students, leading our teachers through new instructional practices, and using our existing materials. This brings about a total understanding of the constraints we are under. It also allows our teachers to see others using our materials and impacting instruction. We started this process last year in math and science and our plans are to continue on the same path.</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>The first thing is to look for a rural school that has similar demographics and sub populations. We want to find someone who is using the transformation model with success for all academic subject areas. We are most interested in the math and science areas as these represent our areas of weakness. We also would like someone where the resources in the community are limited. We have very low economic conditions with the largest metropolitan area being 120 miles away. If a teacher wants to expand their knowledge base towards a master's degree the minimum distance to drive would be 45 miles. We would expect the intervention school to share ideas about how they manage school climate and culture and how they obtained buy-in from community leaders. We would also like information as to the types of curriculum resources they have available and what professional development requirements their teachers must obtain. We would like to take students on the site visit as well to see what a different campus looks like so they can have a new vision for their high school. Since we are rural many of the students have a limited knowledge base of other campuses. This is also true of our teachers and administrator since many have only worked their entire career in this district. When we return it would be an expectation that the team that visited would share out to the entire campus their experiences. This includes administrators to other administrators, teachers to other teachers and most importantly students to other students. With a common outlook we can impact the changes needed for our campus.</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).

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.

We currently do not have a Tier I campus but will be serving a Tier III campus from our district

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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 checked="" type="checkbox"/> Transformation Tier III Modified Transformation <input checked="" type="checkbox"/> TEA Designed Model with Technical Assistance Provided by the School Improvement Resource Center <input checked="" 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 type="checkbox"/> The LEA/campus will implement its own intervention design, within the parameters required by the final federal regulations released by USDE		
Schedule #4B—Program Description, Part 3, Intervention Model, continued on next page		

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Part 3: Intervention Model		
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>The very first thing that we did was use the Campus Advisory Team to conduct a comprehensive needs assessment. The next step we took was to form a team that would look at the grant and the requirements of the various models. We watched all the webinars offered on the TEA grant website. We also went online to gather all the information about the various models. We examined the components of the models. The first one we looked at was the closure model. We are a rural school that provides an educational experience for 2400 students. It would be inappropriate for us to consider a model that would have such a negative impact to our community. The next model we looked at was the restart model. Again, this led us to consider the impact to our community. We could not see another group coming in to take over our schools and run them any better than we do. We have a tremendous community pride in the schools and want to do something better for our students. We then did a side by side of the turnaround model and the transformation model. The turnaround model characteristics are that all students are experiencing low achievement/graduation rates. We do have pockets of success so this really did not address our district. The next thing we looked at was the transformation model and the first characteristic was that select sub-groups of students were experiencing low performance. We actually have select sub-groups experiencing low performance so we believed that this fit our circumstances. Then the turnaround model stated that students were experiencing low-achievement in all core subject areas. Our ELA and Social Studies scores have been high 80's for a while now. It is only the math and science scores in which we have struggled. This indicator led us back to the transformation model with only select subject areas experiencing difficulty. Then we looked at school capacity. The first requirement was that we have a strong existing or readily available administrator. We currently do not have a strong instructional leader. This has led us to choose to begin a search for a high school principal. We have the position advertised on the front page of the web and on the TASA career site. We do however have pockets of strong instructional staff and we have selected many of these individuals to serve on this reform team. The evidence of strong instructional staff is also articulated in the transformation model. The one thing that we have considered is the evidence of negative school culture. This is actually only delineated in the turnaround, restart, and closure models. This is one of the number one problems identified on the campus. However, when we looked closer at the turnaround model it would require us to replace 50% of the staff. We struggle to fill one or two positions each year with highly qualified staff. We cannot imagine what it would take to fill half a campus in a rural area with highly qualified staff. The majority of the staff members only have a bachelor's degree and we really feel like they would benefit from job-embedded professional development. At this point the team decided that the proper model for us to embrace would be the transformation model and we are aware of the required activities in this model. We did consider the modified transformation model available to schools in Texas. We have concluded however that the current campus administrator is not being effective in their leadership role so replacement of that leader is a necessary component of our school reform. We are looking at immediate implementation as the team believes that the school cannot go another year without comprehensive reform. We want to increase the effectiveness of teacher and campus leaders to improve instruction through targeted professional development. The timeline we have followed is listed below –</p> <ol style="list-style-type: none"> 1. We began the process of comprehensive needs assessment on April 13th 2. We filed the RFA on April 27th 3. We chose the team of 5 teacher leaders for reform efforts 4. We chose two campus auxiliary staff to assist with reform efforts 5. We chose designated District personnel to implement this reform movement 6. The campus administrator was notified on April 30th that she would be reassigned 7. We examined each staff member and placed them in an area where they were highly qualified based on 		

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Part 3: Intervention Model		
Section B: Model Selection Process Cont. Responses are limited to <i>five pages</i> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<p>certifications</p> <ol style="list-style-type: none"> 8. The district began advertising for a high school principal on April 30th 9. We met as a team on May 4th for two hours 10. We reviewed the application 11. We watched the webinars and read information on the TEA site 12. We listed all the concerns for the campus 13. We listed the strengths of the campus 14. We then concluded that there were weaknesses and we identified actions that we could take 15. We then looked at threats to the success of the campus. The number one threat to the campus was school climate and the second threat was the lacking of a highly qualified instructional leader. 16. We then took individual assignments on additional information we would gather and began to investigate other campuses that were either 2 or 3 A and were successful 17. We met again on May 11th and reviewed the information we had gained from other campuses 18. We articulated concerns to the superintendent 19. We looked at various character education and teen leadership models. 20. We reviewed the TTIPS GRANT models and began to think about the characteristics of each model 21. We assigned additional assignments to each team member and went out to gather information 22. We met again on May 18th for an extended period of time. 23. We added additional concerns that members had. 24. We voted on the models and definitely decided that the transformation model fit the needs of Carrizo Springs 25. We articulated this to the superintendent 26. We reviewed a powerpoint presentation that was to be presented to the board of trustees at the meeting that night 27. We articulated our choices to the board members 28. We added community members to our group 29. We brainstormed parents and students we could solicit to join us 30. We reviewed section 4B of the grant application and began to formulate our answers to the questions 31. We reviewed the job embedded professional development that we had begun in the 2009-2010 school year. We established a list of new areas of professional development on which we need to focus 32. We have looked at whether we would seek immediate implementation or extended implementation. We decided that our students deserve our best and that we cannot wait for implementation. 33. We discussed professional development that would have to take place this summer. 34. We created a plan for the completion of the grant application 		

35. We assigned team members to invite the parents and students to join our next meeting
36. We assigned team members to investigate Supplemental Education Services
37. We looked at how to incorporate the SES into the transformational model
38. We talked about the Positive Behavior support interventions and we agreed that no one had any information about this. We went online and found out that this information directly aligned to the identified needs of the campus.
39. We agreed that Behavior is functionally related to the Teaching Environment. We looked at a structural analysis and knew that we needed to address Classroom Set-up and Structure, Context Specific Activities, Instructional delivery and tasks, and student behavior. We have really bought into the concepts of Positive Behavior Support Interventions
40. We visited with the human resources department to talk about the evaluation systems of teachers and administrators and how we can enhance that process.
41. We then looked at the overall timeline of the Texas Transformation Project and we are committed to this total implementation for the 2010-11 school year
42. We met again May 24-28 with all members including parents and students and wrote the remaining portions of the grant application.
43. We presented additional information about SES
44. We reviewed additional information about PBS
45. We reviewed additional concerns brought forth by the transformation team members
46. We articulated concerns to the superintendent
47. We are continuing to monitor the applications submitted by individuals for the principal position
48. We will schedule a June meeting time to discuss the professional development plan and acquire services from identified providers
49. We will attend appropriate training on July 12-15th
50. We are creating a 90 Day action plan
51. We will complete a district snapshot
52. We will look at the means by which to provide enhanced social services support
53. We will complete an evaluation tool for teacher assessments beyond the current walk-through system and PDAS
54. We will schedule the bi-weekly meetings to take place on Wednesday afternoons at 4:00 beginning August 4th

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Part 3: Intervention Model			
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	Team of 5 teacher leaders from the campus		
2	Team of 2 Auxiliary staff members from the campus		
3	The Executive Director of Curriculum, Instruction, Assessment, and Federal Programs		
4	The Superintendent		
5	The Board of Trustees		
6	Two community members		
7	Three Parents of students from the campus		
8	Four students from the campus		
9			
10			

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Schedule #4B--Program Description

Part 3: Intervention Model

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.

1 – Improve Academic Performance, including (but not limited to) Reading/ELA and Math

- A. Data-driven instruction
- B. Curriculum Alignment (both horizontal and vertical)
- C. On-going Monitoring of Instruction

2 – Increase the Use of Quality Data to Drive Instruction

- A. Data Disaggregation/Training
- B. Data-driven Decisions
- C. On-going Communication

3 – Increase Leadership Effectiveness

- A. On-going Job Embedded Professional Development
- B. Operational Flexibility
- C. Resource/Data Utilization

4 – Increase Learning Time

- A. Flexible Scheduling
- B. Instructionally-focused Calendar
- C. Staff Collaborative Planning

5 – Increase Parent/Community Involvement

- A. Increased Opportunities for Input
- B. Effective Communication
- C. Accessible Community Services

6 – Improve School Climate

- A. Increased Attendance
- B. Decreased Discipline Referrals
- C. Increased Involvement in Extra/Co-Curricular Activities

7 – Increase Teacher Quality

- 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
C	Emphasis on direct instruction in the reading and writing skills needed to perform more complex literacy tasks	Improve Student Achievement in Reading/ELA	National Institute for Literacy	8/24/10	5/28/13
B	Alignment of curriculum to meet TEKS objectives at appropriate grade levels and manipulatives should be used as an effecter of understanding and applying mathematical principles, not efficient computation.	Improve Student Achievement in math	National Council of Teachers of Mathematics	8/24/10	5/28/13
B	40% hands-on laboratory experiences to enhance student understandings of processes	Improvement Student Achievement in Science	National Research Council	8/24/10	5/28/13
B	Change in TEKS and EOC exam need further exploration of alignment	Improvement Student Achievement in Social Studies	Texas Regional Collaborative	8/24/10	5/28/13
A	Improvement in Science and math student achievement Probeware must be used to ascertain certain concepts in Math and Science	Improvement in Science and math student achievement	International Society for Technology in Education	8/24/10	5/28/13
A	Provided SES Services for students failing to make progress	This will enable students to attain their specific achievement goals	Texas Schools Project	8/24/10	6/1/13

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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
A	Contract with Region 20 to use Aware Premium Edition	Increase in use of Data to drive instruction	Eduphoria	8/1/10	6/1/13
B	Use Aware Custom Forms	Identifying the support, materials, and training needed to successfully implement data-driven decision making schoolwide or districtwide	The Center for Comprehensive School Reform and Improvement!	8/1/10	6/1/13
C	Bi-Weekly meetings	Increase in communication for implementation and school reform	The Center for Comprehensive School Reform and Improvement!	8/4/10	6/1/13

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Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 3: Increase Leadership Effectiveness					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
A	Aware Professional Development for all campus administrators	Data Disaggregation is critical to the success of the campus	Learning Point Associates at the North Central Regional Educational Laboratory	8/1/10	6/1/13
A	Rapport leadership Academy for all campus administrators and Leadership	Performance-based training involving interactive and experiential processes that have proven to improve performance immediately and for the long-term. Through the intensive leadership classes, organizational performance workshops, and coaching programs, the students reap the rewards of greater productivity, growth, and profitability.	Rapport Leadership International	8/1/10	6/1/13
A	Servant Leadership Training	Servant-leaders achieve results for their organizations by giving priority attention to the needs of their colleagues and those they serve. Servant-leaders are often seen as humble stewards of their organization's resources (human, financial and physical).	Robert Greenleaf is the chief researcher. Matt Stephen has done research and will be presenting the information to all instructional leaders	8/1/10	6/1/13
C	Data Utilization in reference to RTI processes through Student Progress monitoring	The rationale is that rather than guessing whether a student has made adequate progress on a particular skill you would be collecting systematic and data and would have instructional decisions based on comprehensive data	The National Center on Student Progress Monitoring	8/1/10	6/1/13

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Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 4: Improve Learning Time					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
B - C	Decrease in-school interruptions such as dance and activity field trips	Students need increased instructional time to meet state standards	Center for Creative Leadership	8/1/10	6/1/13
C	Wednesday Planning Time	Dismiss students a few minutes early to allow for additional vertical and horizontal planning time	Department of Educational Research	8/1/10	6/1/13
A	Look at Data to support increase in school instructional time	Students need direct instruction in order to show growth and master concepts	Northwest Regional Educational Laboratory	5/25/11	8/1/11
A	Implement SES Services	Extend the period of time students are able to obtain additional support	Texas Schools Project	8/24/10	6/1/13
A	Technology access to A+ lab and API manuals for credit recovery, Credit acceleration, make-up hours, and graduation completion rates	Students will need support throughout the year to break the habit on not completing course work and not being held accountable for classroom work missed due to excessive absences	Journal of At-Risk Issues	8/24/10	6/1/13

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Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 5: Increase Parent/Community Involvement					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
A	Recruit and organize parent help and support	When the parents are directly involved they will have a greater understanding of the components of education	The National Center for Public School Improvement – Project Appleseed	8/1/10	6/1/13
A	Help all families establish home environments to support children as students – Provide evening workshops	Understanding and confidence about parenting and adolescent development	The National Center for Public School Improvement – Project Appleseed	8/1/10	6/1/13
A	Conference with every parent once each semester to provide input as to students progress	Clarity of information is critical to high school success and some parents may not be receiving accurate data or understand the communications we are sending	The National Center for Public School Improvement – Project Appleseed	8/1/10	6/1/13
C	Hire a certified social worker	To connect parents and students with necessary social services for community involvement	The National Center for Public School Improvement – Project Appleseed	8/1/10	6/1/13
B	Organize parent resource area	Provide information and ideas to families about how to help students at home with homework and other curricular-related activities, decisions, and planning	The National Center for Public School Improvement – Project Appleseed	12/1/10	6/1/13

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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
B	Positive Behavior Supports training	Improving student academic and behavior outcomes thus ensuring all students have access to the most effective and accurately implemented instructional and behavioral practices and interventions possible.	OSEP Center on Positive Behavioral Intervention & Supports	8/1/10	6/1/13
A, B	Capturing Kids Hearts	Develop safe, trusting, self-managing classrooms	The Flippen Group, Character Education Partners in Education	5/15/10	6/1/13
A, B, C	Teen leadership through Flippen Groups	Develop a healthy self-concept, healthy relationships, and a sense of personal responsibility. Understanding Emotional Intelligence and the skills it measures, including self-awareness, self-control, self-motivation, and social skills. Building skills in public speaking and communication as well as an understanding of personal image	The Flippen Group	5/15/10	6/1/13
A	Creating the Capacity for Change	We need to stop thinking as the owners and operators of schools, and start thinking of themselves as the educational facilitators overseeing and managing a portfolio of individual students toward overall success	Journal of Research in Professional learning	8/1/10	6/1/13
A, B, C	6 + 1 Strategies and an Attitude for Becoming a Great High School	We must make effective classroom instruction and assessment the focus of high school reform efforts thereby improving instructional capacity and obtaining high performance standards for all students	Journal of Research in Professional learning	8/1/10	6/1/13
A, B, C	Peer Coaching	90% of students will transfer a new skill into their practice with theory and demonstration and practice within training, feedback and coaching. Students understand the language of the peer	The National commission on Teaching and America's Future	8/1/10	6/1/10

C, A	Athletics	Creation of Athletic period within school day to increase the participation continuation from junior to high school. Recruitment from newly hired athletic director.	The National Center for Education Statistics - Indicators of successful participation in school include consistent attendance, academic achievement, and aspirations for continuing education beyond high school.	8/1/10	6/1/13
A, B, C	Teen Leadership Summit for Students	With the shifting demographics and social/economic issues it is critical that we empower our youth to handle themselves in an ever changing global society with the additional demands for effective leadership	International Youth Development Council	8/1/10	6/1/13

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Schedule #4B—Program Description					
Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 7: Increase Teacher Quality					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
A	Professional Development for use of Probeware	Improve understanding of Science State Standards	National Science Teachers Association	8/1/10	5/27/11
A	Professional Development for use of Probeware	Improve understanding of mathematics State Standards	International Society for Technology in Education	8/1/10	5/27/11
A	Content Professional development in Science	Improve understanding of Science State Standards	National Science Teachers Association	8/1/10	5/26/12
A	Content Professional development in math through Agile Minds	Improve understanding of math state Standards	Charles A Dana Center	8/1/10	5/26/12
A	Conduct professional development on response to interventions	Improving overall performance of students in all content areas	National High School Center	8/1/11	6/1/13
C	Monitor instructional effectiveness	Building on student understandings to impact Student growth	American Association of School Administrators	8/1/10	6/1/13
C	Increase rigor and substance of Walk-through documentation	Improve student performance through monitoring of teacher instruction	American Educational Research Journal	8/1/10	6/1/13
B	Set up a specific Staff Development Award System tied to student performance	Immersion strategies involve having teachers actually doing core subject instruction so they may refine the use of instructional strategies thus impacting student performance	Southwest Regional Educational laboratory at Edvance Research	8/1/10	6/1/13

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Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 4: Waiver Requests		
Applicants must check the waivers in which the LEA/campus intends to implement:		
<p><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></p> <div style="border: 1px solid black; background-color: #cccccc; padding: 5px; margin: 10px 0;"> <p>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 must be checked.</p> </div> <p><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></p> <p><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></p>		

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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>We will be engaging in progress monitoring for the high school and the new AWARE product from Eduphoria will allow us to track the progress of individual students. We will be able to analyze TAKS data in an interactive grid and create and share custom data charts. We will also have WebCat and be able to develop benchmark test which can then be loaded into aware. We will be able to generate graphs automatically as the data is changing and connect to external data for analysis. National assessments can be loaded into the system for quick analysis and we will be able to build two week TEKS aligned assessments. The concept is that we will teach particular TEKS and then progress monitor using the results to guide additional instruction. As far as monitoring of the grant activities we will have in place the grant review team that will meet on a quarterly basis and will review timelines and expenditures for compliance. The transformation team will also meet on a bi-weekly basis to ascertain progress toward meeting the outcomes of our fundamental core components. We must address the area of school climate and we must address the professional development needs of administrators and teachers.</p>		

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Schedule #4C- Performance Assessment and Evaluation		
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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.		
<p>Formative evaluation is typically conducted during the development or improvement of a program and it is conducted, often more than once, for in-house staff of the program with the intent to improve. The reports will kept for improvement in order to see how far we have come in meeting the goals of school reform. The purpose of formative evaluation is to validate or ensure that the goals of the instruction are being achieved and to improve the instruction, if necessary, by means of identification and subsequent remediation of problematic aspects. We will be looking at our progress monitoring evaluations and our benchmarks to mark the level of performance throughout the instructional program. Since many of our reform measures deal with student accountability and attendance issues we will discuss the goals and look at performance measures of each at the bi-weekly meetings. The goal will be to correct pathways in students' performance before they impact grades or credit attainment. Formative evaluation is a process of ongoing feedback on performance. The purposes are to identify aspects of performance that need to improve and to offer corrective suggestions. Sharing the observations and perceptions with the student and parents will be critical. We must change the direction by which we are allowing students to have the idea that it is okay to be absent or tardy because they will be forgiven and there will be no consequences. Formative evaluation need not make a judgment however it does require alternative actions where needed to correct the pathway that you are headed down. When giving formative feedback, offer some alternatives to the student, however compliance with the mission and vision of the school will be non-negotiable. When we observe unsafe or questionable practices, we will address those directly and immediately with the student. We will form a discipline committee, a dress code committee, an attendance committee and an academic committee and each will be charged with full implementation of all grant components.</p>		
Project activities- Bi-weekly meetings – all aspects of compliance with grant		
Project partners- Meet quarterly – Collaboration with compliance and goal setting		
Communication with Management – Daily if needed – No area of compliance or school reform not applicable		
Participatory Involvement – Daily – Principal, teachers and students continuous involvement – Parents as needed		
Professional Development – Ongoing – Based on needs – Job embedded – campus based		
Level of Services- Ongoing – All students, staff and administrators will be involved to facilitate change		
Targeted Population – Ongoing - Entire campus		
Curriculum/instruction – TEKS with Cscope as supplemental. Additional curriculum sources will be utilized		
Strengths and Weaknesses – The strength of our project design is that we have a core group of individuals who have identified the problems and are committed to change. The Weakness is that we currently do not have a campus administrator to take on the role as a highly qualified disciplinarian with strong instructional convections.		

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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>Action Research is a model of data collection with qualitative and quantitative results that promotes collaborative inquiry, reflection, and dialogue. Within the action research process, educators study student learning related to their own teaching. It is a process that allows educators to learn about their own instructional practices and to continue to monitor improved student learning. We plan to integrate action research into the grant activities and then have these components activate changes necessary to move the school forward. The idea of action research is that educational problems and issues are best identified and investigated where the action is: at the classroom and school level. By integrating research into these settings and engaging those who work at this level in research activities, findings can be applied immediately and problems solved more quickly. Therefore action research will be the basis of a continuous and reflective process where our teachers and administrators will make instructional decisions in the classrooms based on student needs reflected by classroom data. The action research process we will follow involves four phases: identifying a classroom problem, developing and implementing an action research plan, collecting and analyzing data, using and sharing results. Action Research will provide teachers and administrators with an opportunity to better understand what happens each and every day in our school. This process establishes a decision-making cycle that guides instructional planning for the school and individual classrooms. Creating the need for research and establishing an environment for conducting classroom action research is the responsibility of a school administrator. The principal once hired will be supported by the central administration in order to have this crucial component for sustained student learning. This support will be ongoing as the principal should ensure the following components are established to promote an effective learning environment for the high school. We will provide sufficient and consistent opportunities in the school day for collaborative action research (studying, analyzing student work, dialoguing collaboratively, and analyzing student data to make instructional decisions). We will build a support system for teachers through a coach or knowledgeable person(s) of the action research process, student learning, and instructional practices. We will set high expectations for faculty and students. We will create a professional library housing professional literature, assessment tools, and other instructional resources for faculty. We will plan several sharing sessions for faculty to present their action research and findings throughout the year. We will encourage all staff to participate, including the principal and assistant principals as well as central administrator and all will share in the ownership of school reform. The support for continuous learning of all within the school is the most important task of the leadership within a school. Trust and collaboration are critical components of a school that seeks to embark on problem-solving instructional dilemmas through action research. Once a climate of mutual trust and support has been established, the administrators continue to support this critical process of action research through their knowledge, organization and management, and continuous alignment and support of teachers throughout the action research process.</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 first step in developing performance objectives and goals was to involve the people who are responsible for the work to be measured because they are the most knowledgeable about the work. This included the members of the transformation team as well as other non-core subject area representatives. Once we identified the individuals we then went through the following process.</p> <ul style="list-style-type: none"> • We identified critical work processes and desired outcomes • We identified critical results desired and aligned them to the state and federal expectations for accountability • We developed measurements for the critical success and articulated desired results • We established performance goals, standards, and benchmarks <p>The establishment of performance goals that could be specified were identified within these three primary levels</p> <ul style="list-style-type: none"> • Objectives: Broad, general areas of review. These generally reflected the end goals based on the mission and vision we established • Criteria: Specific areas of accomplishment that satisfy major divisions of responsibility within the organization • Measures: Objectives designed to drive improvement and characterized progress made under each criterion. These were specific quantifiable goals based on individual expectations. <p>We then used the SMART test which provided us a quick reference to determine the quality of a particular performance objective</p> <p>S=Specific: Clear and focused to avoid misinterpretation. Should include measure assumptions and definitions and be easily interpreted.</p> <p>M= Measurable: Can be quantified and compared to other data. It should allow for meaningful statistical analysis. We avoided yes/no measures except in limited cases such as start-up situations.</p> <p>A=Attainable: Achievable, reasonable, and credible under conditions expected</p> <p>R= Realistic: Fits into the high school's constraints and is cost-effective</p> <p>T= Timely: Doable within the time frame given</p> <p>We used quality performance metrics thereby allowing for the collection of meaningful data for trending and analysis of rate of change over time. This will include by not be limited to the standards that may come from either internal or external sources and may include progress monitoring and benchmarks. Before each performance assessment or goal was written or selected we identified a clear purpose of the goal. The goals were broad statements of expected student outcomes and objectives divided the goals into observable behaviors. We then made statements of goals and accompanying objectives that were clear and focused for both instruction and assessment. We determined which objectives and goals reflected knowledge and information that was worthwhile for student performance. We recognized that both the instruction and the assessment of student learning were intentional acts and should be guided through the planning and implementation stage. The goals and objectives provided a framework for the development of this overall plan. Given the critical relationship between the goals, objectives, instruction, and assessment overall reflection was an important piece for developing the learning outcomes. We believed that the relationship between the given goal and the objectives that describe the goal should be apparent. Therefore there is a clear link between the statement of the goal and the objectives that define that goal. The team believed that writing the goals and objectives appeared to be a simple process at first because they would just be defining the desired student outcomes. However, when we linked all the goals to objectives which lead to assessments that impacted ultimate outcomes that related to scientific based research through school reform, the process became a daunting task.</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	TAKS	82%	85%	88%	91%
2	Improve Student Achievement in Mathematics	TAKS	59%	63%	66%	69%
3	Improve Student Achievement in Science	TAKS	64%	67%	70%	73%
4	Improve Student Achievement in Social Studies	TAKS	83%	86%	89%	92%
5	Increase Science Laboratory work to 40%	Lesson Plans	20%	40%	43%	46%
6	Proeware Use in lessons in Math and Science per class	Lesson Plans	0%	10%	20%	25%
7	SES provider to assists students	Log	N/A	50 students	70 students	70 students
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	Use of Aware to track student Performance	AWARE	N/A	50%	75%	100%
2	Use of Aware to build custom forms for progress monitor	AWARE	N/A	25%	40%	80%
3	Bi-Weekly meetings for monitoring goals	Minutes	N/A	90%	95%	95%

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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	Professional development in the use of Aware	Aware	0	100%	100%	100%
2	Rapport Leadership Academy	Rapport Training	0	1 st Class 6 adults	2 nd Class 6 adults	3 rd Class 6 adults
3	Servant Leadership Training	PD LOG	0	12 hours	12 Hours	12 Hours
4	Student Progress Monitoring Development	SPM notebook	0	50% teachers	65% teachers	75% teachers

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	Decrease in School Interruptions such as activity field trips and dances	Log of Activities	14 planned activities	6 activities	5 activities	5 activities
2	Wednesday Planning without interruptions	Log of Planning	N/A	75%	80%	90%
3	Increase School instructional time	Daily Schedule	N/A	-----	20 minute	25 minute
4	SES services	Log of Activities	N/A	1 hour per week per student	2 hours per week per student	2 hours per week per student
5	Technology Lab open extended periods of time	Log	N/A	3 hours per week	4 hours per week	4 hours per week

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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	Recruit and Organize Parent Help and Support Center	Log	N/A	10 Parents	20 Parents	30 Parents
2	Evening Workshops for Parents	Log	N/A	3 Activities	5 Activities	7 Activities
3	Conference with parents each semester	Log	N/A	400 Parents	450 Parents	500 Parents
4	Hire School Social Worker	Staffing	N/A	1 FTE	1 FTE	1 FTE
5	Parent Resource Center	Resource Log	N/A	25 items	45 items	65 items
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	Positive Behavior Support Training	Log	N/A	100%	100%	100%
2	Capturing Kids Hearts Training	Log	N/A	20 staff each year	20 staff each year	20 staff each year
3	Teen Leadership Training	Log	N/A	5 staff each year	8 staff each year	10 staff each year
4	Creating Capacity for Change Training	Log	N/A	100%	100 %	100%
5	6+1 Strategies and an Attitude for Becoming a Great High School and Book Study	Log	N/A	100%	100%	100%
6	Peer Coaching Training Staff and Students	Log	N/A	20 students	30 students	50 students
7	Athletic enrollment	Rosters	18% enrolled	25%	30%	33%

8	Teen Leadership Summit Training for Students	Rosters	5 students	10 students	12 students	14 students
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Schedule # 4C—Performance Assessment and Evaluation

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	Professional Development for use of Probeware math and science	Log	N/A	36 hours	40 hours	44 hours
2	Content Professional Development in Science	Log	N/A	24 hours	30 hours	36 hours
3	Content Professional Development in Agile Minds for Math	Log	N/A	50 hours	75 hours	90 hours
4	Professional Development in Response to Interventions	Log	N/A	24 hours	30 hours	36 hours
5	Monitor Instructional Effectiveness – Progress Monitoring	Log	N/A	100 Students	200 Students	300 Students
6	Increase rigor in walk through documentation	Walk through forms	54% each six weeks	90% 6 times	100% 6 times	100% 9 times
7	Staff Development awards system – Core Teachers 50 Hours with 20% improvement	Rubric	N/A	6 teachers	8 teachers	10 teachers
8	Staff Development awards system – Core Teachers 50 Hours with 10% improvement	Rubric	N/A	4 teachers	6 teachers	8 teachers
9	Staff Development awards system Core Teachers 30 hours with no improvement	Rubric	N/A	4 teachers	6 teachers	8 teachers
10	Staff Development awards system Non-Core Teachers 50 hours	Rubric	N/A	15 teachers	18 teachers	20 teachers
11	Staff Development awards system Non-Core Teachers 30 hours	Rubric	N/A	10 teachers	12 teachers	14 teachers

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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 type="checkbox"/>	<input type="checkbox"/>	<input 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	x	x	x
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	x	<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"/>	x	x
B09	Provide parenting training	<input type="checkbox"/>	x	x
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	x
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	x
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"/>	x
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"/>	x
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"/>	x
C02	Provide Counseling.	<input type="checkbox"/>	<input type="checkbox"/>	x
C03	Conduct home visits by staff.	<input type="checkbox"/>	x	x
C04	Provide flexibility in scheduling activities.	x	x	<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.	x	x	<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.	x	x	x
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.	x	x	x
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.	x	x	x
K02	Develop and implement a truancy intervention plan.	x	x	x
K03	Conduct home visits by staff.	<input type="checkbox"/>	x	x
K04	Recruit volunteers to assist in promoting school attendance.	<input type="checkbox"/>	<input type="checkbox"/>	x
K05	Provide mentor program.	x	x	<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"/>	x	x
K08	Strengthen school/parent compacts.	x	x	x
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"/>	x
K11	Coordinate with the juvenile justice system.	<input type="checkbox"/>	<input type="checkbox"/>	x
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"/>	x
M02	Conduct home visits by staff.	<input type="checkbox"/>	x	x
M03	Recruit volunteers to actively participate in school activities.	<input type="checkbox"/>	<input type="checkbox"/>	x
M04	Conduct parent/teacher conferences.	<input type="checkbox"/>	x	x
M05	Establish school/parent compacts.	x	x	x
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"/>	x	<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"/>	x	<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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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	\$ 651700	\$	\$	651700	
Professional and Contracted Services	5C	6200	476500			476500	
Supplies and Materials	5D	6300	78000			78000	
Other Operating Costs	5E	6400	116000		7000	123000	
Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only)	5G	6600/15XX					
Total Direct Costs			1322200		7000	1329200	
% Indirect Costs							
Grand Total							
Total Budgeted Costs:				\$ 1322200	\$	\$ 7000	\$ 1329200
Administrative Cost Calculation							
Enter total amount from Schedule #5 Budget Summary, Last Column, Total Budgeted Costs							
Multiply by (% limit)						X	
Enter Maximum Allowable for Administration, including Indirect Costs						\$	

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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 \$ 467020 (including 7000 pre award for conference) Year 2: SY 2011-2012 \$ *462180 Year 3: SY 2012-2013 \$ *400000 * 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					
	Pre Award	Year 1	Year 2	Year 3	Total
6100		185020	220180	246500	651700
6200		195000	170000	111500	476500
6300		38000	30000	10000	78000
6400	7000	42000	42000	32000	123000
Total	7000	460020	462180	400000	1329200
Only PreAward cost are for required trainings July 12-15 Total Grant award over three year period = 1329200 First year Most of the cost of professional development to build the immediate capacity of teachers Second year train students and continue professional development Third year begin on a maintenance type program for sustainability					

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Texas Title I Priority Schools Grant Schedule #5B--Payroll Costs (6100)						
Budgeted Costs						
Employee Position Titles		Justification	#Full-Time Effort	#Part-Time Effort	Pre-Award	Amount Budgeted
Instruction						
1	Teacher				\$	\$
2	Educational Aide					
3	Tutor					
Program Management and Administration						
4	Project Director					
5	Project Coordinator					
6	Teacher Facilitator					
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	Y1=58000 Y2= 59000 Y3=61000	1			178000
14	Child Care Provider					
15	Community Liaison/Parent Coordinator					
16	Bus Driver					
17	Cafeteria Staff					
18	Librarian					
19	School Nurse					
Other Employee Positions						
26	Subtotal Employee Costs				\$	\$ 178000
Substitute, Extra-Duty, Benefits						
27	6112	Substitute Pay - During Staff Development 4000 each year			\$	\$ 12000
28	6119	Professional Staff Extra-Duty Pay - Teacher on Non-Contract Days PD 10000 each year				30000
29	6121	Support Staff Extra-Duty Pay - Support Staff on Non-Contract Days PD 1500 each year				4500
30	6119	Stipend for 50 hours Core w/20% improvement @ 5000.00 each Increase #each year				120000
31	6119	Stipend for 50 hours Core w/10% improvement @ 3000.00 each Increase # each year				54000
32	6119	Stipend for 30 hours Core w/ 0 improvement @ 1000.00 each Increase # each year				18000
33	6119	Stipend for 50 hours Non-Core @ 2000.00 each increase # each year				106000
34	6119	Stipend for 30 hours Non-Core @ 1000.00 each increase # each year				36000
31	6140	Employee Benefits 16% each year Y1= 25520 Y2 = 33680 Y3 = 34000				93200
31	Subtotal Substitute, Extra-Duty, Benefits Costs				\$	\$ 473700
32	Grand Total Payroll Budget (line 26 + line 31)				\$	\$ 651700

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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	Audit Costs (other than audits required under OMB Circular A-133)			\$	\$
2	Specify purpose				
626	Rental or Lease of Buildings, Space in Buildings, or Land				
9	Specify purpose and provide calculation				
629	Contracted Publication and Printing Costs (specific approval required only for nonprofit charter schools)				
9	Specify purpose				
629	Scholarships and Fellowships (not allowed for nonprofit charter schools)				
9	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.	Teen leadership conference at Region 20		7000		7000
2.	Technology Integration training		3000		3000
3.	Creating Capacity for Change training		8000		8000
4.	6+1 Strategies and Attitude for Becoming a Great High School		9000		9000
Subtotal					
Professional and Consulting Services Less than \$10,000				\$	\$ 27000
Professional and Consulting Services (6219) Greater than or Equal to \$10,000					
1. Description of Professional or Consulting Service (Topic/Purpose/Service):					
SES for At-Risk Students – Tutoring for increasing knowledge and content attainment 65000 times 3 years = 195000					
Contractor's Cost Breakdown of Service to be Provided			# Positions	Total Contracted Amount	Pre-Award
Contractor's Payroll Costs			20 each Y	192000	\$
Subgrants, Subcontracts, Subcontracted Services					
Supplies and Materials			3000		3000
Other Operating Costs					
Total Payment:				\$ 195000	\$
1. Description of Professional or Consulting Service (Topic/Purpose/Service):					
Positive Behavior Supports at 4000.00 per year times 3 years					
Contractor's Cost Breakdown of Service to be Provided			# Positions	Total Contracted Amount	Pre-Award
Contractor's Payroll Costs			1	12000	\$
Subgrants, Subcontracts, Subcontracted Services					
Supplies and Materials					
Other Operating Costs					
Capital Outlay (Subgrants Only)					
Indirect Cost (____%)					
Total Payment:				12000	\$

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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): Agile Minds training for growth and content knowledge in Math – Bi-Weekly training in instructional practices				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs	1	30000	\$	30000
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$ 30000	\$	30000
3. Description of Professional or Consulting Service (Topic/Purpose/Service): Professional Development in Science/Math Content through Five Star Professional Services – 48 days at 1000.00 per day				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs	1	\$ 48000	\$	48000
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$ 48000	\$	48000
4. Description of Professional or Consulting Service (Topic/Purpose/Service): Professional Development for Probeware training in Math and Science – 36 days at 1000.00 from Five Star				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs	2	\$ 36000	\$	36000
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$ 36000	\$	\$ 36000

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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): Professional Development for Leadership skills and training - Rapport International 2000.00 each for 6 administrator/teacher leaders times 3 years to complete all training				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs	1	36000	\$	36000
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs - travel cost		6000		6000
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$ 42000	\$	\$ 42000
3. Description of Professional or Consulting Service (Topic/Purpose/Service): Professional Development in Capturing Kids Hearts and Teen Leadership through the Flippen Group - 750.00 each for 20 teachers each of 3 years = 60 for Capturing Kids Hearts and 500.00 each for 23 in teen leadership over 3 years				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs	1	\$ 56500	\$	56500
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs - travel cost		3000		3000
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$ 59500	\$	\$ 59500
4. Description of Professional or Consulting Service (Topic/Purpose/Service): Peering Coaching of 100 students over the three year grant period				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs	1	27000		27000
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$ 27000	\$	\$ 27000
Subtotal: Professional and Consulting Services Greater Than or Equal to \$10,000:			\$	\$
Subtotal of Professional and Contracted Services Costs Requiring Specific Approval:		449500		449500
Subtotal of Professional and Consulting Services or Subgrants Less than \$10,000:		27000		27000
Subtotal of Professional and Consulting Services Greater than or Equal to \$10,000:				
Remaining 6200- Professional and Contracted Services that do not require specific approval:				
Grand Total:		476500		476500

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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			\$	\$	
	#	Type	Purpose			Quantity
	1					
	2					
	3					
	4					
5						
6399	Technology Software- Not Capitalized - White board software for all core subjects				8000	
6399	Supplies and Materials Associated with Advisory Council or Committee					
Total Supplies and Materials Requiring Specific Approval:					8000	
Remaining 6300- Supplies and Materials that do not require specific approval: All 3 years total					70000	
Grand Total				\$	\$78000	

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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: _____				
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:	Executive Director will serve as District Liaison on team - July 12-15 required training Attendance at national Staff Development Conference and all Summer Team Training		1000	17000
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:				6000	106000
Grand Total				\$ 7000	\$ 123000

SCHEDULE #6A GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	 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	_____ 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.

Texas Title I Priority Schools Grant

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	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	 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	_____ 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.
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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	_____ 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	_____ 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.	_____ 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	_____
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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	 County-District No.
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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	_____ 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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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:

- 1. 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.
- 2. 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.
- 3. 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