

#17

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		Dr. Javier Sáenz Middle Campus Name	043 Campus Number
		174600155 9-Digit Vendor ID#	1 ESC Region
		NOGA ID# (Assigned by TEA)	Amendment #

### Texas Title I Priority Schools Grant

#### Schedule #1 – General Information

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

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

**Project Beginning Date:** 08/01/2010

**Project Ending Date:** 06/30/2013

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

Tier I ☐ Tier II ☐ Tier III ☒

#### Part 1: Index to the Application

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

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

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

ay, June 3, 2010:

TEA DOCUMENT CONTROL NO.

701-10-112-387

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<b>Texas Title I Priority Schools Grant</b> <b>Schedule #1—General Information</b>		
<b>Part 2: List of Required Fiscal-Related Attachments and Assurances</b>		
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 <b>back</b> of the application as an appendix.		
1 <input checked="" type="checkbox"/>	<div style="background-color: #cccccc; text-align: center; padding: 2px;"><b>Proof of Nonprofit Status</b></div> <b>Required for all open-enrollment charter schools sponsored by a nonprofit organization:</b> <b>Check box to indicate that proof of nonprofit status is attached.</b> (See Part 1: General and Fiscal Guidelines and Part 3: Schedule Instructions for acceptable proof.)	
2 <input checked="" type="checkbox"/>	<div style="background-color: #cccccc; text-align: center; padding: 2px;"><b>Assurance of Financial Stability</b></div> <b>Required for all independent school districts, open-enrollment charter schools, and education service centers:</b> <b>Check box to indicate assurance that audit requirements have been met.</b> 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.	
3 <input checked="" type="checkbox"/>	<div style="background-color: #cccccc; text-align: center; padding: 2px;"><b>Assurance of Submission of Reviewer Information Form</b></div> <b>Required for all applicants:</b> <b>Check box to indicate assurance that reviewer information form will be submitted.</b> All applicants are required to complete the Reviewer Information Form and to submit it online by <b>Thursday, May 6, 2010</b> . (See Part 2: Program Guidelines, "Reviewer Information Form," for instructions on how to access and submit the form.)	

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<b>Texas Title I Priority Schools Grant</b> <b>Schedule #1—General Information</b>					
<b>Part 3: Applicant Information</b>					
<b>Local Educational Agency (LEA) Information</b>					
LEA Name					
La Joya Independent School District					
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code	
201 E. Expressway 83		La Joya	TX	78560	
U.S. Congressional District Number	Primary DUNS Number	Central Contractor Registration (CCR) CAGE Code	NCES Identification Number		
Texas-028	024102451	4P5R2	482613010826		
Campus Name			County-District Campus Number		
Dr. Javier Saenz Middle School			043		
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code	
39200 Mile 7 Rd.		Peñitas	TX	78576	
<b>Applicant Contacts</b>					
<b>Primary Contact</b>					
First Name	Initial	Last Name		Title	
Lionel		Perez		Principal	
Telephone	Fax	Email			
956-212-7001	956-519-4016	l.perez@ljisd.com			
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code	
39200 Mile 7 Rd.		Peñitas	TX	78576	
<b>Secondary Contact</b>					
First Name	Initial	Last Name		Title	
German		Salas		Lead Teacher	
Telephone	Fax	E-mail			
956-240-2880	956-519-4016	g.salas@ljisd.com			
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code	
39200 Mile 7 Rd.		Peñitas	TX	78576	

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**Texas Title I Priority Schools Grant**

**Schedule #3—Purpose of Amendment**

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

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

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

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

**Part 2: Revised Budget**

Complete this part if there are any budgetary changes.

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

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

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

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<b>#</b>	<b>Requirement Description – Federal Statutory Requirements</b>	<b>Primary Component Where Described</b>	
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	If the LEA/campus selects to implement the <b>turnaround model</b> , the campus <b>must</b> implement the following federal requirements. <ul style="list-style-type: none"> <li>a. Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;</li> <li>b. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students;             <ul style="list-style-type: none"> <li>1. Screen all existing staff and rehire no more than 50 percent; and</li> <li>2. Select new staff.</li> </ul> </li> <li>c. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;</li> <li>d. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;</li> <li>e. 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;</li> <li>f. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;</li> <li>g. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;</li> <li>h. Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and</li> <li>i. Provide appropriate social-emotional and community-oriented services and supports for students.</li> </ul>	Program Assurances	



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<b>Part 2: Statutory Requirements</b>			
<b>#</b>	<b>Requirement Description – Federal Statutory Requirements</b>	<b>Primary Component Where Described</b>	
18	If the LEA/campus selects to implement the <b>turnaround model</b> , the campus <b>may</b> 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 <b>closure model</b> , the campus <b>must</b> 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 <b>restart model</b> , the campus <b>must</b> 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 <b>transformation model</b> , the campus <b>must</b> implement the following federal requirements. 1. Develop and increase teacher and school leader effectiveness. (A) Replace the principal who led the school prior to commencement of the transformation model; (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- (1) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and (2) Are designed and developed with teacher and principal involvement; (C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so; (D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and	Program Assurances	

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

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

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<b>Texas Title I Priority Schools Grant</b> <b>Schedule #4—Program Requirements</b>			
<b>Part 2: Statutory Requirements</b>			
<b>#</b>	<b>Requirement Description – Federal Statutory Requirements</b>	<b>Primary Component Where Described</b>	
25	The LEA <b>may</b> 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	
<b>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.</b>			
<b>Part 3: Statutory Assurances</b>			
<b>#</b>	<b>Statutory Assurance Description</b>		
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.		
<b>Part 4: TEA Program Assurances</b>			
<b>#</b>	<b>TEA Assurance Description</b>		
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"> <li>a. The Model Selection and Description Report must be submitted to TEA no later than <b>February 1, 2011</b>. 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"> <li>i. Comprehensive Needs Assessment process.</li> <li>ii. Establish the grant budget by the required categories.</li> <li>iii. Identification and Selection of the intervention model.</li> <li>iv. Development of activities to implement selected intervention model.</li> <li>v. Development of Timeline of Grant Activities.</li> </ul> </li> </ul>		

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<b>Texas Title I Priority Schools Grant</b> <b>Schedule #4—Program Requirements</b>			
<b>Part 4: TEA Program Assurances</b>			
<b>#</b>	<b>TEA Assurance Description</b>		
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 <b>transformation model</b> , the campus assures That it will it implement the following federal requirements. 1. Develop and increase teacher and school leader effectiveness. A. Evaluate the effectiveness of the current principal and use the results of the evaluation to determine whether the principal should be replaced, be retained on the campus, or be provided leadership coaching or training. B. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so; C. Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and D. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school based on rigorous, transparent, and equitable evaluation systems for teachers and principals: 1. Takes into account data on student growth as a 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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<b>Texas Title I Priority Schools Grant</b> <b>Schedule #4—Program Requirements</b>			
<b>Part 4: TEA Program Assurances</b>			
<b>#</b>	<b>TEA Assurance Description</b>		
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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<b>Part 4: TEA Program Assurances</b>			
<b>#</b>	<b>TEA Assurance Description</b>		
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		
<b>By submitting the application and signing Schedule #1, the applicant is certifying it will comply with the above assurances.</b>			



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<b>Texas Title I Priority Schools Grant</b> <b>Schedule #4A—Program Abstract</b>		
<b>Part 1: Grant Eligibility</b>		
<input type="checkbox"/> Tier I Eligible Campus <input type="checkbox"/> Tier II Eligible Campus <input checked="" type="checkbox"/> Tier III Eligible Campus		
<b>Identify which timeline the LEA/Campus the applicant will implement.</b>		
<input type="checkbox"/> Option 1: LEA/campus currently engaged in aggressive reform <input checked="" type="checkbox"/> Option 2: LEA/campus in need of foundational technical assistance		
<b>Part 2: Grant Program Summary.</b> 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>The journey is not an easy one, nor it is free of obstacles but with continuous efforts, commitment and perseverance, we will not deny any student the right to an education. It is with this burning desire that we as leaders, educators and parents make decisions that will guarantee an opportunity for an education. With every school year Dr. Saenz evaluates fundamental issues and establishes goals that will meet all student needs and achieve at higher levels. A campus improvement plan is created to address these fundamental issues and set new goals. Dr. Saenz effectively comprehends that in order to yield positive results it needs to develop and increase teacher and school leader effectiveness, implement comprehensive instructional reforms, increase learning time and create a community-oriented school. Planning is only as effective as its execution. With execution comes the need of resources, financial support and guidance. In order to accomplish such a feat our school is constantly researching for opportunities that can help us execute our goals. The TTIPS grant is one of these opportunities. The grant project will allow and provide the support, resources and training to enhance a campus' ability to meet its demands. The grant proposes four initiatives (intervention models) on which to accomplish one same goal. In looking at which intervention model would benefit our school the most, the Modified Transformational Model was most appropriate. The fundamental pillars in which this Texas Transformation Project was created coincide with the goals and objectives at Dr. Saenz. This model allows the Dr. Saenz the mobility to adequately identify and target barriers, gaps and weaknesses that hinders the success of our students. Having this mobility is crucial and allows the transformation process to be more effective. We are dedicated to comply with any new requirements established by our district and TEA. At Dr. Saenz barriers, gaps and weaknesses are not seen as obstacles, we foresee them as opportunities to enhance students' success. The grant project will emphasize mainly in overcoming our barriers and providing the support to our English Language Learners and At-Risk populations along with educating parents on the importance of an education. We will be focusing on strengthening language and literacy skills for students, parents and teachers. We will monitor the progress of all our students especially those in most need and adjust to their needs. This will be an ongoing process that will serve as means to measure project effectiveness as a tool to adjust and to promote continuous improvement. In essence, we are determined to monitor all student progress through the use of research based progress monitoring tools and procedures that will guide instruction and provide direction to guide our professional learning communities. It is our goal to assure that every student at our school is receiving quality instruction. In case of deficiencies, we will address the concern by providing enrichment or involving the students parents as much as possible. Reports that are the giving to the administrative team will be shared with the entire staff, so all staff members are aware of the concerns and issues that our students are faced with. Together through grade level meetings, staff meetings, SBDM, we will decipher data and make appropriate decisions that will positively impact the instructional environment of our students and take down barriers. With this is in mind many of our gaps will be shorten or eliminated. A universal screening system will be used to identify gaps in the intended curriculum, strengthen those gaps and also identify students in need through targeted assistance and provide an ongoing intervention based on student needs. No longer will there be an instructional gap in which our At-Risk and special pops do not perform at the levels of all other students. Alliances will be formed to bridge gaps outside the schools' reach and allow students to gain access to many of the resources and opportunities they already have in school. Technology will be made available for them to finish homework through a partnership with a local Centro Comunitario. Efforts are being channeled to try and form alliances with outside agencies that will promote and enhance the development of boys and girls by instilling a sense of competence, usefulness, belonging and influence. In order to accomplish these enormous tasks Dr. Saenz needs a well prepared staff. At Dr. Saenz 54.6% of its staff has 0-5 years experience and has yet to fulfill its greatest potential to which much staff development will be needed. Staff development will not only address this weakness but, it will prepare the entire staff to overtake many other weaknesses, gaps and barriers. Through a joint effort, with the LEA and other education agencies such as SIRC, ESC 1, Dr. Saenz will use this grant opportunity to transform and raise learning expectations for teachers, students, administrators and parents to create an environment that promotes culturally responsive pedagogy that facilitates improved student performance.</p>		



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<b>Texas Title I Priority Schools Grant</b> <b>Schedule #4B—Program Description</b>															
<b>Part 1: Comprehensive Needs Assessment</b>															
<b>Section A: Campus Grade Levels</b>															
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								252	262	245					759
Open-Enrollment Charter School															0
<b>Total Students:</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>252</b>	<b>262</b>	<b>245</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>759</b>
<b>Total Instructional Staff</b>														81	
<b>Total Support Staff</b>														23	
<b>Section B: Data Sources Reviewed or to be Reviewed in the Comprehensive Needs Assessment Process</b>															
<b>1</b>	Qualitative: Campus Teacher Surveys (multiple instructional programs and departments)														
<b>2</b>	Qualitative: Campus Administrator Surveys (multiple instructional programs and departments)														
<b>3</b>	Qualitative: Classroom Observations (multiple instructional programs and departments)														
<b>4</b>	Qualitative: Parent Surveys (overall educational feedback and involvement)														
<b>5</b>	Qualitative: Student Surveys (instructional fidelity, safety, general feedback to superintendent)														
<b>6</b>	Quantitative: TAKS, AYP, AEIS, PBMAS, TELPAS, TPRI, ACT/PLAN/EXPLORE														
<b>7</b>	Quantitative: Report Card Grades, Six Weeks Grades, Benchmark Data														
<b>8</b>	Quantitative: Applicable Pre/Post Tests, Attendance Reports														
<b>9</b>															
<b>10</b>															

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<b>Texas Title I Priority Schools Grant</b> <b>Schedule #4B—Program Description</b>										
<b>Part 1: Comprehensive Needs Assessment Cont.</b>										
<b>Section C: Process Responses</b> are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).										
<b>Describe, in detail, the process the LEA and campus followed/will follow to identify the needs of the campus.</b>										
<p>Comprehensive Needs Assessment Process:</p> <p>In identifying the needs of our school, Dr. Saenz followed NCLB Comprehensive Needs Assessment process. This 5 step process will constitute a major role in creating our campus improvement plan and aligning it to our goals. The first step of the process indicates to: Review purpose and outcomes for conducting the CNA. This step is the most critical part of the process because in essence this is your foundation for the whole process and where you will set your goals. Our goals will be transcribed into our campus improvement plan. At a faculty meeting, staff was briefed on task at hand and procedures where put in place together with timelines to follow. Once goals and procedures were established the second step of the process was implemented. Committees (learning communities) were established to gather and analyze data based on the following categories, (1) Demographics, (2) School Culture and Climate, (3) Staff Quality, Recruitment and Retention, (4) Curriculum, Instruction and Assessment, (5) Family and Community Involvement, (6) School Context and Organization, and (7) Technology. Staff was encouraged to actively participate in the process to ensure everyone's perspective was heard. CADRES were set with a team leader and 7-8 members including teachers, students, parents and community leaders to accomplish the task. Once CADRES were established, the third step was initiated: gather pertinent data and disaggregate the data. Teams were given ample time to meet and gather data through classroom observations, surveys and other potential data sources. Once data was collected, the CADRE teams disaggregated and analyzed it to create a report. All measures were taken to make sure certain types of data were kept confidential and FERPA was not violated. Presentations were set during staff meetings in which all CADRES shared their findings and clarified to the whole staff. Once this was done, the fourth step was initiated in which whole staff engaged in groups to determine areas of priority and summarize needs. Objectives and goals were past and present were analyzed to ensure that Dr. Saenz was fully and adequately providing an educational opportunity for all students. The final step was to connect the CNA to our campus improvement plan and make sure that it aligns with our LEA guidelines. With valuable data at hand Dr. Saenz will create a campus improvement plan that promotes a culturally responsive pedagogy that facilitates improved student performance.</p> <p>Data sources used but not limited to:</p> <p><u>Title I Part A / State Compensatory CNA</u></p> <ul style="list-style-type: none"> <li>• Campus CNA (All information below is included here, with the addition of respective federal, state, and local accountability data)</li> <li>• Program Assessments</li> </ul> <p style="margin-left: 40px;">AEIS-IT, Agile Mind, BrainPOP, Communities in School, Family Literacy Program, Math Renaissance, Multimedia, Pearson Digital, Read 180, Reading Renaissance, Scholastic Red, Valued Youth Program, WebCCAT, WOW</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <u>Title I Part C / Migrant CNA</u>            Migrant Dept         </td> <td style="width: 50%; vertical-align: top;"> <u>Title II Part A / Professional Development CNA</u>            Professional Development         </td> </tr> <tr> <td style="vertical-align: top;"> <u>Title II Part D / Technology CNA</u>            Inst. Technology Dept         </td> <td style="vertical-align: top;"> <u>Title III Part A / Bilingual/ESL CNA</u>            Bilingual Dept.         </td> </tr> <tr> <td style="vertical-align: top;"> <u>Title IV Part A / SDFSC CNA</u>            Safe and Drug Free Schools         </td> <td style="vertical-align: top;">           ***<u>Title I Part A</u>***            Parental Involvement         </td> </tr> </table> <p><u>Department CNA</u></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;">           Academies Dept            CTE Dept            Special Ed. Dept            Police Dept/Safety         </td> <td style="width: 50%; vertical-align: top;">           Adv. Academic Serv. Dept            504/Dyslexia Dept         </td> </tr> </table>			<u>Title I Part C / Migrant CNA</u> Migrant Dept	<u>Title II Part A / Professional Development CNA</u> Professional Development	<u>Title II Part D / Technology CNA</u> Inst. Technology Dept	<u>Title III Part A / Bilingual/ESL CNA</u> Bilingual Dept.	<u>Title IV Part A / SDFSC CNA</u> Safe and Drug Free Schools	*** <u>Title I Part A</u> *** Parental Involvement	Academies Dept CTE Dept Special Ed. Dept Police Dept/Safety	Adv. Academic Serv. Dept 504/Dyslexia Dept
<u>Title I Part C / Migrant CNA</u> Migrant Dept	<u>Title II Part A / Professional Development CNA</u> Professional Development									
<u>Title II Part D / Technology CNA</u> Inst. Technology Dept	<u>Title III Part A / Bilingual/ESL CNA</u> Bilingual Dept.									
<u>Title IV Part A / SDFSC CNA</u> Safe and Drug Free Schools	*** <u>Title I Part A</u> *** Parental Involvement									
Academies Dept CTE Dept Special Ed. Dept Police Dept/Safety	Adv. Academic Serv. Dept 504/Dyslexia Dept									

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<b>Texas Title I Priority Schools Grant</b> <b>Schedule #4B--Program Description</b>			
<b>Part 1: Comprehensive Needs Assessment Cont.</b>			
<b>Section D: Groups of Participants Contributing/to Contribute to Needs Assessment Process, ensuring Parents and Community Groups were involved in the process.</b>			
<b>1</b>	Students		
<b>2</b>	Parents		
<b>3</b>	Community Members		
<b>4</b>	Teachers		
<b>5</b>	LEA and Campus-based Administrators		
<b>6</b>	LEA and Campus-based Support Staff		
<b>7</b>	Technical Assistance Partners (from Regional Service Center ESC 1)		
<b>8</b>	Educational Consultants (based on individual needs, ex. ENI)		
<b>9</b>			
<b>10</b>			

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**Texas Title I Priority Schools Grant**  
**Schedule #4B—Program Description**

**Part 2: Project Management**

**Section A: LEA (District) Capacity** Responses are limited to **one page each**, front side only, with a font size no smaller than 9 point (Arial or Verdana).

**Capacity --** Describe the LEA's capacity to use grant funds to provide adequate resources and related services/support to the campus to implement, fully and effectively, the required activities of the school intervention model.

The LEA has established resources and support services that make it possible for Dr. Saenz Middle School to fully and effectively implement the required activities of the school intervention model. Enabled by the district's capacity, Dr. Saenz Middle School will be able to carry out all required activities for the duration of the grant. This will occur as the LEA serving as a support system as the LEA recognizes that SIG funds are campus-based funds and must be expended this way.

Our LEA fully understands that Dr. Saenz Middle School will need its unconditional support to be successful through our transformation process. The capacity in place to provide resources and support services with specialists in the area of curriculum and instruction, administration & finance and other specialized area are:

Curriculum & Instruction	Administration & Finance	Specialized Areas
<ul style="list-style-type: none"> <li>Advanced Academy Services</li> <li>Athletic Department</li> <li>Bilingual/ESL Dept.</li> <li>Career &amp; Technology Education</li> <li>Content Area Depts.</li> <li>Curriculum &amp; Evaluation</li> <li>Federal &amp; State Programs</li> <li>Fine Arts</li> <li>Migrant Education</li> <li>Physical Ed./Health</li> <li>Secondary Education</li> <li>Section 504/GEH &amp; Dyslexia</li> <li>Special Education</li> <li>Staff Development</li> </ul>	<ul style="list-style-type: none"> <li>Accounting</li> <li>Accounts Payable</li> <li>Asset Management</li> <li>Budget &amp; Finance</li> <li>Child Nutrition Services</li> <li>Custodial Department</li> <li>Employee Benefits Dept.</li> <li>Facilities Department</li> <li>Payroll department</li> <li>Physical Plant Operations</li> <li>Purchasing &amp; Warehouse Operations</li> <li>Risk Management</li> <li>School Support Services</li> <li>Transportation Department</li> </ul>	<ul style="list-style-type: none"> <li>Academies</li> <li>Computer Services</li> <li>Dropout Prevention</li> <li>Guidance &amp; Counseling/ SDFSC</li> <li>Health Services</li> <li>Instructional Resources &amp; Technology</li> <li>Library Media/ Textbook</li> <li>P.E.I.M.S.</li> <li>Parental Involvement</li> <li>Print Shop</li> <li>Student Services</li> <li>KLJS- TV Station</li> </ul>

To ensure that Dr. Saenz Middle School uses the LEA's resources and support services effectively to implement the required activities of the school intervention model, the newly-established TTIPS Grant Department will work closely with the all of the aforementioned departments. This collaboration with the TIPS Grant Project Director at Dr. Saenz will make it possible for the timely implementation of required activities and its fidelity. The LEA has committed to support Dr. Saenz Middle School in this endeavor and provide all available resources possible to execute this transformation.

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<p><b>Texas Title I Priority Schools Grant Schedule #4B—Program Description</b></p>		
<p><b>Part 2: Project Management Cont.</b></p>		
<p><b>Section A: LEA (District) Capacity</b> Responses are limited to <i>one page each</i>, front side only, with a font size no smaller than 9 point (Arial or Verdana).</p>		
<p><b>Partnership/Involvement of Others</b> – 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>		
<p>LEA/Campus Time line of informational meetings held to relevant stakeholders:</p> <ul style="list-style-type: none"> <li>• LEA Administrative Meeting - April 8, 2010.             <ul style="list-style-type: none"> <li>○ LEA discussed grant opportunity with campus principals.</li> </ul> </li> <li>• Dr. Saenz Grade Level Meeting-April 14, 2010.             <ul style="list-style-type: none"> <li>○ Principal discussed grant opportunity with campus staff.</li> </ul> </li> <li>• Region One and LEA Administrative Meeting-April 21, 2010.             <ul style="list-style-type: none"> <li>○ TEA presentation to district.</li> </ul> </li> <li>• Dr. Saenz Faculty Meeting-April 21, 2010.             <ul style="list-style-type: none"> <li>○ Grant musts were discussed and groups were created to gather specific data pertinent to the grant. CNA process was established to gather the data. CADRES were also formed.</li> </ul> </li> <li>• LEA Administration and Community Members Meeting-May 11, 2010.             <ul style="list-style-type: none"> <li>○ LEA discussed the grant and clarified to board members and parents the role of campuses and community. Decision was made by LEA, campus principals, board members and community members to apply for grant.</li> </ul> </li> <li>• LEA Administrative Meeting-May 13, 2010.             <ul style="list-style-type: none"> <li>○ LEA discussed progress of grant applications and timelines.</li> </ul> </li> <li>• LEA Grant Writing Committee-May 14, 2010.             <ul style="list-style-type: none"> <li>○ Presentations of ideas, clarifications on questions and LEA support to campuses in grant writing process.</li> </ul> </li> <li>• Dr. Saenz Title I 1118A Parent Meeting –May 14, 2010.             <ul style="list-style-type: none"> <li>○ Relevant stakeholders (teachers, students, parents, community leaders) were informed about the grant and the possibility to use this grant opportunity to help maximize the success of our students. They were informed that they would all play an influential part in the process of selecting an intervention model and execution of the grant. Relevant stakeholders and Region 1 Educational Services were involved in designing, planning and applying for the proposed implementation of this school intervention model. Parent, students and community leaders were also informed that they would participate in NCLB CNA process to collect, analyze, and interpret data to create a campus improvement plan to align to the intervention model chosen. Regular scheduled meetings were set with for all stakeholders to focus on modifying and implementing programs that will supplement other existing programs for increasing student achievement.</li> </ul> </li> </ul>		

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**Texas Title I Priority Schools Grant**  
**Schedule #4B—Program Description**

**Part 2: Project Management Cont.**

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**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.

In order for the campus transformation process to be successful a great commitment needs to be made by all stakeholders (LEA, campus, students, parents and community leaders) involved and a unified efforts need to be channeled to this enormous task. Practices and policies might need to be changed, eliminated and new ones created. Responsibilities need to be equally dispersed among all stakeholders and creating a sense of accountability towards this commitment. The LEA and campus will modify, adapt and eliminate barriers that hinder the transformation of the school and its environments. Roles and responsibilities will be dispersed among all stakeholders giving all parts the power to contribute and participate in decision making to create an environment where student success will nurtured. As progress is made, all stakeholder will be given information and progress of grant activities through regularly scheduled staff and community meetings. Continuous updates will be provided via campus email and announcements while parents will be notified via brochures and letters sent home. This will show that all stakeholders are valued in this endeavor and that their commitment is needed to continue forward. Responsibilities, opportunities and procedures will be divided among all stakeholders. The following chart depicts an example of this.

**Student Success**

<b>Students:</b> - Improve Attendance - Commitment to participate in extended days and other instructional tools - As per CNA	<b>Parents:</b> - Actively Participate in classes, meetings & other school related functions - Become active school volunteers - Promote educational importance - As per CNA	<b>Community Leaders</b> - Create partnership/w school to promote importance of education in the community - As per CNA
<b>Teacher Leaders:</b> - Provide instructional leadership - Collaborate with Grant project manager - Work in dual role of teacher and instructional leader - As per CNA	<b>Principal:</b> - Provide high-quality staff development - Lead implementation of PBS - As per CNA	<b>LEA:</b> - Allow operational flexibility - Support initiatives to increase community and parental involvement - As per CNA

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<b>Texas Title I Priority Schools Grant</b>		
<b>Schedule #4B—Program Description</b>		
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<b>Resource Management</b> – Describe how the LEA/campus will align other resources (federal, state, local, and community) with the school improvement intervention.		
<p>Careful planning and organization will enable the LEA and Dr. Saenz to align federal, state, local, and community resources to successfully implement the intervention model. Through a transparent and well coordinated plan, the LEA and campus will use these resources in conjunction with SIG funds to execute the intervention plan and clarify any supplement/ supplant issues that can arise.</p> <p>To ensure that Dr. Saenz receives all of the federal, state, local, and community funds it would have received in the absence of the SIG funds, the newly-established TTIPS Grant Department will work closely with the district's Finance Department and the Federal and State Programs Department in assuring the continuation of these funds. Once budgets are established, all three LEA departments will work with Dr. Saenz's TTIPS Grant team (principal, campus grant administrator, campus grant secretary, SBDM committee, others) ensuring that SIG funds are used to supplement the amount of their respective non-federal funds. Specific training and support visits will take place so that a clear understanding of fund usage is evident from all stakeholders.</p> <p>If at any point during the grant period resources are needed to enhance an initiative that has proven to be successful, the LEA will assist Dr. Saenz in obtaining those resources. Continuous improvement in the transformation process will not be limited to the SIG fund resources. The LEA will facilitate in the alignment of all applicable resources to promote a positive learning environment where all students are given the opportunity to succeed. The project will focus on more direct experience providing students with innovative educational opportunities using a variety of learning activities to include a more hands-on/minds on approach and exposure to the importance of obtaining an education. Dr. Saenz Middle school is committed to make available all resources to achieve that goal.</p>		

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**Part 2: Project Management Cont.**

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**Grant Project Manager Qualifications** – Describe the qualifications of the person selected to be the project manager for this grant on the campus.

Dr. Saenz Middle School will create a Grant Project Office dedicated entirely to overseeing the proper execution of the intervention model. This office will consist of a Grant Project Manager who will be under direct supervision of the administrator in charge and campus principal. The qualifications/certifications to select the Grant Project Manager to specifically meet the demands at Dr. Saenz are:

Qualifications:

Education/Certification:	<ul style="list-style-type: none"> <li>• Master's Degree from accredited University</li> <li>• Standard Principal, Assistant Principal, Mid-Management or other appropriate Texas certificates</li> <li>• ILD/PDAS Certified</li> <li>• Pre-AP certified/trained</li> <li>• Effective Writing Instruction for All Students Trainer</li> <li>• SIOP Trained</li> <li>• ESL Endorsed</li> <li>• Other qualifications deemed necessary or acceptable by Board</li> </ul>
Experience/Knowledge:	<ul style="list-style-type: none"> <li>• Three years classroom experience</li> <li>• Knowledge of Curriculum and Instruction</li> <li>• Effective organizational, communication and interpersonal skills</li> <li>• Bilingual</li> </ul>



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<b>LEA Support –</b> Describe how the LEA will structure and implement an individual or office with responsibility for supporting the campus' school improvement efforts.				
<p>The LEA will structure a Grant Department Office at the district level with the primary goal to communicate, support and guide the awarded campus through this endeavor. The funding for the creation of this district level department will be divided among the yearly budgets of all awarded campuses involved. The importance of this bond and unified efforts are crucial to the success of the transformation process.</p> <p>The Grant Department will be the line of communication between Dr. Saenz and the LEA. It will be Dr. Saenz primary contact and resource within the district. This office will consist of two district shepherds, one for TIER I schools &amp; one for TIER III schools, secretary and bookkeeper. The responsibilities of the district shepherds will be to oversee the grant process, specifically the transformation model (which is the model chosen by Dr. Saenz). The shepherd will assist in eliminating any LEA-level barriers that may hinder the transformation process and serve as a resource and mentor to the Grant Project Manager at Dr. Saenz. The shepherd will be very active in the community and at the campus as they will be a key mediator for all stakeholders involved. An important responsibility of the district shepherd will be that they attend all local and state trainings, meetings, and professional development sessions and bring back pertinent data to assure proper implementation guidelines and procedures are followed. The district shepherd will routinely visit with our grant project director to ensure the following:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="width: 50%; padding: 5px; vertical-align: top;"> <ul style="list-style-type: none"> <li>Ensure the campus is provided operational flexibility</li> <li>Ensure effective implementation of all components of intervention model</li> <li>Monitor progress of 90-day action plan</li> <li>Establish constant communication with campus for support</li> <li>Provide support and feedback to principal and teacher leaders</li> </ul> </td> <td style="width: 50%; padding: 5px; vertical-align: top;"> <ul style="list-style-type: none"> <li>Attend campus leadership meetings</li> <li>Take an active role in problem solving with campus</li> <li>Assist in creating a community oriented campus</li> <li>Attend required trainings and meetings with grant project director</li> </ul> </td> </tr> </table>			<ul style="list-style-type: none"> <li>Ensure the campus is provided operational flexibility</li> <li>Ensure effective implementation of all components of intervention model</li> <li>Monitor progress of 90-day action plan</li> <li>Establish constant communication with campus for support</li> <li>Provide support and feedback to principal and teacher leaders</li> </ul>	<ul style="list-style-type: none"> <li>Attend campus leadership meetings</li> <li>Take an active role in problem solving with campus</li> <li>Assist in creating a community oriented campus</li> <li>Attend required trainings and meetings with grant project director</li> </ul>
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<p>The TTIPS Grant Department will have support personnel, a secretary, for the district shepherds that will assist with all clerical duties. To maintain proper and transparent record of fund usage and accounting procedures that are aligned with the grant budget, the shepherds will also have a bookkeeper. These positions will be created with the clear understanding that they can be terminated based on the life of the grant award. The primary role that the TTIPS Grant Department will have is an unwavering, vested interest in the progression and implementation of the transformation model.</p>				

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<b>Schedule #4B—Program Description</b>		
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<b>Program Continuation and Sustainability</b> – Describe how the LEA will sustain the campus reforms after the funding period ends.		
<p>Once funding expires, Dr. Saenz would have executed the intervention model in all levels and have established procedures and guidelines that will allow it to continue offering an educational opportunity for all students. The LEA would sustain ongoing functions that will enable Dr. Saenz to continue through the use of in kind-matching funds, and will allocate budget moneys to continue and fortify the intervention model. High-quality professional development will continue to be offered through LEA funding, instructional reforms established during transformation process will be reviewed and analyzed based on data. Data-driven decision will be made to continue to offer, modify, or eliminate instructional reforms that enable every child to have an opportunity to educational excellence. The LEA will diligently try to accommodate support staff that was funded through the grant within the district if positions are available. If no positions are available in the district, the LEA within its capacity will facilitate and support these employees to ensure a smooth exit transition.</p>		

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<b>External Providers -- Describe how the LEA will recruit, screen, and select external providers to ensure their quality.</b>		
<p>The LEA will use a rigorous process in the recruitment, screening, and selection of external providers. The methodology, which will be clear, fair, and well-organized, will be open to the public. Consequently, established procedures will not only provide for objective selection, but also allow all stakeholders input in the process.</p> <p>The recruitment of external providers by the LEA will be one that allows all qualified providers an equal opportunity to assist Dr. Saenz through their restructuring and transformation journey. Recruitment will not be limited to local providers, for if true change is to occur, the LEA recognizes that this process should have no boundaries and no limitations.</p> <p>The screening process for external providers will be comprised of knowledge, skill, and track record reviews through educational, organizational, legal, and financial perspectives. The processes will include multiple stakeholders, particularly parents and community groups along with the district level office and the grant project office at Dr. Saenz. The screening practice will be a critical component of allowing the proper execution of transformation process. The LEA and Dr. Saenz understand that this process is of critical importance and that the screening process be with one goal in mind, creating an environment that promotes innovative, culturally responsive pedagogy that facilitates improved student performance. When selecting these external providers, the LEA &amp; Dr. Saenz, will analyze the historical evidence of educational success, particularly with demographics and academic needs similar to our campus.</p> <p>The selection of external providers will only occur when all critical components (sought) are met. Through the consensus of all stakeholders, and with the provider's clear understanding of the campus' mission, the contractual agreement will be signed. This documentation will include clear roles of the external provider as well as the LEA. Goals for performance will be required in all contracts and a timeframe for large student learning improvements, if applicable, will also be needed. In addition, the contract will specify the support the LEA will provide, including facilities, funding, and services. The LEA TTIPS Grant Office will play a critical role in ensuring that all intentions and services delineated in the contract are carried out. The most critical component in attaining and maintaining the guidance of an external provider will be based on results. If changes need to be made, the LEA will decide to terminate any agreement set and will explore other venues to ensure all grant goals are met.</p>		

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<b>Site Visits</b> – 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 district will research and schedule site visits to successful campuses implementing the transformation model. Site visits will be taken beginning in the 2011–2012 school year (2<sup>nd</sup> year of implementation). Campuses to be visited will be determined by looking at the following indicators and how the before campus reflects the campus trying to implement the intervention. Indicators would be and not limited to (1) demographics, (2) Family and Community involvement, (3) Student Achievement, (4) School culture and climate, (5) Staff quality, (6) Curriculum &amp; Instruction, (7) School organization and (8) Technology.</p> <p>The TTIPS Grant Department at the LEA will contact and schedule the visit. The members visiting the campus chosen will consist of the TTIPS district shepherd, the Grant Project Manager (campus0, school principal and any other pertinent members. The expected outcomes will be that we would be able to model new practices observed at other successful campuses. With the new practices and procedures learned at the site visits we will tweak our current practices and procedures to meet our student needs. The team visiting campuses implementing the transformational model will be expected to reflect and debrief on their observations.</p> <p>The team will then prepare to share their reflections with administrators, staff, students, parents and community leaders, to include recommendations on practices and procedures they feel would improve student achievement on our campus and/or district based on their observations from the site visits. After all stakeholders listen to practices and procedures, recommendations will be made by all stakeholders on which practices and procedures we would begin implementing immediately and others we would like to consider for a later date.</p>		

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<b>Lack of Capacity</b> -- 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.		
N/A		

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<b>Texas Title I Priority Schools Grant</b> <b>Schedule #4B—Program Description</b>		
<b>Part 3: Intervention Model</b>		
<b>Section A: Intervention Model Selection Process</b>		
<b>Intervention Model to be Implemented</b> – 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.		
<div style="margin-bottom: 10px;"> <input type="checkbox"/> Turnaround         </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Closure         </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Restart         </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Transformation         </div> <div style="margin-bottom: 10px;"> <input checked="" type="checkbox"/> Tier III Modified Transformation         </div> <div style="margin-bottom: 10px;"> <input checked="" type="checkbox"/> TEA Designed Model with Technical Assistance Provided by the School Improvement Resource Center         </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Supplemental Education Services (SES) incorporated into the intervention model         </div> <p><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></p> <div style="margin-bottom: 10px;"> <input type="checkbox"/> The LEA/campus will implement its own intervention design, within the parameters required by the final federal regulations released by USDE         </div>		
<b>Schedule #4B—Program Description, Part 3, Intervention Model, continued on next page</b>		

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<b>Part 3: Intervention Model</b>		
<b>Section B: Model Selection Process</b> –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.		
<b>Responses are limited to <u>five pages</u>, front side only, with a font size no smaller than 9 point (Arial or Verdana).</b>		
<p>LEA/Campus Time line for TTIPS:</p> <ul style="list-style-type: none"> <li>• LEA Administrative Meeting - April 8, 2010.             <ul style="list-style-type: none"> <li>◦ LEA discussed grant opportunity with campus principals.</li> </ul> </li> <li>• Dr. Saenz Grade Level Meeting-April 14, 2010.             <ul style="list-style-type: none"> <li>◦ Principal discussed grant opportunity with campus staff.</li> </ul> </li> <li>• Region One and LEA Administrative Meeting-April 21, 2010.             <ul style="list-style-type: none"> <li>◦ TEA presentation to district.</li> </ul> </li> <li>• Dr. Saenz Faculty Meeting-April 21, 2010.             <ul style="list-style-type: none"> <li>◦ Grant musts were discussed and groups were created to gather specific data pertinent to the grant.</li> </ul> </li> <li>• LEA Administration and Community Members Meeting-May 11, 2010.             <ul style="list-style-type: none"> <li>◦ LEA discussed the grant and clarified to board members and parents the role of campuses and community. Decision was made by LEA, campus principals, board members and community members to apply for grant.</li> </ul> </li> <li>• LEA Administrative Meeting-May 13, 2010.             <ul style="list-style-type: none"> <li>◦ LEA discussed progress of grant applications and timelines.</li> </ul> </li> <li>• LEA Grant Writing Committee-May 14, 2010.             <ul style="list-style-type: none"> <li>◦ Presentations of ideas, clarifications on questions and LEA support to campuses in grant writing process.</li> </ul> </li> <li>• Dr. Saenz Title I 1118A Parent Meeting –May 14, 2010.             <ul style="list-style-type: none"> <li>◦ Relevant stakeholders (teachers, students, parents, community leaders) were informed about the grant and the possibility to use this grant opportunity to help maximize the success of our students. They were informed that they would all play an influential part in the process of selecting an intervention model and execution of the grant. Relevant stakeholders and Region 1 Educational Services were involved in designing, planning and applying for the proposed implementation of this school intervention model. Parent, students and community leaders were also informed that they would participate in NCLB CNA process to collect, analyze, and interpret data to create a campus improvement plan to align to the intervention model chosen. Regular scheduled meetings were set with for all stakeholders to focus on modifying and implementing programs that will supplement other existing programs for increasing student achievement.</li> </ul> </li> </ul> <p style="text-align: center; margin-top: 20px;">Dr. Javier Saenz Middle School Modified Transformation Project</p> <p>The views of teachers, students, parents, support staff, administrators, district personnel and the community all constitute crucial pieces of a school community's picture of its present situation (Hopfenberg, Levin &amp; Associates 93). At Dr. Saenz, we carry ourselves with pride and commitment to provide an opportunity of success to every student. It is this image that we want to mirror to our community and together form an alliance that will ultimately render success at all levels. The journey is a tedious one yet not impossible. The grant project will provide the financial support to implement the modified transformation model. It is with this powerful tool that we will initiate the transformation of our school and community. Established programs will be solidified and new ones will emerge with a common goal, Building a Legacy of Excellence.</p> <p style="text-align: center;">Overview Timeline-Immediate Implementation</p>		

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by telephone/e-mail/FAX on _____ by _____ of TEA.		

**Texas Title I Priority Schools Grant**  
**Schedule #4B—Program Description**

**Part 3: Intervention Model**

**Section B: Model Selection Process Cont.** Responses are limited to **five pages**, front side only, with a font size no smaller than 9 point (Arial or Verdana).

Year 1:

Fall I	<ul style="list-style-type: none"> <li>- Campus Snapshot</li> <li>- Implement school wide Positive Behavior Support (PBS) interventions (Rio Grande Valley Council, Inc.)</li> <li>- Begin providing enhanced social service support</li> <li>- Teacher Leaders begin collecting data to guide professional development and student interventions</li> <li>-Develop plan to recruit and retain highly qualified staff</li> <li>- Review progress toward goals set 90 day action plan</li> <li>- Implement comprehensive instructional reforms</li> </ul>
Spring I	<ul style="list-style-type: none"> <li>- Review behavioral data and PEIMS to analyze PBS implementation</li> <li>- Implement targeted professional development based on classroom observation data and student data (AIMSweb)</li> <li>- Campus improvement plan will be written and revised</li> <li>- Write next 90 day action plan based on CSF's</li> </ul>
Summer I	<ul style="list-style-type: none"> <li>- Attend seminars set by TEA/LEA for grant project</li> <li>- Review and revise professional development plans</li> <li>- Review and revise needs assessment</li> <li>- Analyze progress toward goals and objectives set by intervention action plans</li> <li>- Develop plan for classroom interventions for PBS</li> <li>- Write new 90 day action plan based CSF's</li> </ul>



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**Texas Title I Priority Schools Grant**  
**Schedule #4B—Program Description**

**Part 3: Intervention Model**

**Section B: Model Selection Process Cont.** Responses are limited to **five pages**, front side only, with a font size no smaller than 9 point (Arial or Verdana).

Year 2:

Fall II	<ul style="list-style-type: none"> <li>- Implement revised and updated professional development plan</li> <li>- Implement classroom level PBS interventions</li> <li>- Begin action research project</li> <li>- Continue with supportive meetings with LEA/TEA</li> <li>- Review 90 day action plan</li> <li>- Write new 90 day action plan based CSF's</li> <li>- Implement comprehensive instructional reforms</li> </ul>
Spring II	<ul style="list-style-type: none"> <li>- Continue with supportive meetings with LEA/TEA</li> <li>- Teacher Leaders collect data for Action Research projects</li> <li>- Review behavior data to evaluate effectiveness of PBS interventions</li> <li>- Write new 90 day action plan based CSF's</li> </ul>
Summer II	<ul style="list-style-type: none"> <li>- Teacher leaders present initial findings on action research project</li> <li>- Conduct intense data review and process evaluation (What changes need to be made? What's working? What needs focus?)</li> <li>- Continue with supportive meetings with LEA/TEA</li> </ul>

Year 3:

Fall III	<ul style="list-style-type: none"> <li>- Re-administer campus snapshot</li> </ul>
Spring III	<ul style="list-style-type: none"> <li>- Finalize action research projects</li> <li>- Collect data for PBS evaluation</li> </ul>
Summer III	<ul style="list-style-type: none"> <li>- Present Action research</li> <li>- Conduct intense data review and process evaluation</li> <li>- Create sustainability plan to continue on intervention plan</li> <li>- Develop plan to continue use of teacher leaders as an instructional resource</li> <li>- Continue working with partnerships created to promote student overall achievement</li> </ul>

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<b>Texas Title I Priority Schools Grant</b> <b>Schedule #4B—Program Description</b>		
<b>Part 3: Intervention Model</b>		
<b>Section B: Model Selection Process Cont.</b> Responses are limited to <b>five pages</b> , front side only, with a font size no smaller than 9 point (Arial or Verdana). Responses are limited to <b>five pages</b> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<p>Dr. Saenz M.S. Modified Transformation Model rationale at a glance:</p> <ul style="list-style-type: none"> <li>• Develop and increase teacher and school leader effectiveness.           <ul style="list-style-type: none"> <li>○ Before your school begins to dream about where it wants to go, it's important that you step back and look at where it is now (Hopfenberg, Levin &amp; Associates 93). Dr. Saenz will use rigorous, transparent and equitable evaluation systems for teachers and administration to target the needs of our campus. In the field of education, it customarily relies upon the lever of change it knows best for improving schools, building the capacity of educators to better perform their roles by teaching them new skills and ways of doing things. La Joya I.S.D. and its corresponding departments have always been consistent about providing plenty of staff development sessions and promoting its commitment to enhance the professional growth of all of its employees. The LEA and campus principals put together an ongoing and comprehensive staff development schedule that caters to the transforming and diversified needs of our students. In particular, a rigorous approach to evaluation should be clearly connected to a district's system for providing professional development so that growth opportunities are well-aligned with teachers' and school leaders' areas of weakness (Milanowski, Heneman, &amp; Kimball, 2009). Staff leadership skills will be polished and enhanced based on five determining factors; (1) take into account data on student growth and achievements, (2) incentivizing and rewarding success, financially and in other ways, and indentify, support, or remove teachers who have failed to improve their professional practice after ample opportunities, (3) provide staff with ongoing, high quality staff development specific to their content pedagogy, (4) Organizational Health and (5) creating learning communities amongst staff.</li> </ul> </li> <li>• Comprehensive instructional reform strategies.           <ul style="list-style-type: none"> <li>○ Campus snapshot provides a deeper analysis through the use of classroom observations, on-site interviews, surveys, and analysis of performance, perceptual and demographic data in order to make impactful decisions that maximize student achievement (ESC 10). Dr. Saenz will do a comprehensive review and evaluation of current learning strategies set forth by the LEA and campus. Department meetings, administrative meetings and SBDM meetings will be conducted to fully evaluate strategies already in place. Data such as from formative, interim and summative assessments will be disaggregated and analyzed by teams, departments and as a whole campus to make data-driven instructional decisions. Data will used as a primary tool to measure and evaluate effectiveness and success of current learning strategies. The campus will at multiple data sources that include vertical scale, TPM, AYP, AEIS and PBM will be contemplated and examined. Dr. Saenz currently has all its teachers trained to get their test data directly of the AEIS-IT program to disaggregate. Evaluation will be thorough and rationales will be examined. We believe this data-based approach will ultimately yield higher rates of success at all educational levels. It will allow us to make congruent decisions and create a strong correlation of instructional tool that are vertically aligned at all levels of education. Furthermore, we will continue to have Vertical Curriculum Team meetings monthly with our feeder schools to create academic pathways for our students to be successful. It is with this philosophy that we send every child on this journey having the assurance that we will provide the tools for them to succeed.</li> </ul> </li> </ul>		

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<b>Texas Title I Priority Schools Grant</b> <b>Schedule #4B—Program Description</b>		
<b>Part 3: Intervention Model</b>		
<b>Section B: Model Selection Process Cont.</b> Responses are limited to <b>five pages</b> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<ul style="list-style-type: none"> <li>• Increasing learning time and creating community-oriented schools.           <ul style="list-style-type: none"> <li>○ As we begin planning for a new school year, we are striving to make necessary changes to solidify what we truly believe at Dr. Saenz and our commitment to assist our students in their development toward becoming responsible citizens by providing an environment that fosters academic, social, emotional and physical growth. We can achieve this by providing ample opportunities to our students to develop all facets of their life. Academic growth is fostered by providing extended day to provide additional learning opportunities and Saturday academies have also been established as a tradition at Dr. Saenz. Saturday academies are planned and executed to provide students the skills to foster not only academics but create an environment where every child has the opportunity to interact with others on a social, physical and emotional level. In addition our school has adopted to change the scheduling for next school year in order to provide ample time for the students to interact in each of their core classes. This block schedule will provide additional time for students to learn and teacher to teach without having a time restrain. Furthermore, an enrichment period has been scheduled every day to promote reading interventions, math interventions and create mentoring groups for all our students at Dr. Saenz. In our philosophy of providing every child with an opportunity to succeed academically, we know that sometimes we do not have the ability to control all the variables of that child's life. With this in mind, Dr. Saenz has diligently worked and reached out into the homes and community of our students to form alliances that will ultimately yield positive results. Parent meetings are scheduled regularly through our social worker and academic teams have also set up Team Nights to invite parents and work with them to create individual plans to provide the best viable opportunities of success based on that child's specific needs. Partnerships with community organizations such as Centro Comunitario, United Way, Magic Valley Riders, and Rio Grande Valley Council have been established to compliment and provide assistance with needs our school cannot provide.</li> </ul> </li> <li>• Providing operational flexibility and sustained support.           <ul style="list-style-type: none"> <li>○ La Joya I.S.D. has always been very supportive all the endeavors campuses are willing to set out on with the objective of providing more opportunities for students to succeed. Flexibility can take many forms. The LEA has always given individual operational flexibility to campuses in a "defined autonomy" and sufficient power for campus committees to make changes in staffing, budget and scheduling. It is with this fidelity that Dr. Saenz has embarked in a role of transformation by making changes to its scheduling. Next school year Dr. Saenz will move from the traditional schedule to a block schedule. This will allow the principal to accommodate longer period times allowing ample teaching, interaction time in the classrooms. By providing longer periods for classroom teaching and interaction, we foresee that students will show a vast improvement in their academics. With this schedule change teachers will gain two periods to accommodate their duties accordingly. One period will be assigned to team duties such as parent conferences, student attendance issues and important matters to discuss with team. The other period will be strictly for content planning with the certainty of creating fully engaging lessons. Another step that Dr. Saenz has implemented in helping our students meet their academic goals is the creation of specialized teams in sixth grade where we have moved out from the traditional teacher teaching two contents to one teacher per content. This will alleviate the content teacher of the pressure to prepare for two lessons and channel all that energy into creating one powerful lesson for their specific content. There will also be a hiring of both a literacy strategist and a math strategist. The main role for these strategists will be to help and train classroom teachers in research based practices that have been proven to elevate student success. Another duty these strategists will have is to mentor and coach low achieving students and provide them with additional tools for success</li> </ul> </li> </ul>		

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<b>Texas Title I Priority Schools Grant</b> <b>Schedule #4B—Program Description</b>			
<b>Part 3: Intervention Model</b>			
<b>Section C: Groups of Participants</b> – 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.			
<b>1</b>	Students		
<b>2</b>	Parents		
<b>3</b>	Community Leaders		
<b>4</b>	Administrative Team		
<b>5</b>	Department Heads		
<b>6</b>	Site Based Decision Making Team (SBDM)		
<b>7</b>	Team Leaders		
<b>8</b>	Instructional Staff		
<b>9</b>			
<b>10</b>			

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<b>Texas Title I Priority Schools Grant</b> <b>Schedule #4B—Program Description</b>		
<b>Part 3: Intervention Model</b>		
<b>Section D: Improvement Activities and Timeline</b>		
<p>On the following pages of charts applicants should describe all other school improvement activities that will be incorporated with the model to be selected.</p> <p>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.</p> <ul style="list-style-type: none"> <li>1 – Improve Academic Performance, including (but not limited to) Reading/ELA and Math             <ul style="list-style-type: none"> <li>A. Data-driven instruction</li> <li>B. Curriculum Alignment (both horizontal and vertical)</li> <li>C. On-going Monitoring of Instruction</li> </ul> </li> <li>2 – Increase the Use of Quality Data to Drive Instruction             <ul style="list-style-type: none"> <li>A. Data Disaggregation/Training</li> <li>B. Data-driven Decisions</li> <li>C. On-going Communication</li> </ul> </li> <li>3 – Increase Leadership Effectiveness             <ul style="list-style-type: none"> <li>A. On-going Job Embedded Professional Development</li> <li>B. Operational Flexibility</li> <li>C. Resource/Data Utilization</li> </ul> </li> <li>4 – Increase Learning Time             <ul style="list-style-type: none"> <li>A. Flexible Scheduling</li> <li>B. Instructionally-focused Calendar</li> <li>C. Staff Collaborative Planning</li> </ul> </li> <li>5 – Increase Parent/Community Involvement             <ul style="list-style-type: none"> <li>A. Increased Opportunities for Input</li> <li>B. Effective Communication</li> <li>C. Accessible Community Services</li> </ul> </li> <li>6 – Improve School Climate             <ul style="list-style-type: none"> <li>A. Increased Attendance</li> <li>B. Decreased Discipline Referrals</li> <li>C. Increased Involvement in Extra/Co-Curricular Activities</li> </ul> </li> <li>7 – Increase Teacher Quality             <ul style="list-style-type: none"> <li>A. Locally Developed Appraisal Instruments</li> <li>B. On-going Job Embedded Professional Development</li> <li>C. Recruitment/Retention Strategies</li> </ul> </li> </ul>		

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**Texas Title I Priority Schools Grant**  
**Schedule #4B—Program Description**

**Part 3: Intervention Model**

**Section D: Improvement Activities and Timeline (cont.)**

**Critical Success Factor 1: Improve Academic Performance including (but not limited to) Reading/ELA and Math**

<b>CSF Milestone</b>	<b>Additional Improvement Activity</b>	<b>Rationale</b>	<b>Supporting Research</b>	<b>Timeline Begin Date</b>	<b>Timeline End Date</b>
1A	Improve Student Achievement in Reading/ELA	Campus did not meet state standards	AEIS Report 2008 – 2009	August 2010	June 2013
1A	Improve Student Achievement in Mathematics	Campus did not meet state standards	AEIS Report 2008 – 2009	August 2010	June 2013
1A	Data disaggregation of TAKS scores, district benchmarks, six weeks assessments, universal screener, etc.	"This process improves research and academic decision making through uncovering hidden trends and patterns that predict using a combination of explicit knowledge base, sophisticated analytical skills and academic domain knowledge."	Effective Educational Process: A data mining approach (Ranjan & Malik, 2007)	August 2010	June 2013
1B	Monthly vertical team meetings	Ensure that the curriculum is aligned with the TEKS and assessments	"Ultimately, improving student achievement depends on both horizontal and vertical alignment in an educational system." - Horizontal and Vertical Alignment (Case & Zucker, 2005)	August 2010	June 2013
1B	Common team planning time twice a week	Increase student achievement, attendance rate, and solve discipline problems	"... higher levels of team and classroom practices are associated with higher achievement." (Mertens & Flowers, 2003)	August 2010	June 2013
1C	Continuously monitor student progress every reporting period (3 weeks)	Identify students who are at risk academically and adjust instructional strategies	"Student progress monitoring ... helps teachers continually evaluate the effectiveness of their teaching and make informed instructional decisions." (Safer & Fleishman, 2005)	August 2010	June 2013

Add additional pages as needed.

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<b>Texas Title I Priority Schools Grant</b> <b>Schedule #4B—Program Description</b>					
<b>Part 3: Intervention Model</b>					
<b>Section D: Improvement Activities and Timeline (cont.)</b>					
<b>Critical Success Factor 2: Increase the use of Quality Data to Drive Instruction</b>					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
2A	Train teachers and administrators how to interpret and effectively use data disaggregation through ENI	Improve instructional practices and student achievement	Using student achievement data to support instructional decision making (Hamilton, Halverson, Jackson, Mandinach, Supovitz, & Wayman, 2009)	August 2010	June 2013
2A	Train teachers and administrators on action research projects	To ensure that action research projects are implemented with fidelity	Action Research (Ferrance, 2000)	August 2011	
2B	Teachers will continuously monitor individual student progress every grade reporting period	Identify students who are at risk academically and adjust instructional strategies.	"Student progress monitoring ... helps teachers continually evaluate the effectiveness of their teaching and make informed instructional decisions." - Research Matters: How student progress monitoring improves instruction (Safer & Fleishman, 2005)	August 2010	June 2013
2B	Implement AIMSweb, a web-based benchmark and progress monitoring system based on direct, frequent and continuous student assessment in response to intervention	Identify which students are at risk for difficulties with certain subjects and provide more intense instruction to students identified as at risk	What Is Scientifically-Based Research on Progress Monitoring? (Fuchs & Fuchs, 2003)	August 2010	June 2013
2B	Use a universal screener to identify students at risk students	Identify which students are at risk for difficulties with certain subjects and provide more intense instruction to students identified as at risk	What Is Scientifically-Based Research on Progress Monitoring? (Fuchs & Fuchs, 2001)	August 2010	June 2013
2C	Data dissemination through grade level meetings, department meetings, and faculty meetings	Provide staff with relevant information to increase student achievement	Using student achievement data to support instructional decision making (Hamilton, Halverson, Jackson, Mandinach, Supovitz, & Wayman, 2009)	August 2010	June 2013
2C	Provide detailed individual reports to parents on their child's progress	Educate our students' parents on their child's education and progress	School District Parent Involvement Policies and Programs (Sklar & Baker, 2000)	August 2010	June 2013
2C	Create and sustain an open channel of communication with elementary feeder schools	To create a system of interventions to identify at risk students earlier	School Engagement and Students at Risk (Finn, 1993)	August 2010	June 2013
Add additional pages as needed.					

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<b>Texas Title I Priority Schools Grant</b> <b>Schedule #4B—Program Description</b>					
<b>Part 3: Intervention Model</b>					
<b>Section D: Improvement Activities and Timeline (cont.)</b>					
<b>Critical Success Factor 3: Increase Leadership Effectiveness</b>					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
3A	Provide professional development through departmental meetings	To deepen their content knowledge and learn new methods of teaching	Helping teachers teach well: Transforming professional development (Corcoran, 1995)	August 2010	June 2013
3A	Book study and article reviews through grade level meetings	Create a learning community and foster creativity in instructional strategies	Professional learning communities at work: Best practices for enhancing student achievement (DuFour, & Eaker, 1998)	August 2010	June 2013
3A	Provide teacher evaluations from walkthroughs on a timely basis	To certify that all professional development is being implemented effectively	Implementing Teacher Evaluation Systems: How Principals Make Sense of Complex Artifacts to Shape Local Instructional Practice (Halverson, Kelly, Kimball, 2004)	August 2010	June 2013
3B	Incorporate team structures in all grade levels	The combined effects of teaming with common planning time, classroom practices, have an impact on student achievement.	Middle School Practices Improve Student Achievement in High Poverty Schools (Mertens and Flowers, 2003)	August 2010	June 2013
3B	Incorporate leaders by subject area or department	To insure all instruction is aligned to the TEKS and is delivered to meet the need of our students.	Middle School Practices Improve Student Achievement in High Poverty Schools (Mertens and Flowers, 2003)	August 2010	June 2013
3C	Insure that teams receive timely access to information, including student progress data and summaries of classroom observations	To use <b>relevant</b> data to align instruction and target student needs in an appropriate amount of time	A Framework for Assessing the Quality of Education Statistics (WORLD BANK Development Data Group And UNESCO Institute for Statistics, retrieved from <a href="http://www.uis.unesco.org/TE_MPLATE/pdf/SCB/DQAF%20for%20education%20statistics.pdf">http://www.uis.unesco.org/TE_MPLATE/pdf/SCB/DQAF%20for%20education%20statistics.pdf</a> , 24 May 2010)	August 2010	June 2013
3C	Disaggregation of data in a systematic, practical manner	To use <b>relevant</b> data to align instruction and target student needs in an appropriate amount of time	A Framework for Assessing the Quality of Education Statistics (WORLD BANK Development Data Group And UNESCO Institute for Statistics, retrieved from <a href="http://www.uis.unesco.org/TE_MPLATE/pdf/SCB/DQAF%20for%20education%20statistics.pdf">http://www.uis.unesco.org/TE_MPLATE/pdf/SCB/DQAF%20for%20education%20statistics.pdf</a> , 24 May 2010)	August 2010	June 2013
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<b>Part 3: Intervention Model</b>					
<b>Section D: Improvement Activities and Timeline (cont.)</b>					
<b>Critical Success Factor 4: Improve Learning Time</b>					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
4A	Change traditional schedule to block scheduling	To provide more instructional time during the day	Effects of a High School Block Scheduling Program on Students (Trenta & Newman, 2002)	August 2010	June 2013
4A	Create an enrichment period at the end of day	Have a low teacher to student ratio to provide enrichment or interventions as needed	Measuring class size: let me count the ways (Achilles, Finn, Pate-Bain, 2002)	August 2010	June 2013
4A	Provide extended learning time after school	To provide more instructional time during the day	Students Continually Learning: A Report of Presentations, <i>Student Voices and State Actions</i> (Council of Chief State School Officers, 2001)	August 2010	June 2013
4B	Create common six weeks assessments for each grade level and subject area	To gather quality data and apply it to instruction as soon as possible	A Framework for Assessing the Quality of Education Statistics (WORLD BANK Development Data Group And UNESCO Institute for Statistics, retrieved from <a href="http://www.uis.unesco.org/TE_MPLATE/pdf/SCB/DQAF%20for%20education%20statistics.pdf">http://www.uis.unesco.org/TE_MPLATE/pdf/SCB/DQAF%20for%20education%20statistics.pdf</a> , 24 May 2010)	August 2010	June 2013
4B	Develop a scope and sequence for each subject area and grade level	To insure that all TEKS are taught in a practical, relevant manner	Sequence and scope in the curriculum (Ediger, 1996)	Summer 2010	June 2013
4B	Standardize the structure of lessons by implementing daily routines in each classroom	Ensure that class time is structured well and used efficiently	How to Increase Learning Time: A Tool for Teachers (Hiscox, et al., 1982)	August 2010	June 2013
4C	Common team planning time twice a week	"... higher levels of team and classroom practices are associated with higher achievement."	Middle School Practices Improve Student Achievement in High Poverty Schools (Mertens & Flowers, 2003)	August 2010	June 2013
4C	Incorporate team structures in all grade levels	The combined effects of teaming with common planning time, classroom practices, have an impact on student achievement.	Middle School Practices Improve Student Achievement in High Poverty Schools (Mertens and Flowers, 2003)	August 2010	June 2013
Add additional pages as needed.					

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<b>Part 3: Intervention Model</b>					
<b>Section D: Improvement Activities and Timeline (cont.)</b>					
<b>Critical Success Factor 5: Increase Parent/Community Involvement</b>					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
5A	Recruit parents to serve on committees: Campus advisory committee, Site Based Decision Making Committee, etc.	To allow parents to have input into campus decisions	Parental Involvement and Students' Academic Achievement: A Meta-Analysis (Fan & Chen, 2001)	August 2010	June 2013
5A	Ensure parent participation through recruitment of parent volunteers and train parent volunteers	Parental involvement has been shown to improve student achievement	Parental Involvement and Students' Academic Achievement: A Meta-Analysis (Fan & Chen, 2001)	August 2010	June 2013
5A	Provide teachers with an extra conference period to be able to meet with parents	Provide time for teachers to communicate with parents	Parent-Teacher Interaction for Student Success (Thompson and Hully, 1997)	August 2010	June 2013
5B	Coordinate and organize required Campus Title I Part A-1118 Parent meetings throughout school year	To keep parents informed and educated about their children's education	Parent involvement: Barriers and opportunities (Mannan & Blackwell, 1992)	August 2010	June 2013
5B	Make frequent phone calls and/or home visits to at risk students to remedy truancy, discipline or academic issues	Increase each student's quality instructional time	Getting students to school: Using family and community involvement to reduce chronic absenteeism (Sheldon & Epstein, 2004)	August 2010	June 2013
5B	Provide teachers training on how to effectively communicate with parents	Teachers need to be able to communicate effectively with parents to help all of our students succeed	Parent-Teacher conferences (Alabama Department of Education, 2003)	August 2010	June 2013
5C	Provide technology classes, E.S.L. classes, and classes on self-efficiency through Hidalgo County Extension Service	Address issues of parental role construction and parental sense of efficacy for helping children succeed in school	Why Do Parents Become Involved in Their Children's Education? (Hoover-Dempsey & Sandler, 1997)	August 2010	June 2013
5C	Recruit parents to attend district trainings, conferences and meetings with local, state and national entities	Parental involvement has been shown to improve student achievement	Parental Involvement and Students' Academic Achievement: A Meta-Analysis (Fan & Chen, 2001)	August 2010	June 2013
5C	Conduct home visits to assess family needs and refer get them help	Ensure that our students' basic needs are met	Children who are homeless: Implications for educator (Yamaguchi, Strawser, & Higgins, 1997)	August 2010	June 2013
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<b>Section D: Improvement Activities and Timeline (cont.)</b>					
<b>Critical Success Factor 6: Improve School Climate</b>					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
6A	Daily monitoring of school attendance percentages	Improve attendance rates and decrease time spent out of the classroom for at risk students	From first grade forward: Early foundations of high school dropout (Alexander, Entwisle, & Horsey, 1997)	August 2010	June 2013
6A	Daily monitoring of absences through home room	Improve attendance rates and decrease time spent out of the classroom for at risk students	From first grade forward: Early foundations of high school dropout (Alexander, Entwisle, & Horsey, 1997)	August 2010	June 2013
6A	Monthly raffle for all student who were not absent	Improve attendance rates and decrease time spent out of the classroom for at risk students	From first grade forward: Early foundations of high school dropout (Alexander, Entwisle, & Horsey, 1997)	August 2010	June 2013
6B	Partner with Rio Grande Valley Council, Inc. to implement Positive Behavior Support System	To reduce discipline referrals and decrease time spent out of the classroom for at risk students	The impact of positive behavior support to decrease discipline referrals with elementary students (Sherrod, Getch, Ziomek-Daigle, 2009)	August 2010	June 2013
6B	Implement Response to Intervention framework	To reduce discipline referrals and decrease time spent out of the classroom for at risk students	Response to Intervention: Empirically based special service decisions from single-case designs of increasing and decreasing intensity (Barnett, et al., 2004)	August 2010	June 2013
6B	Implement a universal screener with tools for behavior and/or social skills problems that may interfere with academic success	To reduce discipline referrals and decrease time spent out of the classroom for at risk students	The impact of positive behavior support to decrease discipline referrals with elementary students (Sherrod, Getch, Ziomek-Daigle, 2009)	August 2010	June 2013
6C	Increase participation in extracurricular activities via recruitment strategies at the beginning of year	To reduced rates of early dropout and criminal arrest among high-risk boys and girls	School Extracurricular Activity Participation as a Moderator in the Development of Antisocial Patterns (Mahoney, 2000)	August 2010	June 2013
6C	Increase participation in the University of Interscholastic League by creating a partnership with feeder schools	"Higher-SES students may be more likely to find intrinsic enjoyment in activities that require concentration and skill according to some researchers."	Cultural Capital Transmission Mechanisms In Public Schools (Lemich, 2007)	August 2010	June 2013
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<b>Section D: Improvement Activities and Timeline (cont.)</b>					
<b>Critical Success Factor 7: Increase Teacher Quality</b>					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
7A	Use a locally developed appraisal instruments to gauge teacher performance	Include teachers' opinion in their own appraisal	Improving instruction through effective teacher evaluation: Options for States and Districts (Mathers, Oliva, & Laine, 2008)	August 2010	June 2013
7A	Provide teacher evaluations from walkthroughs on a timely basis	To certify that all professional development is being implemented effectively	Implementing Teacher Evaluation Systems: How Principals Make Sense of Complex Artifacts to Shape Local Instructional Practice (Halverson, Kelly, Kimball, 2004)	August 2010	June 2013
7B	Book study and article reviews through grade level meetings	Create a learning community and foster creativity in instructional strategies	Professional learning communities at work: Best practices for enhancing student achievement (DuFour, & Eaker, 1998)	August 2010	June 2013
7B	Create a professional learning community	To reduce teacher isolation, create shared responsibility for the total development of students, define good teaching and classroom practice, and enhances understanding of course content and teacher roles	Deeply Embedded, Fully Committed: Leaders Transform Washington District into a Professional Learning Community (Eaker & Keating, 2009)	August 2010	June 2013
7B	Evans Newton Incorporated will conduct ongoing job embedded professional development	Provide teachers with relevant, meaningful professional development	From Economic Stimulus to Education Stimulus (ENI, 2009)	August 2010	June 2013
7B	Teachers will be trained on how to conduct their own action research projects	Increase teachers understanding of research based practices and adjusting instruction to student needs	Action Research in Education (Stringer, 2003)	August 2010	June 2013
7C	Provide incentives to teachers based on a fair, locally developed rubric	Increase retention rates	Teacher attrition, shortage, and strategies for teacher retention (McCreight, 2000)	August 2010	June 2013
7C	Implement a campus-based buddy/mentor program to help new or struggling teachers	Increase retention rates	Teacher attrition, shortage, and strategies for teacher retention (McCreight, 2000)	August 2010	June 2013
7C	Implement an organizational health improvement system	Improve working conditions and provide a comfortable working environment	Staff- and School-Level Predictors of School Organizational Health: A Multilevel Analysis (Bevans, et al., 2007)	August 2010	June 2013
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**Texas Title I Priority Schools Grant**  
**Schedule #4B—Program Description**

**Part 3: Intervention Model**

**Section D: Other Improvement Activities and Timeline (cont.)**

<b>CSF Milestone</b>	<b>Additional Improvement Activity</b>	<b>Rationale</b>	<b>Supporting Research</b>	<b>Timeline Begin Date</b>	<b>Timeline End Date</b>
3C	Provide each content area classroom with a classroom set of laptops	Research has shown a positive correlation between technology in the classroom and student achievement.	Evaluation of a Laptop Program: Successes and Recommendations (Lowther, Ross, & Morrison, 2001)	August 2010	June 2013
3C	Provide each classroom with a Classroom Performance System™ from eInstruction™	Real time responses technology has shown an increase in student engagement.	Real-time analysis of student comprehension: An assessment of electronic student response technology in an introductory Earth Science course (Greer & Heaney, 2004)	August 2010	June 2013
3C	Provide each administrator with Tablet PCs	To provide immediate feedback to teachers after walkthroughs	Implementing Teacher Evaluation Systems: How Principals Make Sense of Complex Artifacts to Shape Local Instructional Practice (Halverson, Kelly, Kimball, 2004)	August 2010	June 2013
5C	Provide transportation to parents to attend parent meetings	Increase parental involvement	Parental Involvement and Students' Academic Achievement: A Meta-Analysis (Fan & Chen, 2001)	August 2010	June 2013

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<p><b>Texas Title I Priority Schools Grant</b>  <b>Schedule #4B—Program Description</b></p>		
<p><b>Part 4: Waiver Requests</b></p>		
<p><b>Applicants must check the waivers in which the LEA/campus intends to implement.</b></p>		
<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="background-color: black; width: 100%; height: 50px; margin-top: 10px;"></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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<b>Section A: Ongoing Monitoring/Continuous Improvement - Describe the LEA/campus' process for providing on-going monitoring of grant activities to ensure continuous improvement</b>				
<p>Dr. Saenz will create a Grant Project Department that will consist of a Grant Project Director and a Grant Project secretary that will be dedicated to monitor, evaluate and execute. Their duties will be strictly tied to the successful implementation of the grant. The Grant Project Department will be working in conjunction with administrative staff, department heads and teacher leaders. All will be responsible to gather pertinent data to evaluate and complete a 90-day action plan for the campus. Past data will be looked at and disaggregated to make the necessary changes to increase student performance and a diagnostic process will be implemented through which an external agency (SIRC) will be at hand to monitor and evaluate both practice (operational) and performance indicators. To gather such data evaluation rubrics and surveys will be conducted periodically (3 weeks) to ensure that grant is being implemented and relevant data is gathered to modify and adapt our action plan to fit the needs of our students and staff. The standards (indicators) to which these rubrics and surveys will be aligned to are:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 20px;"> <tr> <td style="width: 50%; vertical-align: top; padding: 5px;"> <ul style="list-style-type: none"> <li>• Leadership and Decision Making               <ul style="list-style-type: none"> <li>○ Allocation of resources to address learning goals</li> <li>○ Decision making structures and processes</li> <li>○ Information and data systems</li> </ul> </li> <li>• Curriculum and Instruction               <ul style="list-style-type: none"> <li>○ Alignment of curriculum, instruction, and assessments with standards</li> <li>○ Curriculum-description, scope, focus and organization</li> <li>○ Formative and periodic assessment of student learning</li> <li>○ Instructional delivery</li> <li>○ Instructional planning by teachers</li> <li>○ Instructional time and scheduling</li> </ul> </li> </ul> </td> <td style="width: 50%; vertical-align: top; padding: 5px;"> <ul style="list-style-type: none"> <li>• Human Capital (personnel)               <ul style="list-style-type: none"> <li>○ Performance incentives for personnel</li> <li>○ Personnel policies and procedures.</li> <li>○ Professional development processes and procedures</li> </ul> </li> <li>• Student Support               <ul style="list-style-type: none"> <li>○ Programs and services for ELL's</li> <li>○ Extended learning time (supplemental educational services, after school programs)</li> <li>○ Parental involvement, communication and options</li> <li>○ Special education programs and procedures</li> <li>○ Student support services (tutoring, Counseling)</li> </ul> </li> </ul> </td> </tr> </table>			<ul style="list-style-type: none"> <li>• Leadership and Decision Making               <ul style="list-style-type: none"> <li>○ Allocation of resources to address learning goals</li> <li>○ Decision making structures and processes</li> <li>○ Information and data systems</li> </ul> </li> <li>• Curriculum and Instruction               <ul style="list-style-type: none"> <li>○ Alignment of curriculum, instruction, and assessments with standards</li> <li>○ Curriculum-description, scope, focus and organization</li> <li>○ Formative and periodic assessment of student learning</li> <li>○ Instructional delivery</li> <li>○ Instructional planning by teachers</li> <li>○ Instructional time and scheduling</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Human Capital (personnel)               <ul style="list-style-type: none"> <li>○ Performance incentives for personnel</li> <li>○ Personnel policies and procedures.</li> <li>○ Professional development processes and procedures</li> </ul> </li> <li>• Student Support               <ul style="list-style-type: none"> <li>○ Programs and services for ELL's</li> <li>○ Extended learning time (supplemental educational services, after school programs)</li> <li>○ Parental involvement, communication and options</li> <li>○ Special education programs and procedures</li> <li>○ Student support services (tutoring, Counseling)</li> </ul> </li> </ul>
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<p>Consequently there will be meetings to ensure the fidelity of grant project implementation. The director will also be attending all pertinent meetings set forth by TEA and LEA to comply with deadlines and reports to be given to TEA. The grant project director will also work closely with our district grant shepherd. The LEA will establish a grant project district office to ensure that there is unison and support from the district to the local campus implementing the intervention model</p>				

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<b>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</b>		
<p>Evaluation is critical to the success of this transformation and a project effectiveness measuring tool. Evaluation yields interpretive data that provides guidance and results to all the instructional reforms implemented at Dr. Saenz. Data is a determining factor to modify, eliminate and/or expand all practices put together in this transformation. All grant stakeholders will provide regular input into the evaluation process through a combination of qualitative and quantitative data. Once all data is collected by stakeholders, reports will be created to share in staff meetings, grade level meetings, and community meetings. All data will be collected through various sources to include :</p> <ul style="list-style-type: none"> <li>• Attendance Sign-in Sheets</li> <li>• Progress Reports and Report Cards</li> <li>• Intervention Forms</li> <li>• Classroom Observations</li> <li>• District Benchmarks</li> <li>• Instructional Tools Reports (Pearson Digital Lab, Scholastic Red, Etc.)</li> <li>• Surveys</li> <li>• Attendance Reports for Staff &amp; Students</li> <li>• Other pertinent sources</li> </ul> <p>Data will then be analyzed and disaggregated and results will be used to make data-driven decision that will modify, eliminate or expand current instructional tools and practices that don't align with the campus' goals and objectives and to create our 90-day action plans.</p> <ol style="list-style-type: none"> <li>I. <i>Increased Instructional Time:</i> We will implement block-schedule. The additional time spent in the classroom allows teachers to use immediate formative assessment data to design instruction that enhances students' learning.</li> <li>II. <i>Increased Teacher Content Knowledge:</i> Participating teachers will attend relevant content training delivered by a qualified professional that affords them the opportunity to construct or reconstruct their content knowledge.</li> <li>III. <i>Common, Aligned Assessments:</i> Teachers will be provided both formative and summative assessments to administer to their students. Teachers will receive professional development on how to use the results of these assessments to analyze students' content and procedural knowledge and design instructional strategies to meet the unique needs of their students.</li> <li>IV. <i>Common Planning Times:</i> Teachers will be provided with a common, duty-free, planning time every day. The time will be used to plan and design lessons for the week, discuss teaching strategies, and analyze student work. The result is a professional learning community that is focused on the effective instruction while also strengthening the leadership abilities of the teachers involved.</li> <li>V. <i>Ongoing Professional Development:</i> All teachers will be trained on use of the online resources, integration of the technology, and strategies to teach bilingual students, students from different racial and economic backgrounds, and students with special needs. This staff development forms the knowledge base for the teachers that will work with students during the extended learning period.</li> <li>VI. <i>Integration of Technology:</i> Teachers will use technology daily to enhance lessons, provide students with immediate feedback about their learning, and reinforce academic content through a wide variety of pedagogical mechanisms.</li> <li>VII. <i>Increased Administrator and Parental Support:</i> Administrators set expectations for teachers and students during the initial phase of the implementation and continue to monitor progress throughout the year using classroom walk-through tools. Professional development activities will provide strategies for teachers, parents, and administrators in the learning process of the child.</li> </ol> <p>The collection of data will be conducted periodically (weekly, bi-weekly, etc.) to ensure ongoing monitoring and project effectiveness.</p>		



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<b>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</b>		
<p>(1)</p> <p>In identifying the needs of our school, Dr. Saenz followed NCLB Comprehensive Needs Assessment process. This 5 step process will constitute a major role in creating our campus improvement plan and aligning it to our goals. The first step of the process indicates to: Review purpose and outcomes for conducting the CNA. This step is the most critical part of the process because in essence this is your foundation for the whole process and where you will set your goals. Our goals will be transcribed into our campus improvement plan. At a faculty meeting, staff was briefed on task at hand and procedures were put in place together with timelines to follow. Once goals and procedures were established the second step of the process was implemented. Committees (learning communities) were established to gather and analyze data based on the following categories, (1) Demographics, (2) School Culture and Climate, (3) Staff Quality, Recruitment and Retention, (4) Curriculum, Instruction and Assessment, (5) Family and Community Involvement, (6) School Context and Organization, and (7) Technology. Staff was encouraged to actively participate in the process to ensure everyone's perspective was heard. CADRES were set with a team leader and 7-8 members including teachers, students, parents and community leaders to accomplish the task. Once CADRES were established, the third step was initiated: gather pertinent data and disaggregate the data. Teams were given ample time to meet and gather data through classroom observations, surveys and other potential data sources. Once data was collected, the CADRE teams disaggregated and analyzed it to create a report. All measures were taken to make sure certain types of data were kept confidential and FERPA was not violated. Presentations were set during staff meetings in which all CADRES shared their findings and clarified to the whole staff. Once this was done, the fourth step was initiated in which whole staff engaged in groups to determine areas of priority and summarize needs. Objectives and goals were past and present were analyzed to ensure that Dr. Saenz was fully and adequately providing an educational opportunity for all students. The final step was to connect the CNA to our campus improvement plan and make sure that it aligns with our LEA guidelines. With valuable data at hand Dr. Saenz will create a campus improvement plan that promotes a culturally responsive pedagogy that facilitates improved student performance.</p> <p>(2)</p> <ol style="list-style-type: none"> <li>I. <i>Increased Instructional Time:</i> We will implement block-schedule. The additional time spent in the classroom allows teachers to use immediate formative assessment data to design instruction that enhances students' learning.</li> <li>II. <i>Increased Teacher Content Knowledge:</i> Participating teachers will attend any relevant content training delivered by a qualified professional that affords them the opportunity to construct or reconstruct their content knowledge.</li> <li>III. <i>Common, Aligned Assessments:</i> Teachers will be provided both formative and summative assessments to administer to their students. Teachers will receive professional development on how to use the results of these assessments to analyze students' content and procedural knowledge and design instructional strategies to meet the unique needs of their students.</li> <li>IV. <i>Common Planning Times:</i> Teachers will be provided with a common, duty-free, planning time every day. The time will be used to plan and design lessons for the week, discuss teaching strategies, and analyze student work. The result is a professional learning community that is focused on the effective instruction while also strengthening the leadership abilities of the teachers involved.</li> <li>V. <i>Ongoing Professional Development:</i> All teachers will be trained on use of the online resources, integration of the technology, and strategies to teach bilingual students, students from different racial and economic backgrounds, and students with special needs. This staff development forms the knowledge base for the teachers that will work with students during the extended learning period.</li> <li>VI. <i>Integration of Technology:</i> Teachers will use technology daily to enhance district lessons, provide students with immediate feedback about their learning, and reinforce mathematics content through a wide variety of pedagogical mechanisms.</li> <li>VII. <i>Increased Administrator and Parental Support:</i> Administrators set expectations for teachers and students during the initial phase of the implementation and continue to monitor progress throughout the year using classroom walk-through tools provided with the program. The program will also provide strategies for teachers and administrators to involve parents in the learning process of their child.</li> </ol> <p>(3)</p> <p>Data will then be analyzed and disaggregated and results will be used to make data-driven decision that will modify, eliminate or expand current instructional tools and practices that don't align with the campus' goals and objectives and to create our 90-day action plans. The collection of data will be conducted periodically (weekly, bi-weekly, etc.) to ensure ongoing monitoring and project effectiveness..</p>		

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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 <b>two pages</b> , front side only, with a font size no smaller than 9 point (Arial or Verdana).																																															
<p>When you embark in such an enormous task to transform your campus every bit of help would ultimately be the difference in it being a success or failure. The Transformation Project requires efficiency and teamwork at all levels for it to run smoothly. Unison among TEA, the LEA and campus need to go hand in hand and work as one for this Transformation to yield the results it is supposed to. Every year Dr. Saenz sets educational goals with the aid of all relevant stakeholders to promote student success:</p> <p style="text-align: center;">Objectives &amp; Goals</p> <hr/> <p>Goal I: La Joya Independent School District will implement a rigorous curriculum and instruction program that supports sustained growth in student achievement.</p> <p>FOCUS: Process alignment for student results <span style="float: right;">OWNER: Dr. Javier Saenz Middle School</span></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Goals</th> <th style="width: 15%;">Measure</th> <th style="width: 15%;">Targets</th> <th colspan="2" style="width: 55%;">Milestones</th> </tr> <tr> <th></th> <th></th> <th></th> <th style="width: 27.5%;">1 year (2009-2010)</th> <th style="width: 27.5%;">3-5 year (2012-2013)</th> </tr> </thead> <tbody> <tr> <td rowspan="4">1.1 Improve, sustain, and support academic student performance at or beyond grade level.</td> <td>·TAKS+- Passing</td> <td>·≥ 85% of students meeting passing standards</td> <td>·≥90%</td> <td>·≥90%</td> </tr> <tr> <td>·TAKS-M-Passing Standard</td> <td></td> <td>·≥40%</td> <td>·≥50%</td> </tr> <tr> <td>·TAKS-Alt- Passing Standard</td> <td>·≥ 30% of students scoring commended performance district-wide in each test subject</td> <td>·≥ 75% of students passing all tests taken</td> <td>·≥ 85% of students passing all tests taken</td> </tr> <tr> <td></td> <td>·≥ 80% of students passing all tests taken ·≤ 5% or less difference between student groups</td> <td>·≤ 5% or less difference between student groups</td> <td>·≤ 3% or less difference between student groups</td> </tr> <tr> <td></td> <td>Reading Renaissance</td> <td></td> <td></td> <td></td> </tr> <tr> <td rowspan="3"></td> <td>·TELPAS- Growth Measure</td> <td>·Meet standards for annual measurable achievement objectives (AMAO)  ·75% of student groups meeting AMAO passing standards on each test</td> <td>Gr. 6-8 – 42%  ·70% of student groups meeting AMAO passing standards on each test</td> <td>·Meet standards for annual measurable achievement objectives (AMAO)  ·75% of student groups meeting AMAO passing standards on each test</td> </tr> <tr> <td>·Benchmarks (Q2 and Q4)- Passing Standard</td> <td>·≥85% by subject/grade level- District average</td> <td>·≥70% by subject/grade level- District average</td> <td>·≥85% by subject/grade level- District average</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>			Goals	Measure	Targets	Milestones					1 year (2009-2010)	3-5 year (2012-2013)	1.1 Improve, sustain, and support academic student performance at or beyond grade level.	·TAKS+- Passing	·≥ 85% of students meeting passing standards	·≥90%	·≥90%	·TAKS-M-Passing Standard		·≥40%	·≥50%	·TAKS-Alt- Passing Standard	·≥ 30% of students scoring commended performance district-wide in each test subject	·≥ 75% of students passing all tests taken	·≥ 85% of students passing all tests taken		·≥ 80% of students passing all tests taken ·≤ 5% or less difference between student groups	·≤ 5% or less difference between student groups	·≤ 3% or less difference between student groups		Reading Renaissance					·TELPAS- Growth Measure	·Meet standards for annual measurable achievement objectives (AMAO)  ·75% of student groups meeting AMAO passing standards on each test	Gr. 6-8 – 42%  ·70% of student groups meeting AMAO passing standards on each test	·Meet standards for annual measurable achievement objectives (AMAO)  ·75% of student groups meeting AMAO passing standards on each test	·Benchmarks (Q2 and Q4)- Passing Standard	·≥85% by subject/grade level- District average	·≥70% by subject/grade level- District average	·≥85% by subject/grade level- District average				
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**Texas Title I Priority Schools Grant**

**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).

Objectives & Goals Continued:

Goals	Measure	Targets	Milestones	
			1 year (2009-2010)	3-5 year (2012-2013)
Focus on College Readiness	# of 8 <sup>th</sup> Grade students enrolled in Alg. 1	Increase by 15% of previous yr	Increase by 10%	Increase by 10%
	UIL Academic Participation	At least 20% of Ss enrolled	10% of Ss enrollment	15% of Ss enrolled
	Number of AP exams with grades of 3, 4, or 5 (earned college credit)	95% of students taking AP Exam	95% of students taking AP Exam	97% of students taking AP Exam
	Explore (8 <sup>th</sup> ) # of Ss Taking exam	70% of the Ss will score <ul style="list-style-type: none"> <li>• English 13</li> <li>• Math 17</li> <li>• Reading 15</li> <li>• Science 20</li> </ul>	60% of the Ss will score <ul style="list-style-type: none"> <li>• English 13</li> <li>• Math 17</li> <li>• Reading 15</li> <li>• Science 20</li> </ul>	70% of the Ss will score <ul style="list-style-type: none"> <li>• English 13</li> <li>• Math 17</li> <li>• Reading 15</li> <li>• Science 20</li> </ul>

To develop performance objectives and goals, Dr. Saenz holds meetings with all relevant stakeholders and disaggregates data. Once data is disaggregated and analyzed by all relevant stakeholders a template document is created to establish Dr. Saenz's Performance Goals & Objectives. This document is available for review through our Campus Improvement Plan posted in our school website and printed upon request for all relevant stakeholders. All stakeholders who actively participated in this process are as follows:

- Students
- Parents
- Community Members
- Teachers
- LEA and Campus-based Administrators
- LEA and Campus-based Support Staff
- Technical Assistance Partners (from Regional Service Center ESC 1)
- Educational Consultants (based on individual needs, ex. ENI)

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<b>Texas Title I Priority Schools Grant</b>						
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<b>Part 3: Annual Performance Goals</b>						
<b>Improve Academic Performance</b> – 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.						
1	Improve Student Achievement in Reading/ELA	TAKS	65%	70%	75%	80%
2	Improve Student Achievement in Mathematics	TAKS	64.3%	68%	72%	76%
3	Team Planning	Sign-In Sheets/Roster	DNA	100%	100%	100%
4	Continuously Monitor Progress	Teacher Produced Document	DNA	100%	100%	100%
5	Data Disaggregation	Teacher Produced Document	DNA	100%	100%	100%
<b>Increase the Use of Quality Data to Drive Instruction</b> – Enter the annual goals for increasing the use of quality data to drive instruction, to which the LEA is holding the campus accountable.						
1	Trainings on data disaggregation	Sign-In Sheets/Roster	DNA	100%	100%	100%
2	Implement AIMSweb	CBM Reports	DNA	N/A	N/A	N/A
3	Data dissemination	Sign-In Sheets/Roster	DNA	100%	100%	100%
4	Open Communication with feeder schools	Sign-In Sheets/Roster	DNA	Monthly	Monthly	Monthly
5						

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<b>Increase Leadership Effectiveness</b> — Enter the annual goals for increasing the effectiveness of campus leadership, to which the LEA is holding the campus accountable.						
1	Professional Development (Percent of staff trained)	Sign-In Sheets/Roster	DNA	100%	100%	100%
2	Book study/Article Reviews	Sign-In Sheets/Roster	DNA	100%	100%	100%
3	Leaders by subject area or department	Staff Rosters	DNA	100%	100%	100%
4	Provide timely feedback from administrative walk throughs	Teacher Evaluation Forms	DNA	Within 24 hrs	Within 24 hrs	Within 24 hrs
5						
<b>Increase Learning Time</b> – Enter the annual goals for increasing learning time on the campus, to which the LEA is holding the campus accountable.						
1	Change to block scheduling	School Schedule	DNA	100%	100%	100%
2	Extended Learning Time After School (Percentage of students identified)	Sign-In Sheets/Roster	DNA	80%	85%	90%
3	Standardize structure of lesson plans	Lesson Plans	DNA	100%	100%	100%
4	Common planning time	Sign-In Sheets/Roster	Weekly	Twice Weekly	Twice Weekly	Twice Weekly
5						

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<b>Increase Parent/Stakeholder Involvement</b> – Enter the annual goals for increasing parent and community involvement, to which the LEA is holding the campus accountable.						
<b>1</b>	Parent Participation in school committees	Sign-In Sheets/Roster	4	10	15	25
<b>2</b>	Provide Parents with technology, E.S.L., self-efficacy classes, etc.	Sign-In Sheets/Roster	27	40	50	75
<b>3</b>	Frequent phone calls and/or home visits	Phone logs / Home visit logs	DNA	DNA	DNA	DNA
<b>4</b>	Title I Part A-1118 Parent Meetings	Sign-In Sheets/Roster	15 (per meeting)	20	30	50
<b>5</b>	Train teachers on effective communication with parents	Sign-In Sheets/Roster	DNA	100%	100%	100%
<b>Improve School Climate</b> – Enter the annual goals for improving the school climate, to which the LEA is holding the campus accountable.						
<b>1</b>	Increase attendance student attendance rates	SkyPAC	92.36%	95%	96%	97%
<b>2</b>	Reduce discipline referrals and time spent out of class	SkyPAC (Total Percent of Student days in ISS)	0.47%	0.4%	0.35%	0.25%
<b>3</b>	Increase participation in extracurricular activities	Student Rosters	13.1%	16%	20%	25%
<b>4</b>	Increase participation in academic extracurricular activities (UIL)	Student Rosters	5%	8%	15%	20%
<b>5</b>	Implement AIMSweb with tools for behavior and/or social skills problems analyzer	AIMSweb Reports	DNA	DNA	DNA	DNA

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<b>Part 3: Annual Performance Goals</b>						
<b>Increase Teacher Quality</b> – Enter the annual goals for increasing teacher quality by measures identified by the LEA, to which the LEA is holding the campus accountable.						
1	Embedded Professional Development through book studies and/or article review	Sign-In Sheets/Roster	DNA	Monthly	Twice Monthly	Weekly
2	Provide teachers with timely comments on evaluations	Teacher Evaluation Forms	DNA	Within 24 hrs	Within 24 hrs	Within 24 hrs
3	Implement campus-based buddy/mentor program for struggling teachers	Sign-In Sheets/Roster	DNA	Meet Weekly	Meet Weekly	Meet Weekly
4	Implement incentive program based on teacher performance	Campus based Rubric	DNA	DNA	DNA	DNA
5						
<b>Other – Enter any other annual goals for improvement to which the LEA is holding the campus accountable.</b>						
1	Laptop classroom sets in each classroom	Teacher Lesson Plans/Observations	4	14	24	34
2	Classroom Performance System® in each classroom	Teacher Lesson Plans/Observations	5	23	40	40
3	Provide transportation to parents	Sign-In Sheets/Roster	15 (Per Meeting)	20	30	50
4						
5						

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<b>Schedule # 4D—Equitable Access and Participation: Barriers and Strategies</b>				
<b>No Barriers</b>				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Barrier: Gender-Specific Bias</b>				
#	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"/>
<b>Barrier: Cultural, Linguistic, or Economic Diversity</b>				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from Education Service Center, Technical Assistance Center, Title I, Part A School Support Team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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

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

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

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by telephone/e-mail/FAX on _____ by _____ of TEA.				
<b>Texas Title I Priority Schools Grant</b>				
<b>Schedule # 4D—Equitable Access and Participation: Barriers and Strategies</b>				
<b>Barrier: Shortage of Qualified Personnel</b>				
<b>#</b>	<b>Strategies for Shortage of Qualified Personnel</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>
N01	Develop and implement a plan to recruit and retain qualified personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide professional development in a variety of formats for personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Collaborate with colleges/universities with teacher preparation programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Lack of Knowledge Regarding Program Benefits</b>				
<b>#</b>	<b>Strategies for Lack of Knowledge regarding Program Benefits</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>
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"/>
<b>Barrier: Lack of Transportation to Program Activities</b>				
<b>#</b>	<b>Strategies for Lack of Transportation to Program Activities</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>
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"/>
<b>Barrier: Other Barrier</b>				
<b>#</b>	<b>Strategies for Other Barrier</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>
Z99	Other Barrier:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other Strategy:			

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<b>Texas Title I Priority Schools Grant</b> <b>Schedule #5—Program Budget Summary</b>				
<b>Program Authority:</b> <b>P.L. 107-110, Section 1003(g), as amended by ARRA, P.L. 111-5</b> <b>CFDA # 84.388A &amp; 84.377A</b>		<b>Fund Code</b> ARRA (CFDA# 84.388A): <b>286</b> Regular (CFDA# 84.377A): <b>276</b>		
<b>Project Period: August 1, 2010 through June 30, 2013</b>				
<b>Class/Object Code and Description</b>	<b>Campus Grant Costs</b>	<b>LEA Admin Grant Costs</b>	<b>Pre-Award Cost</b>	<b>Total Grant Funds Budgeted</b>
Payroll Costs	5B 6100	\$ 1,365,286	\$ 44,216	\$ 1,409,502
Professional and Contracted Services	5C 6200	928,800		928,800
Supplies and Materials	5D 6300	838,200		838,200
Other Operating Costs	5E 6400	148,500		148,500
Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only)	5G 6600/15XX	600,000		600,000
	Total Direct Costs	3,880,786	44,216	3,925,002
	% Indirect Costs			
<b>Grand Total</b>				
Total Budgeted Costs:		\$	\$	\$
<b>Administrative Cost Calculation</b>				
Enter total amount from Schedule #5 Budget Summary, Last Column, Total Budgeted Costs				3,925,002
Multiply by ( % limit)				X 5%
Enter Maximum Allowable for Administration, including Indirect Costs				\$ 196,250

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by telephone/e-mail/FAX on _____ by _____ of TEA.		_____ Amendment No.
<b>Texas Title I Priority Schools Grant</b>		
<b>Schedule #5—Program Budget Summary</b>		
<b>Budget Request by Grant Year: Enter the amount of grant funds requested for each year of the three year grant period.</b>		
Year 1: SY 2010-2011 \$1,349,044 Year 2: SY 2011-2012 \$1,293,125 * Year 3: SY 2012-2013 \$1,282,833 *  * 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.		
<b>Provide any necessary explanation or clarification of budgeted costs</b>		
Empty space for explanation		

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<b>Texas Title I Priority Schools Grant</b> <b>Schedule #5B—Payroll Costs (6100)</b>					
<b>Budgeted Costs</b>					
<b>Employee Position Titles</b>	<b>Justification</b>	<b>#Full-Time Effort</b>	<b>#Part-Time Effort</b>	<b>Pre-Award</b>	<b>Amount Budgeted</b>
<b>Instruction</b>					
1	Teacher			\$	\$
2	Educational Aide				
3	Tutor	Collaborative learning	1		47,520
<b>Program Management and Administration</b>					
4	Project Director	Overall Grant Coordination	1		21,881
5	Project Coordinator	Campus Grant Coordination	1		171,390
6	Teacher Facilitator				
7	Teacher Supervisor				
8	Secretary/Administrative Assistant	Assist project coordinator	2		96,367
9	Data Entry Clerk				
10	Grant Accountant/Bookkeeper	Assist project director	1		7313
11	Evaluator/Evaluation Specialist				
<b>Auxiliary</b>					
12	Counselor				
13	Social Worker				
14	Child Care Provider				
15	Community Liaison/Parent Coordinator	Increase parent involvement	1		147,969
16	Bus Driver				
17	Cafeteria Staff				
18	Librarian				
19	School Nurse				
<b>Other Employee Positions</b>					
22	Title: _____				
23	Title: _____				
24	Title: _____				
25	Title: _____				
26	<b>Subtotal Employee Costs</b>			\$	\$ 492,440
<b>Substitute, Extra-Duty, Benefits</b>					
27	6112	Substitute Pay		\$	\$ 60,000
28	6119	Professional Staff Extra-Duty Pay			684,125
29	6121	Support Staff Extra-Duty Pay			18,990
30	6140	Employee Benefits			153,947
31	<b>Subtotal Substitute, Extra-Duty, Benefits Costs</b>			\$	\$ 917,062
32	<b>Grand Total Payroll Budget (line 26 + line 31)</b>			\$	\$1,409,502

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<b>Texas Title I Priority Schools Grant</b>					
<b>Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval</b>					
<b>Expense Item Description</b>				<b>Pre-Award</b>	<b>Total Amount Budgeted</b>
621 2	Audit Costs (other than audits required under OMB Circular A-133) <b>Specify purpose:</b> _____			\$	\$
626 9	Rental or Lease of Buildings, Space in Buildings, or Land <b>Specify purpose and provide calculation:</b> _____				
629 9	Contracted Publication and Printing Costs (specific approval required only for nonprofit charter schools) <b>Specify purpose:</b> _____				
629 9	Scholarships and Fellowships (not allowed for nonprofit charter schools) <b>Specify purpose:</b> _____				
<b>Subtotal</b>					
<b>6200 – Professional and Contracted Services Cost Requiring Specific Approval</b>					
<b>Professional and Consulting Services (6219/6239) Less than \$10,000</b>					
#	<b>Topic/Purpose/Service</b>		<b>Total Contracted Amount</b>	<b>Pre-Award</b>	<b>Total Amount Budgeted</b>
1.	Classroom Management/Improve Learning Environment/Teacher Coaching		\$ 27000	\$	\$ 27000
2.	ESL Strategies/Improve English Language Learner Experience/Professional Development		27000		27000
3.	Math Strategies/Improve math skills/Teacher Coaching		27000		27000
4.	Reading Strategies/Improve reading skills/Teacher Coaching		27000		27000
5.	Technology Strategies/Improve Technology Skill/Professional Development		24000		24000
6.	Writing Strategies/Improve writing skills/Professional Development		24000		24000
7.	Parental Involvement /Child development /Parent Education		24000		24000
8.	Parental Involvement/Student Achievement/Transportation		15600		15600
9.					
10.			195,600		195,600
<b>Subtotal</b>					
<b>Professional and Consulting Services Less than \$10,000</b>				\$	\$ 195,600
<b>Professional and Consulting Services (6219) Greater than or Equal to \$10,000</b>					
<b>1. Description of Professional or Consulting Service (Topic/Purpose/Service):</b> Reading Strategies/Improve reading skills/Professional Development					
<b>Contractor's Cost Breakdown of Service to be Provided</b>			<b># Positions</b>	<b>Total Contracted Amount</b>	<b>Pre-Award</b>
Contractor's Payroll Costs				\$ 45000	\$
Abydos Learning					\$ 45000
Subgrants, Subcontracts, Subcontracted Services					
Supplies and Materials					
Other Operating Costs					
Capital Outlay (Subgrants Only)					
Indirect Cost (____%)					
<b>Total Payment:</b>				\$ 45000	\$
					\$ 45000



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<b>Texas Title I Priority Schools Grant</b>				
<b>Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval (cont.)</b>				
<b>Professional and Consulting Services (6219) Greater than or Equal to \$10,000 (cont.)</b>				
<b>2. Description of Professional or Consulting Service (Topic/Purpose/Service):</b>				
Transformation/School Improvement/Technical Assistance				
<b>Contractor's Cost Breakdown of Service to be Provided</b>	<b># Positions</b>	<b>Total Contracted Amount</b>	<b>Pre-Award</b>	<b>Total Amount Budgeted</b>
Contractor's Payroll Costs		\$ 493,200	\$	\$493,200
██████████ SIRC				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
<b>Total Payment:</b>		\$ 493,200	\$	\$493,200
<b>3. Description of Professional or Consulting Service (Topic/Purpose/Service):</b>				
ESL Strategies/Improve English Language Learner Experience/Professional Development				
<b>Contractor's Cost Breakdown of Service to be Provided</b>	<b># Positions</b>	<b>Total Contracted Amount</b>	<b>Pre-Award</b>	<b>Total Amount Budgeted</b>
Contractor's Payroll Costs		\$ 195,000	\$	\$195,000
██████████ Pearson SIOP				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
<b>Total Payment:</b>		\$ 195,000	\$	\$195,000
<b>4. Description of Professional or Consulting Service (Topic/Purpose/Service):</b>				
<b>Contractor's Cost Breakdown of Service to be Provided</b>	<b># Positions</b>	<b>Total Contracted Amount</b>	<b>Pre-Award</b>	<b>Total Amount Budgeted</b>
Contractor's Payroll Costs		\$	\$	\$
██████████				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
<b>Total Payment:</b>		\$	\$	\$
<b>Subtotal: Professional and Consulting Services Greater Than or Equal to \$10,000:</b>		\$ 733,200	\$	\$733,200
Subtotal of Professional and Contracted Services Costs Requiring Specific Approval:		0		0
Subtotal of Professional and Consulting Services or Subgrants Less than \$10,000:		195,600		195,600
Subtotal of Professional and Consulting Services Greater than or Equal to \$10,000:		733,200		733,200
Remaining 6200- Professional and Contracted Services that do not require specific approval:		0		0
<b>Grand Total:</b>		928,800		928,800

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<b>Texas Title I Priority Schools Grant</b>						
<b>Schedule #5D - Itemized 6300 Supplies and Materials Costs Requiring Specific Approval</b>						
<b>Expense Item Description</b>				<b>Pre-Award</b>	<b>Total Budgeted</b>	
6399	Technology Hardware- Not Capitalized			\$	\$718,200	
	#	Type	Purpose			Quantity
	1	Laptop	Interactive learning tool			240
	2	Printer	Educational productivity tool			10
	3	Classroom Response System	Academic Progress Monitoring			18
	4					
5						
6399	Technology Software- Not Capitalized					
6399	Supplies and Materials Associated with Advisory Council or Committee					
<b>Total Supplies and Materials Requiring Specific Approval:</b>					718,200	
<b>Remaining 6300- Supplies and Materials that do not require specific approval:</b>					120,000	
<b>Grand Total</b>				\$	\$838,200	

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<b>Texas Title I Priority Schools Grant</b>			
<b>Schedule #5E - Itemized 6400 Other Operating Costs Requiring Specific Approval</b>			
	<b>Expense Item Description</b>	<b>Pre-Award</b>	<b>Total Budgeted</b>
6411	Out of State Travel for Employees (includes registration fees) Specify purpose: Model Schools Conference	\$	\$ 50,400
6412	Travel for Students (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools) Specify purpose: University/Educational Tours		60,000
6413	Stipends for Non-Employees (specific approval required only for nonprofit charter schools) Specify purpose: Student tutors for afterschool extended day		17,550
6419	Travel for Non-Employees (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools) Specify purpose: Parental Involvement Conference		20,550
6411/ 6419	Travel Costs for Executive Director (6411), Superintendents (6411), or Board Members (6419) (includes registration fees) Specify purpose:		
6429	Actual losses which could have been covered by permissible insurance		
6490	Indemnification Compensation for Loss or Damage		
6490	Advisory Council/Committee Travel or Other Expenses (explain purpose of Committee on Schedule #4B-Program Description: Project Management)		
6499	Membership Dues in Civic or Community Organizations (Not allowable for University applicants) Specify name and purpose of organization:		
	Publication and Printing Costs- if reimbursed (specific approval required only for nonprofit charter schools)		
	Specify purpose:		
<b>Total 64XX- Operating Costs Requiring specific approval:</b>			148,500
<b>Remaining 6400 – Other Operating Costs that do not require specific approval:</b>			
<b>Grand Total</b>		<b>\$</b>	<b>\$148,500</b>

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<b>Texas Title I Priority Schools Grant</b>					
<b>Schedule #5G - Itemized 6600/15XX Capital Outlay- Capitalized Assets Regardless of Unit Cost          (15XX is for use by Charter Schools sponsored by a nonprofit organization)</b>					
	<b>Description/ Purpose</b>	<b>Unit Cost</b>	<b>Quantity</b>	<b>Pre-Award</b>	<b>Total Budgeted</b>
<b>6699/15XX- Library Books and Media (capitalized and controlled by library)</b>					
1	600,000				600,000
<b>66XX/15XX- Technology Hardware - Capitalized</b>					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
<b>66XX/15XX- Technology Software- Capitalized</b>					
12					
13					
14					
15					
16					
17					
18					
<b>66XX/15XX- Equipment and Furniture</b>					
19					
20					
21					
22					
23					
24					
25					
26					
27					
28					
<b>Capital expenditures for improvements to land, buildings, or equipment which materially increase their value or useful life.</b>					
29					
<b>Total 6600/15XX- Capital Outlay Costs:</b>					<b>600,000</b>

<b>SCHEDULE #6A</b>  GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b>  <b>Standard Application System</b>  <b>School Years 2010-2013</b>	   <u>108912</u> County-District No.
<b>Texas Title I Priority Schools Grant</b>		

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.

<b>SCHEDULE #6A – cont.</b> GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b>  <b>Standard Application System</b>  <b>School Years 2010-2013</b>	  <u>108912</u> County-District No.
<b>Texas Title I Priority Schools Grant</b>		

- 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.

<b>SCHEDULE #6A – cont.</b>  GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b>  <b>Standard Application System</b>  <b>School Years 2010-2013</b>	<u>108912</u> County-District No.
<b>Texas Title I Priority Schools Grant</b>		

- L. Financial Management and Accounting:** Grantee assures it will maintain a financial management system that complies with federal standards established in 34 CFR 80.20 and 74.21 and that provides for accurate, current, and complete disclosure of the financial results of each grant project. The financial management system records will identify adequately the source and application of funds and will contain information pertaining to grant awards, authorizations, obligations, unobligated balances, assets, outlays (i.e., expenditures), income, and interest. Fiscal control and accounting procedures will permit the tracing of funds to a level of expenditure adequate to establish that funds have been used in accordance with the approved grant application. The applicant agrees to maintain effective control over and accountability for all funds, property, and other assets. Public school districts, open enrollment charter schools, and regional education service centers in Texas must comply with the accounting requirements in the Financial Accounting and Reporting (FAR) module of the *Financial Accountability System Resource Guide*, Texas Education Agency (34 CFR 74.21; 34 CFR 80.20; TEA *Financial Accountability System Resource Guide*).
- M. Expenditure Reports:** Contractor shall submit expenditure reports in the time and manner requested by Agency as specified in the instructions to the Standard Application System (SAS) which are incorporated by reference. Unless otherwise specified, interim reports are due to TEA within 15 days after the end of each reporting period. Unless otherwise specified, the final expenditure report is due within 30 days after the ending date of the grant. Revised expenditure reports, where the grantee is claiming additional expenditures beyond that originally requested, must be submitted within 60 days after the ending date of the grant, or as specified in the applicable Program Guidelines.
- N. Refunds Due to TEA:** If Agency determines that Agency is due a refund of money paid to Contractor pursuant to this contract, Contractor shall pay the money due to Agency within 30 days of Contractor's receipt of written notice that such money is due to Agency. If Contractor fails to make timely payment, Agency may obtain such money from Contractor by any means permitted by law, including but not limited to offset, counterclaim, cancellation, termination, suspension, total withholding, and/or disapproval of all or any subsequent applications for said funds.
- O. Records Retention:** Contractor shall maintain its records and accounts in a manner which shall assure a full accounting for all funds received and expended by Contractor in connection with the contract project. These records and accounts shall be retained by Contractor and made available for programmatic or financial audit by Agency and by others authorized by law or regulation to make such an audit for a period of not less than five years from the date of completion of the contract project or the date of the receipt by Agency of Contractor's final claim for payment or final expenditure report in connection with this contract, whichever is later. If an audit has been announced, the records shall be retained until such audit has been completed.
- Contractor understands that acceptance of funds under this contract acts as acceptance of the authority of the State Auditor's office, or any successor agency, to conduct an audit or investigation in connection with those funds. Contractor further agrees to cooperate fully with the State Auditor's Office or its successor in the conduct of the audit or investigation, including providing all records requested. Contractor will ensure that this clause concerning the authority to audit funds received indirectly by subcontractors through Contractor and the requirements to cooperate is included in any subcontract it awards.
- P. Time and Effort Recordkeeping:** For those personnel whose salaries are prorated between or among different funding sources, time and effort records will be maintained by Applicant that will confirm the services provided within each funding source. Applicant must adjust payroll records and expenditures based on this documentation. This requirement applies to all projects, regardless of funding source, unless otherwise specified. For federally funded projects, time and effort records must be in accordance with the requirements in the applicable OMB cost principles.
- Q. Forms, Assurances, and Reports:** Contractor shall timely make and file with the proper authorities all forms, assurances and reports required by federal laws and regulations. Agency shall be responsible for reporting to the proper authorities any failure by Contractor to comply with the foregoing laws and regulations coming to Agency's attention, and may deny payment or recover payments made by Agency to Contractor in the event of Contractor's failure so to comply.
- R. Intellectual Property Ownership:** Contractor agrees that all Works are, upon creation, works made for hire and the sole property of TEA. If the Works are, under applicable law, not considered works made for hire, Contractor hereby assigns to TEA all worldwide ownership of all rights, including the Intellectual Property Rights, in the Works, without the necessity of any further consideration, and TEA can obtain and hold in its own name all such rights to the Works. Contractor agrees to maintain written agreements with all officers, directors, employees, agents, representatives and subcontractors engaged by Contractor for the Contract Project, granting Contractor rights sufficient to support the performance and grant of rights to TEA by Contractor. Copies of such agreements shall be provided to TEA promptly upon request.

<b>SCHEDULE #6A – cont.</b> GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	<u>108912</u> County-District No.
<b>Texas Title I Priority Schools Grant</b>		

Contractor warrants that (i) it has the authority to grant the rights herein granted, (ii) it has not assigned or transferred any right, title, or interest to the Works or Intellectual Property Rights that would conflict with its obligations under the Contract, and Contractor will not enter into any such agreements, and (iii) the Works will be original and will not infringe any intellectual property rights of any other person or entity. These warranties will survive the termination of the Contract. If any preexisting rights are embodied in the Works, Contractor grants to TEA the irrevocable, perpetual, non-exclusive, worldwide, royalty-free right and license to (i) use, execute, reproduce, display, perform, distribute copies of, and prepare derivative works based upon such preexisting rights and any derivative works thereof and (ii) authorize others to do any or all of the foregoing. Contractor agrees to notify TEA on delivery of the Works if they include any such preexisting rights. On request, Contractor will provide TEA with documentation indicating a third party's written approval for Contractor to use any preexisting rights that may be embodied or reflected in the Works.

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

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

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

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

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

- T. Subcontracting:** Contractor shall not assign or subcontract any of its rights or responsibilities under this contract, except as may be otherwise provided for in this application, without prior formal written amendment to this contract properly executed by both Agency and Contractor.
- U. Use of Consultants:** Notwithstanding any other provision of this application, Applicant shall not use or pay any consultant in the conduct of this application if the services to be rendered by any such consultant can be provided by Applicant's employees.
- V. Capital Outlay:** If Contractor purchases capital outlay (furniture and/or equipment) to accomplish the objective(s) of the project, title will remain with Contractor for the period of the contract. Agency reserves the right to transfer capital outlay items for contract noncompliance during the contract period or as needed after the ending date of the contract. This provision applies to any and all furniture and/or equipment regardless of unit price and how the item is classified in Contractor's accounting record.



**SCHEDULE #6A – cont.**  
GENERAL PROVISIONS &  
ASSURANCES

**TEXAS EDUCATION AGENCY**  
**Standard Application System**  
**School Years 2010-2013**

108912  
County-District No.

**Texas Title I Priority Schools Grant**

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

<b>SCHEDULE #6A – cont.</b>  GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b>  <b>Standard Application System</b> <b>School Years 2010-2013</b>	108912 County-District No.
<b>Texas Title I Priority Schools Grant</b>		

5. the **Age Discrimination Act of 1975**, as amended (prohibition of discrimination on basis of age), and any regulations issued there under, 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)).

<b>SCHEDULE #6A – cont.</b> GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b>  <b>Standard Application System</b>  <b>School Years 2010-2013</b>	  <u>108912</u> County-District No.
<b>Texas Title I Priority Schools Grant</b>		

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.

<b>SCHEDULE #6A – cont.</b> GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	<u>108912</u> County-District No.
<b>Texas Title I Priority Schools Grant</b>		

**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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<b>SCHEDULE #6 B</b> Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	<b>TEXAS EDUCATION AGENCY</b>  <b>Standard Application System</b>  <b>School Years 2010-2013</b>	<div style="text-align: right;"> <b>108912</b>          County-District No.       </div>
<b>Texas Title I Priority Schools Grant</b>		

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.

<b>SCHEDULE #6B</b> Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b> Required for all federal grants regardless of the dollar amount	<u>108912</u> County-District No.
<b>Texas Title I Priority Schools Grant</b>		

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.**

<b>SCHEDULE #6C.</b> Lobbying Certification	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b> Required for all federally funded grants greater than \$100,000.	<u>108912</u> County-District No.
<b>Texas Title I Priority Schools Grant</b>		

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.

<b>SCHEDULE #6D -</b> Disclosure of Lobbying Activities	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	108912 County-District No.
	<b>Texas Title I Priority Schools Grant</b>	

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:			
<b>1. Type of Federal Action</b> <input type="checkbox"/> a. Contract <input type="checkbox"/> b. Grant	<b>2. Status of Federal Action:</b> <input type="checkbox"/> a. Bid/Offer/Application <input type="checkbox"/> b. Initial award <input type="checkbox"/> c. Post-award	<b>3. Report Type:</b> <input type="checkbox"/> a. Initial filing <input type="checkbox"/> b. Material change For Material Change Only: Year: _____ Quarter: _____ Date of last Report: _____	
<b>4. Name and Address of Reporting Entity:</b> <input type="checkbox"/> Subawardee Tier (if known): _____ Congressional District (if known): _____		<b>5. If Reporting Entity in No. 4 is Subawardee, Enter Name and Address of Prime:</b> Texas Education Agency 1701 N. Congress Avenue Austin, Texas 78701 Congressional District (if known): 21	
<b>6. Federal Department/Agency:</b>		<b>7. Federal Program Name/Description:</b> CFDA Number, if applicable: _____	
<b>8. Federal Action Number, if known:</b>		<b>9. Award Amount, if known:</b> \$ _____	
<b>10. a. Name and Address of Lobbying Registrant</b> (if individual, last name, first name, MI):		<b>10. b. Individuals Performing Services</b> (including address if different from No. 10a; last name, first name, MI):	

(Attach Continuation Sheet(s), if necessary)

**[ITEMS 11-15 REMOVED]**

<b>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.</b>	Signature:			
	Name:			
	Title:			
	Telephone#		Date:	

**Federal Use Only:**

Standard Form LLL



<b>SCHEDULE #6E</b> NCLB ACT PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	<div style="text-align: right;"> <b>108912</b>          County-District No.       </div>
<b>Texas Title I Priority Schools Grant</b>		

**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].

<b>SCHEDULE #6E – cont.</b> NCLB ACT PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b>  <b>Standard Application System</b>  <b>School Years 2010-2013</b>	  <u>108912</u> County-District No.
<b>Texas Title I Priority Schools Grant</b>		

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

<b>SCHEDULE #6E – cont.</b> NCLB ACT PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	108912 County-District No.
<b>Texas Title I Priority Schools Grant</b>		

- 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.

<b>SCHEDULE #6E – cont.</b> NCLB ACT PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	108912 County-District No.
<b>Texas Title I Priority Schools Grant</b>		

**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.

<b>SCHEDULE #6E – cont.</b> NCLB ACT PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	<u>108912</u> County-District No.
<b>Texas Title I Priority Schools Grant</b>		

**6. Professional Development** includes activities that:

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

**7. Scientifically Based Research:**

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

<b>SCHEDULE #6E – cont.</b> <b>NCLB ACT PROVISIONS &amp; ASSURANCES</b>	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	  <u>108912</u> County-District No.
<b>Texas Title I Priority Schools Grant</b>		

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

**8. Teacher Mentoring:** Activities that–

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

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

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

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

Revised 03/03

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

<b>SCHEDULE #6F</b> PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b>  <b>Standard Application System</b>  <b>School Year 2010-2013</b>	  <u>108912</u> County-District No.
<b>Texas Title I Priority Schools Grant</b>		

#### Federal Statutory Requirements

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

<b>SCHEDULE #6F</b> PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b>  <b>Standard Application System</b>  <b>School Year 2010-2013</b>	  <u>108912</u> County-District No.
<b>Texas Title I Priority Schools Grant</b>		

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

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



<b>SCHEDULE #6F</b> PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b>  <b>Standard Application System</b>  <b>School Year 2010-2013</b>	  <u>108912</u> County-District No.
<b>Texas Title I Priority Schools Grant</b>		

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

<b>SCHEDULE #6F</b> PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b>  <b>Standard Application System</b>  <b>School Year 2010-2013</b>	  <u>108912</u> County-District No.
<b>Texas Title I Priority Schools Grant</b>		

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

#### **Statutory Program Assurances**

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

#### **TEA Program Assurances**

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

<b>SCHEDULE #6F</b> PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b>  <b>Standard Application System</b>  <b>School Year 2010-2013</b>	  <u>108912</u> County-District No.
<b>Texas Title I Priority Schools Grant</b>		

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

<b>SCHEDULE #6F</b> PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Year 2010-2013</b>	  <u>108912</u> County-District No.
<b>Texas Title I Priority Schools Grant</b>		

- 12) An LEA **may** also implement comprehensive instructional reform strategies, such as--
- 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;
  - Implement a school wide "response-to-intervention" model;
  - 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;
  - Use and integrate technology-based supports and interventions as part of the instructional program; and
  - In secondary schools--
    - 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;
    - Improve student transition from middle to high school through summer transition programs or freshman academies;
    - 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
    - Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.
- 13) An LEA **may** also implement other strategies that extend learning time and create community-oriented schools, such as--
- 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;
  - 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;
  - 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
  - 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--
- Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or
  - 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.
- Number of minutes within the school year.
  - Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup.
  - Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes. (High Schools Only)
  - College enrollment rates. (High Schools Only)
  - Teacher Attendance Rate
  - Student Completion Rate
  - Student Drop-Out Rate
  - Locally developed competencies created to identify teacher strengths/weaknesses
  - Types of support offered to teachers
  - Types of on-going, job-embedded professional development for teachers
  - Types of on-going, job-embedded professional development for administrators
  - Strategies to increase parent/community involvement
  - Strategies which increase student learning time

<b>SCHEDULE #6F</b> PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b>  <b>Standard Application System</b>  <b>School Year 2010-2013</b>	<div style="text-align: right;"> 108912  County-District No. </div>
<b>Texas Title I Priority Schools Grant</b>		

**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.

<b>SCHEDULE #6F</b> PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b>  <b>Standard Application System</b>  <b>School Year 2010-2013</b>	  <u>108912</u> County-District No.
<b>Texas Title I Priority Schools Grant</b>		

**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.

<b>SCHEDULE #6F</b> PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b>  <b>Standard Application System</b>  <b>School Year 2010-2013</b>	  <u>108912</u> County-District No.
<b>Texas Title I Priority Schools Grant</b>		

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)

<b>SCHEDULE #6F</b> PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b>  <b>Standard Application System</b>  <b>School Year 2010-2013</b>	  <u>108912</u> County-District No.
<b>Texas Title I Priority Schools Grant</b>		

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](http://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).



<b>SCHEDULE #6F</b> PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b>  <b>Standard Application System</b>  <b>School Year 2010-2013</b>	   <u>108912</u> County-District No.
<b>Texas Title I Priority Schools Grant</b>		

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](http://www.recovery.gov) website established by the Recovery Accountability and Transparency Board (Section 1554).

<b>SCHEDULE #6F</b> PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b>  <b>Standard Application System</b>  <b>School Year 2010-2013</b>	  <u>108912</u> County-District No.
<b>Texas Title I Priority Schools Grant</b>		

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
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