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| For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____ by telephone/e-mail/FAX on _____ by _____ of TEA. | TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013 | Dayton ISD Organization Name | 146-902 County-District# |
| | | Dayton High School Campus Name | 002 Campus Number |
| | | 74-6000659 9-Digit Vendor ID# | IV 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 type="checkbox"/> | <input type="checkbox"/> |
| 5C | Professional and Contracted Services 6200 | <input type="checkbox"/> | <input type="checkbox"/> |
| 5D | Supplies and Materials 6300 | <input type="checkbox"/> | <input type="checkbox"/> |
| 5E | Other Operating Costs 6400 | <input 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 |
| William | E. | Chambers | Assistant Superintendent of Student Services |
| Phone | Fax | Email | Signature/Date Signed (blue ink preferred) |
| 936-258-2667 | 936-258-5616 | bchamber@daytonisd.net | |

Only the legally responsible party may sign this application.

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

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

DISCLOSURE OF LOBBYING ACTIVITIES

TEA DOCUMENT CONTROL NO.

2010 JUN -3 PM 1:36

701-10-112-239

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

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| Texas Title I Priority Schools Grant | | | | | |
| Schedule #1—General Information | | | | | |
| Part 3: Applicant Information | | | | | |
| Local Educational Agency (LEA) Information | | | | | |
| LEA Name | | | | | |
| Region IV | | | | | |
| Mailing Address Line - 1 | Mailing Address Line - 2 | City | State | Zip Code | |
| 7145 West Tidwell Road | | Houston | TX | 77092-2096 | |
| U.S. Congressional District Number | Primary DUNS Number | Central Contractor Registration (CCR) CAGE Code | NCES Identification Number | | |
| TX-002 | 081500597 | 5FCY8 | 481641001402 | | |
| Campus Name | | | County-District Campus Number | | |
| Dayton High School | | | 146-902-002 | | |
| Mailing Address Line - 1 | Mailing Address Line - 2 | City | State | Zip Code | |
| 3200 N. Cleveland Hwy. | | Dayton | TX | 77535 | |
| Applicant Contacts | | | | | |
| Primary Contact | | | | | |
| First Name | Initial | Last Name | Title | | |
| Travis | | Young | Principal | | |
| Telephone | Fax | Email | | | |
| 936-258-2510 | 936-257-4047 | tyoung@daytonisd.net | | | |
| Mailing Address Line - 1 | Mailing Address Line - 2 | City | State | Zip Code | |
| | P.O. Box 248 | Dayton | TX | 77535 | |
| Secondary Contact | | | | | |
| First Name | Initial | Last Name | Title | | |
| Mary | E | Conner | Director of Instruction | | |
| Telephone | Fax | E-mail | | | |
| 936-258-2667 | 936-258-5616 | mconner@daytonisd.net | | | |
| Mailing Address Line - 1 | Mailing Address Line - 2 | City | State | Zip Code | |
| 100 Cherry Creek Road | P.O. Box 248 | Dayton | TX | 77535 | |

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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. | | | | | | |
| <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Schedule #1—General Information <input type="checkbox"/> Schedule #3—Purpose of Amendment <input type="checkbox"/> Schedule #4—Program Requirements <input type="checkbox"/> Schedule #4A—Program Abstract <input type="checkbox"/> Schedule #4B—Program Description <input type="checkbox"/> Schedule #4C— Performance Assessment and Evaluation <input type="checkbox"/> Schedule #4D—Equitable Access and Participation </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Schedule #5—Program Budget Summary <input type="checkbox"/> Schedule #5B—Payroll Costs 6100 <input type="checkbox"/> Schedule #5C—Professional and Contracted Services 6200 <input type="checkbox"/> Schedule #5D—Supplies and Materials 6300 <input type="checkbox"/> Schedule #5E—Other Operating Costs 6400 <input type="checkbox"/> Schedule #5G—Capital Outlay 6600/15XX (Exclusive of 6619 and 6629) </td> </tr> </table> | | | <input type="checkbox"/> Schedule #1—General Information <input type="checkbox"/> Schedule #3—Purpose of Amendment <input type="checkbox"/> Schedule #4—Program Requirements <input type="checkbox"/> Schedule #4A—Program Abstract <input type="checkbox"/> Schedule #4B—Program Description <input type="checkbox"/> Schedule #4C— Performance Assessment and Evaluation <input type="checkbox"/> Schedule #4D—Equitable Access and Participation | <input type="checkbox"/> Schedule #5—Program Budget Summary <input type="checkbox"/> Schedule #5B—Payroll Costs 6100 <input type="checkbox"/> Schedule #5C—Professional and Contracted Services 6200 <input type="checkbox"/> Schedule #5D—Supplies and Materials 6300 <input type="checkbox"/> Schedule #5E—Other Operating Costs 6400 <input type="checkbox"/> Schedule #5G—Capital Outlay 6600/15XX (Exclusive of 6619 and 6629) | | |
| <input type="checkbox"/> Schedule #1—General Information <input type="checkbox"/> Schedule #3—Purpose of Amendment <input type="checkbox"/> Schedule #4—Program Requirements <input type="checkbox"/> Schedule #4A—Program Abstract <input type="checkbox"/> Schedule #4B—Program Description <input type="checkbox"/> Schedule #4C— Performance Assessment and Evaluation <input type="checkbox"/> Schedule #4D—Equitable Access and Participation | <input type="checkbox"/> Schedule #5—Program Budget Summary <input type="checkbox"/> Schedule #5B—Payroll Costs 6100 <input type="checkbox"/> Schedule #5C—Professional and Contracted Services 6200 <input type="checkbox"/> Schedule #5D—Supplies and Materials 6300 <input type="checkbox"/> Schedule #5E—Other Operating Costs 6400 <input type="checkbox"/> Schedule #5G—Capital Outlay 6600/15XX (Exclusive of 6619 and 6629) | | | | | |
| NOTE: The last day to submit an amendment to TEA is 90 days prior to the ending date of the grant. | | | | | | |
| Part 2: Revised Budget | | | | | | |
| Complete this part if there are any budgetary changes. | | | | | | |
| Line No. | Sch. No. | Class/ Object Code | Grant Project Costs Previously Approved Budget | B Amount Deleted | C Amount Added | D New Budget |
| 01 | 5B | 6100 | \$ | \$ | \$ | \$ |
| 02 | 5C | 6200 | \$ | \$ | \$ | \$ |
| 03 | 5D | 6300 | \$ | \$ | \$ | \$ |
| 04 | 5E | 6400 | \$ | \$ | \$ | \$ |
| 05 | 5G | 6600/15XX | \$ | \$ | \$ | \$ |
| 06 | Total Direct Costs | \$ | \$ | \$ | \$ | \$ |
| 07 | Indirect Cost (%) | | \$ | \$ | \$ | \$ |
| 08 | Total Costs | | \$ | \$ | \$ | \$ |
| | | | | | | |

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| Texas Title I Priority Schools Grant Schedule #3—Purpose of Amendment | | |
| Part 3: Reason for Amendment Request. For all grants, regardless of dollar amount, check the appropriate box to indicate reason for amendment request. | | |
| <input type="checkbox"/> | 1. Addition of a class/object code not previously budgeted on Schedule #5—Budget Summary | |
| <input type="checkbox"/> | 2. Increase or decrease the amount approved in any class/object code on Schedule #5—Budget Summary (i.e., 6100-6600) by more than 25% of the current amount approved in the class/object code | |
| <input type="checkbox"/> | 3. Addition of a new line item on any of the supporting budget schedules (i.e., Schedules #5B-5G) | |
| <input type="checkbox"/> | 4. Increase or decrease in the number of positions budgeted on Schedule #5B—Payroll Costs | |
| <input type="checkbox"/> | 5. Addition of a new item of computer hardware/equipment (not capitalized) approved on Schedule #5C—Supplies and Materials | |
| <input type="checkbox"/> | 6. Addition of a new item or increase in quantity of capital outlay item(s) ≥ \$5,000 approved on Schedule #5G—Capital Outlay for articles costing \$5,000 or more. | |
| <input type="checkbox"/> | 7. Addition of a new item of capital outlay items approved on Schedule #5G—Capital Outlay for articles costing less than \$5,000. | |
| <input type="checkbox"/> | 8. Reduction of funds allotted for training costs | |
| <input type="checkbox"/> | 9. Additional funds needed | |
| <input type="checkbox"/> | 10. Change in scope of objectives, regardless of whether there is an associated budget revision requiring prior approval | |
| <input type="checkbox"/> | 11. Other (Specify) | |
| Part 4: Amendment Justification | | |
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The last day to submit an amendment to TEA is 90 days prior to the ending date of the grant.

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

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

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| Part 2: Statutory Requirements | | | |
| # | Requirement Description – Federal Statutory Requirements | Primary Component Where Described | |
| 14 | Applicant provides assurance that it will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final federal requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the TEA) to hold accountable its Tier III schools that receive grant funds. | Program Assurances | |
| 15 | Applicant provides assurance that it will, if it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization (CMO), or education management organization (EMO) accountable for complying with the final federal requirements. | Program Assurances | |
| 16 | Applicant provides assurance that it will report to the TEA the school-level data required under section III of the final federal requirements. | Program Assurances | |
| 17 | If the LEA/campus selects to implement the turnaround model , the campus must implement the following federal requirements. <ul style="list-style-type: none"> 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. 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"> 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 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. | Program Assurances | |

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

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

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| Texas Title I Priority Schools Grant Schedule #4—Program Requirements | | | |
| Part 2: Statutory Requirements | | | |
| # | Requirement Description – Federal Statutory Requirements | Primary Component Where Described | |
| 23 | <p>An LEA may also implement comprehensive instructional reform strategies, such as--</p> <ul style="list-style-type: none"> (A) Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective; (B) Implement a school wide "response-to-intervention" model; (C) Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content; (D) Use and integrate technology-based supports and interventions as part of the instructional program; and (E) In secondary schools-- <ul style="list-style-type: none"> (1) Increase rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework; (2) Improve student transition from middle to high school through summer transition programs or freshman academies; (3) Increase graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or (4) Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate. | Program Assurances | |
| 24 | <p>An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as--</p> <ul style="list-style-type: none"> (A) Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs; (B) Extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff; (C) Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or (D) Expand the school program to offer full-day kindergarten or pre-kindergarten. | Program Assurances | |

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| Part 2: Statutory Requirements | | | |
| # | Requirement Description – Federal Statutory Requirements | Primary Component Where Described | |
| 25 | The LEA may also implement other strategies for providing operational flexibility and intensive support, such as-- (A) Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or (B) Implement a per-pupil school-based budget formula that is weighted based on student needs. | Program Assurances | |
| 26 | An LEA that has nine or more Tier I and Tier II schools is prohibited from implementing the transformation model in more than 50% of those schools. | Program Assurances | |
| By submitting the application and signing Schedule #1, the applicant is certifying that all requirements are met in these program narrative component descriptions and activities. | | | |
| Part 3: Statutory Assurances | | | |
| # | Statutory Assurance Description | | |
| 1 | Applicant provides assurance that financial assistance provided under the grant program will supplement, and not supplant, the amount of state and local funds allocated to the campus. | | |
| 2 | Applicant provides assurance that it will use its TTIPS Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final federal requirements. | | |
| 3 | Applicant provides assurance that it will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final federal requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the TEA) to hold accountable its Tier III schools that receive school improvement funds. | | |
| 4 | Applicant provides assurance that it will, if it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final federal requirements. | | |
| 5 | Applicant provides assurance that it will report to the TEA the school-level data required under section III of the final federal requirements. | | |
| 6 | Applicant provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors. | | |
| Part 4: TEA Program Assurances | | | |
| # | TEA Assurance Description | | |
| 1 | Before full implementation funds are made available, the grantee must demonstrate that all early implementation activities have been completed. Successful completion of the early implementation will be measured in the Quarterly Implementation Reports (QIR), the Model Selection and Description Report, and through participation in TEA technical assistance. 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. | | |

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

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

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| Part 4: TEA Program Assurances | | | |
| # | TEA Assurance Description | | |
| 13 | An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as-- A. Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs; B. Extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff; C. Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or D. Expand the school program to offer full-day kindergarten or pre-kindergarten. | | |
| 14 | The LEA may also implement other strategies for providing operational flexibility and intensive support, such as-- A. Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or B. Implement a per-pupil school-based budget formula that is weighted based on student needs. | | |
| 15 | The LEA/campus assures TEA that data to meet the following federal requirements will be available and reported as requested. a. Number of minutes within the school year. b. Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup. c. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes. (High Schools Only) d. College enrollment rates. (High Schools Only) e. Teacher Attendance Rate f. Student Completion Rate g. Student Drop-Out Rate h. Locally developed competencies created to identify teacher strengths/weaknesses i. Types of support offered to teachers j. Types of on-going, job-embedded professional development for teachers k. Types of on-going, job-embedded professional development for administrators l. Strategies to increase parent/community involvement m. Strategies which increase student learning time | | |
| By submitting the application and signing Schedule #1, the applicant is certifying it will comply with the above assurances. | | | |

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| Texas Title I Priority Schools Grant Schedule #4A—Program Abstract | | |
| Part 1: Grant Eligibility | | |
| <input type="checkbox"/> Tier I Eligible Campus <input type="checkbox"/> Tier II Eligible Campus <input checked="" type="checkbox"/> Tier III Eligible Campus | | |
| Identify which timeline the LEA/Campus the applicant will implement. | | |
| <input type="checkbox"/> Option 1: LEA/campus currently engaged in aggressive reform <input checked="" type="checkbox"/> Option 2: LEA/campus in need of foundational technical assistance | | |
| Part 2: Grant Program Summary. Provide a brief overview of the program you plan to implement on the campus. Be sure to address fundamental issues such as your local program goals and objectives that align with the RFA purpose and goals, rationale for program design, etc. Address the specific gaps, barriers, or weaknesses to be addressed by the intervention model to be selected. A response to this question must be completed in the original submission regardless of whether the LEA/campus has selected an intervention model at this time or not. Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana). | | |
| <p>Using the modified transformation model, Dayton High School plans to implement a Performance Excellence approach to improvement to include the Deming cycle of "plan/do/study/act". This approach will be used to address the continuing weakness of our high school in developing and implementing random acts of improvement without understanding root cause issues that truly could attack the problem. At the present, the following are goals developed by the Campus Improvement Committee with input from teachers:</p> <p>Goal 1: Dayton High School students will demonstrate academic skills in all areas especially TAKS, college readiness and SAT/ACT.</p> <p>Goal 2: Dayton High School students and staff will demonstrate behaviors that support academic success through high attendance rates, low discipline referral rates, involvement and participation in site-based management processes, and parental/community involvement, and teacher learning communities..</p> <p>Goal 3: Dayton High School students will have an increase in participation and success rates in Pre Advanced Placement and Advanced Placement.</p> <p>Goal 4: Promote and maintain a safe, secure and orderly environment at Dayton High School.</p> <p>Each of these goals is accompanied by a set of disparate objectives written to address the issue and ones that could be loosely coupled with the CSFs of the grant proposal. But the intent of this grant is to begin with a careful study of the Campus Improvement Plan and Process to include:</p> <ul style="list-style-type: none"> • Development of Quality Teams (training in and use of teams to develop appropriate action plans to ameliorate systemic issues; Quality Teams will address the major areas of Comprehensive Instructional Reform, Teacher Quality, School Climate, Leadership Effectiveness/Resource Management, and Parental Involvement.) • Data disaggregation (training in understanding and using data at its most optimum level in order to understand the situation) • Root Cause Analysis (training in and use of quality tools to understand deficits, gaps, and barriers to improvement identified in the data disaggregation) • Development of Action Plans to include performance measures and targets for improvement • Deployment of Action Plans (monitoring the implementation of Action Plans) • Evaluation (Studying the effects of the plans through the performance measures and adjusting for further improvements) <p>Dayton High School will develop a Quality Council comprised of parents, community members, and the leaders of the Quality Teams (thus developing and enhancing teacher leadership), and led by the principal. In addition to monitoring the work of the Quality Teams and ensuring a systemic approach to improvement, the Quality Council will oversee the deployment of action plans developed by the Quality Teams.</p> <p>In order to ensure the integrity of grant, the Quality Council will be trained in grant requirements which will inform and help direct the work of the Quality Teams, i.e., "the campus must increase learning time and create community-oriented schools."</p> | | |

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| Texas Title I Priority Schools Grant Schedule #4B—Program Description | | | | | | | | | | | | | | | |
| Part 1: Comprehensive Needs Assessment | | | | | | | | | | | | | | | |
| Section A: Campus Grade Levels | | | | | | | | | | | | | | | |
| Type of School | Number of Students Enrolled in Grade Levels on the Campus to be Served with Grant | | | | | | | | | | | | | | |
| | PK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
| Public School | | | | | | | | | | | 419 | 364 | 305 | 362 | 1450 |
| Open-Enrollment Charter School | | | | | | | | | | | | | | | 0 |
| Total Students: | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1450 |
| Total Instructional Staff | | | | | | | | | | | | | | 85 | |
| Total Support Staff | | | | | | | | | | | | | | 20 | |
| Section B: Data Sources Reviewed or to be Reviewed in the Comprehensive Needs Assessment Process | | | | | | | | | | | | | | | |
| 1 | Assessment data: TAKS; TAKS Alt.; TELPAS; AEIS; Benchmarks, disaggregated and longitudinal analysis | | | | | | | | | | | | | | |
| 2 | Student grades—including % failures; Progress-monitoring assessments | | | | | | | | | | | | | | |
| 3 | Student attendance rates; tardies; discipline referrals; opportunities for leadership; UIL participation | | | | | | | | | | | | | | |
| 4 | Completion rates; graduation rates; promotion/retention rates | | | | | | | | | | | | | | |
| 5 | Pre-AP; AP rates; ACT/SAT data | | | | | | | | | | | | | | |
| 6 | Faculty attendance rates; opportunities for leadership; professional development information; PDAS results | | | | | | | | | | | | | | |
| 7 | Parental involvement rates and logs; Parent training opportunities | | | | | | | | | | | | | | |
| 8 | Teacher turnover rates; highly qualified teacher status | | | | | | | | | | | | | | |
| 9 | Students, Parents and Community surveys and interviews | | | | | | | | | | | | | | |
| 10 | Special programs evaluations | | | | | | | | | | | | | | |

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| Texas Title I Priority Schools Grant Schedule #4B—Program Description | | |
| Part 1: Comprehensive Needs Assessment Cont. | | |
| Section C: Process Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana). | | |
| Describe, in detail, the process the LEA and campus followed/will follow to identify the needs of the campus. | | |
| <p>In order to conduct the 2009-2010 self-study at Dayton High School, the Campus Improvement Plan, the AEIS report and other relevant data were reviewed by the Campus Improvement Committee comprised of representatives from administration, counseling, curriculum and instruction, parents, community and teaching staff. This team's role is to conduct a Comprehensive Needs Assessment to examine the data to affirm compliance with the law and to make certain that the Campus Improvement Plan truly reflected the beliefs, goals and programs of the school. They examined all areas in relation to specified standards, compiling information that gives a clear picture of Dayton High School's mission, leadership, curriculum, instruction, assessment/evaluation, resources, support services and stakeholder communication. Additional involvement of the faculty and staff occurred at a faculty meeting in which input was solicited and a timeline given.</p> <p>Beginning with the grant, the Performance Excellence approach to needs assessment will be the responsibility of the Quality Teams. The High School will designate five of these teams and each staff member will serve on one. The first Quality Team will be dedicated to studying comprehensive instructional reform. This team will use data to identify and implement appropriate instructional, research-based programs using the Performance Excellence approach. This team will also study curriculum and instructional initiatives presently being carried out at the High School to assess their effectiveness. The second Quality Team will address teacher quality including the teacher evaluation systems, identifying and rewarding school staff in implementing the model, and overseeing the staff development needs identified by all Quality Teams. A third Quality Team will be responsible for studying school climate issues, a fourth Quality Team will study leadership effectiveness and resource management, while the fifth Quality Team will study parent/community involvement.</p> <p>Each of these teams will be trained in identifying Opportunities for Improvement (OFI) within their respective areas whether this job is studying the effectiveness of a campus initiative presently being deployed or recommendations for new initiatives; and all will be trained on how to find and collect data to effectively study this OFI. Teams will learn to develop a data collection plan that includes disaggregation of data and use the results to assess the current situation. From these data studies, teams will then look for root causes to attack the issue at hand. Data will inform the teams of the appropriate improvement processes to be changed or developed minimizing the reliance on random acts of improvement. Action plans from the Quality Teams will comprise the Campus Improvement Plan.</p> <p>The Quality Council will be responsible for monitoring the work of the Quality Teams. The QC will review the needs assessment process of each team and will ensure that teams are not duplicating work, but are working systemically for improvement. The Quality Council will also be the entity to ensure that grant requirements and assurances are addressed throughout the quality process, and will inform teams of the proposed milestones for each CSF in order that they may be studied for effectiveness.</p> | | |

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| Part 1: Comprehensive Needs Assessment Cont. | | | |
| Section D: Groups of Participants Contributing/to Contribute to Needs Assessment Process, ensuring Parents and Community Groups were involved in the process. | | | |
| 1 | Teachers | | |
| 2 | Counselors | | |
| 3 | Parents | | |
| 4 | Community Members | | |
| 5 | Principal | | |
| 6 | Assistant Principals | | |
| 7 | Central Office Staff | | |
| 8 | Campus Improvement Team | | |
| 9 | Students | | |
| 10 | Support Staff | | |

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| Part 2: Project Management | | |
| Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana). | | |
| Capacity -- Describe the LEA's capacity to use grant funds to provide adequate resources and related services/support to the campus to implement, fully and effectively, the required activities of the school intervention model. | | |
| <p>Grant activities will be managed according to grant requirements including appropriate deployment of all initiatives, required reporting, documentation and expenditure of funds. The Curriculum and Instruction department and the principal will ensure that grant activities are managed appropriately. Mrs. Tami Pierce, Assistant Superintendent of Business Services, is meticulous when it comes to fiduciary and financial grant activities. She is a Certified Public Accountant with 10 years of experience in school business and was a former independent auditor of school districts for 7 years prior to working for the school district. She has monitored and reported on numerous grants over her career. Dayton ISD consistently receives a Superior Achievement rating on the Schools FIRST indicator system as well as unqualified opinions on the independent audit report on the district's financial statements, all of which demonstrate financial competency. Mrs. Pierce is also certified by TASBO (Texas Association of School Business Officials) as a Certified Texas School Business Official. The district places a high priority on properly managing resources and maintaining a very strict internal control environment that will assure the best use of public funds. Mrs. Pierce oversees a business office staff that includes another CPA and a Certified Payroll Professional. All of these components ensure that the financial grant activities will be monitored closely and reported properly.</p> <p>To facilitate communication, coordination and reporting, the Quality Council will meet monthly, or more if deemed necessary, to discuss progress and problems. They will report grant updates to the campus staff and stakeholders during Quality Team meetings, faculty and department meetings. The project manager will report grant updates to the district administrators during monthly administrator meetings. Parents and community leaders serving on the Quality Council will report progress to the community through parent and community organizations that are involved in the education of our students. News articles will be released through various media to inform the public of grant activities. Teachers will write SMART goals to provide themselves instructional and personal goals that they will revisit periodically. The teams will be evaluated annually to determine the effectiveness of the program. The evaluations will consist of electronic or paper teacher surveys, student surveys and parent surveys sent out annually. Dayton High School will use established district protocols for reporting to the district administrators that will ensure fidelity and transparency throughout the life of the grant. The district is fully capable of and prepared to effectively and efficiently carry out the requirements of the transformation model.</p> | | |

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| Part 2: Project Management Cont. | | |
| Section A: LEA (District) Capacity Responses are limited to <i>one page each</i> , front side only, with a font size no smaller than 9 point (Arial or Verdana). | | |
| Partnership/Involvement of Others – Describe how the LEA/campus consulted with relevant stakeholders (students, staff, parents, community) regarding this application and proposed implementation of a school intervention model. | | |
| <p>Dayton High School uses a site-based approach to improvement involving all appropriate stakeholders. This approach builds capacity at various levels of the organization to provide input and leadership to the process. For example, through the hard work of the Campus Improvement Committee, and with input from the faculty and staff, Dayton High School established a vision, core beliefs, a strong mission statement and well-defined campus goals and objectives. The governance and leadership of Dayton High School is based on a team approach.</p> <p>The Campus Improvement Committee includes eight full-time teachers nominated and elected by teachers, five professional staff members such as counselors, librarians, and assistant principals which are nominated and elected by the professional staff, one non-instructional staff member who is nominated and elected by the non-instructional staff, a community/business representative and two parents appointed by the principal. The intent of the Committee is to have representation from a diverse group of people who provide input from differing points of view.</p> <p>Student representatives from organizations such as National Honor Society, Student Council, Teen Team City and Peer Mediators provide the principal with insight into the concerns of the student body. These organizations, along with other student organizations, contribute to the development of leadership, citizenship and academic growth. Participants from all sectors are involved in the improvement process to gain insight from varied and numerous perspectives in order to assure that all groups and populations have input to meet the diverse needs of our students.</p> <p>The new Quality Council will provide valuable information concerning ongoing improvements to the Campus Improvement Committee. Site-based committee meetings consisting of administrators, counselors, teachers and staff occur weekly to solve problems and address issues. Faculty meetings occur once a month to communicate information, address issues and seek input. The Campus Improvement Committee meets twice in the fall and twice in the spring to evaluate goals and assist the principal in planning, budgeting, curriculum direction, staffing patterns, staff development, and school organization. Additional meetings will be called, if necessary, to continue the ongoing support of the proposed transformation and to make modifications as applicable.</p> | | |

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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. | | |
| <p>Dayton ISD and Dayton High School will work in tandem to implement the transformation model using efficient and effective processes. First, Quality Teams will be created around the following five issues: Comprehensive Instructional Reform, Teacher Quality, School Climate, Leadership Effectiveness/Resource Management, and Parental Involvement. Each staff member of the High School will serve on one of these teams. A representative from each team will serve as a member of the Quality Council, and then from the Quality Council a representative will meet with the Curriculum and Instruction Department. This will ensure that practices or policies being recommended by teams will work in concert with district wide policies and procedures.</p> <p>Each team will be trained in and use a common process for developing Opportunities for Improvement (OFI), developing a data collection plan, collecting and analyzing data, performing root cause analysis, developing solutions and creating action plans to implement solutions. This process of the Quality Teams will be monitored by the Quality Council to ensure that process improvement is following appropriate procedures and that all stakeholders are informed of the improvements. After collecting and analyzing data, if it is determined that change efforts need to be redirected, this information will be passed on to appropriate participants in the process.</p> <p>Recommendations and decisions that could have a district focus, such as teacher appraisal recommendations, will be communicated to the Curriculum and Instruction Office through the Quality Team representative. Therefore, the sponsor will become the liaison between the campus and the central office. This strong connection between the campus initiative (the work of the Quality Teams and Quality Council) and the Central Office will be intentional with appropriate accountability structures in place. For example, regularly scheduled meetings between the sponsors of the team and the superintendent will be scheduled in order to keep the superintendent informed of grant proceedings. In addition, the Assistant Superintendent in charge of Student Services and the Chief Financial Officer will be kept apprised of the grant activities and be furnished copies of reports and activities of the Council that would affect the budgetary process and to assure the integrity of the grant and proposed plans for transformation of the high school.</p> <p>At the campus level, as action plans are created by Quality Teams, these plans will include persons responsible for implementation of activities within plans. It will be the responsibility of the Quality Council to ensure the plans are carried out with integrity and that the entire transformation/intervention is deployed appropriately.</p> | | |

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| Resource Management – Describe how the LEA/campus will align other resources (federal, state, local, and community) with the school improvement intervention. | | |
| <p>The district will establish a process for continuous review of district policy to reduce the burden on Dayton High School and the principal. The District will provide a waiver and exemption procedure whereby the high school can petition for relief from district policy, if such should be the case, which restricts the proposed transformation. The Curriculum and Instruction Office will negotiate for changes in collective bargaining agreements to provide the principal with greater control over the hiring, placement, and retention of staff. The Curriculum and Instruction office will establish a process for continuous review of district policy and provide support as needed to the school. The Curriculum and Instruction office will establish regular communication and timely access to data. The Quality Teams and the Quality Council will prepare written statements of purpose and maintain documentation of meetings, agendas, minutes and work products. The administration will provide time for meetings, monitor the process, and hold stakeholders accountable for progress. The additional funds will be used to bolster the programs in place to bring further gains and assure all students achieve academic proficiency.</p> <p>Federal, state and local resources are in place and intact and currently provide for an operational school system. These resources include provisions for integration of vocational and academic learning, and strategies that increase the amount and quality of learning time, such as extended school year and before/after school instruction and summer programs. These funds also help provide an enriched and accelerated curriculum and course of study, along with dual and AP credit classes, to meet the needs of all students, especially underserved populations through extra academic assistance. Community partnerships will be strengthened through more and enhanced collaboration through inclusion in the meeting process and increased partnerships. Grant funds will provide the needed funds to turn around the school while moving through the improvement process with the goal of transforming the high school's rating from Unacceptable to Exemplary which is the byproduct of student success. The ultimate goal is to maximize the use of any and all resources available to produce students ready for college and career from Dayton High School.</p> | | |

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| Grant Project Manager Qualifications – Describe the qualifications of the person selected to be the project manager for this grant on the campus. | | |
| <p>Mr. Travis Young, principal, of Dayton High School will be the project manager. Mr. Young was officially appointed as the new high school principal at the beginning of October 2009, replacing the existing high school principal. He has been an educator for nine years, serving as principal since October 2009, Assistant Principal for two years, Associate Principal of the 9th Grade Initiative for one year prior and a classroom teacher for five years. He holds a B. A. in Communication from Stephen F. Austin State University. He completed his Masters of Education in Administration at Prairie View A & M.</p> <p>Mr. Young was selected as Associate Principal of the 9th grade due to his rapport with students and his leadership style. Mr. Young has kept abreast of the challenging times and brings a younger and more in-tune perspective to the high school campus. As a proactive leader, he studied the campus climate, student data, reviewed job descriptions and personnel files, and current systems in place at the high school in order to make sound decisions and changes in procedures. He monitors and assesses both student and instructional data prior to making decisions for the campus. As the instructional leader, he identified areas of improvement opportunities, and then implemented changes that accommodated both the needs of students and teachers. He implemented a number of changes during the school year after taking over the reins as principal.</p> <p>Mr. Young possesses characteristics of a competent turnaround leader. He has a strong desire to achieve outstanding results and is highly visible on his campus, because he knows and understands the need for collaboration and communication among stakeholders. He knows and understands quality and effective instruction and develops clear goals through his innate ability to identify effective resources and key staff members who promote the increased learning of all students. He sets high goals for himself and his staff by influencing their behavior through his own examples and his commitment to win. He analyzed data and made clear and focused decisions based on that data. He revamped the roles and assignments of key personnel at the high school to ensure a more cohesive group with common goals and objectives. He redesigned systems and now continuously monitors alignment to the goals set forth to assure that all stakeholders are informed and aiming for the same common goals and vision.</p> | | |

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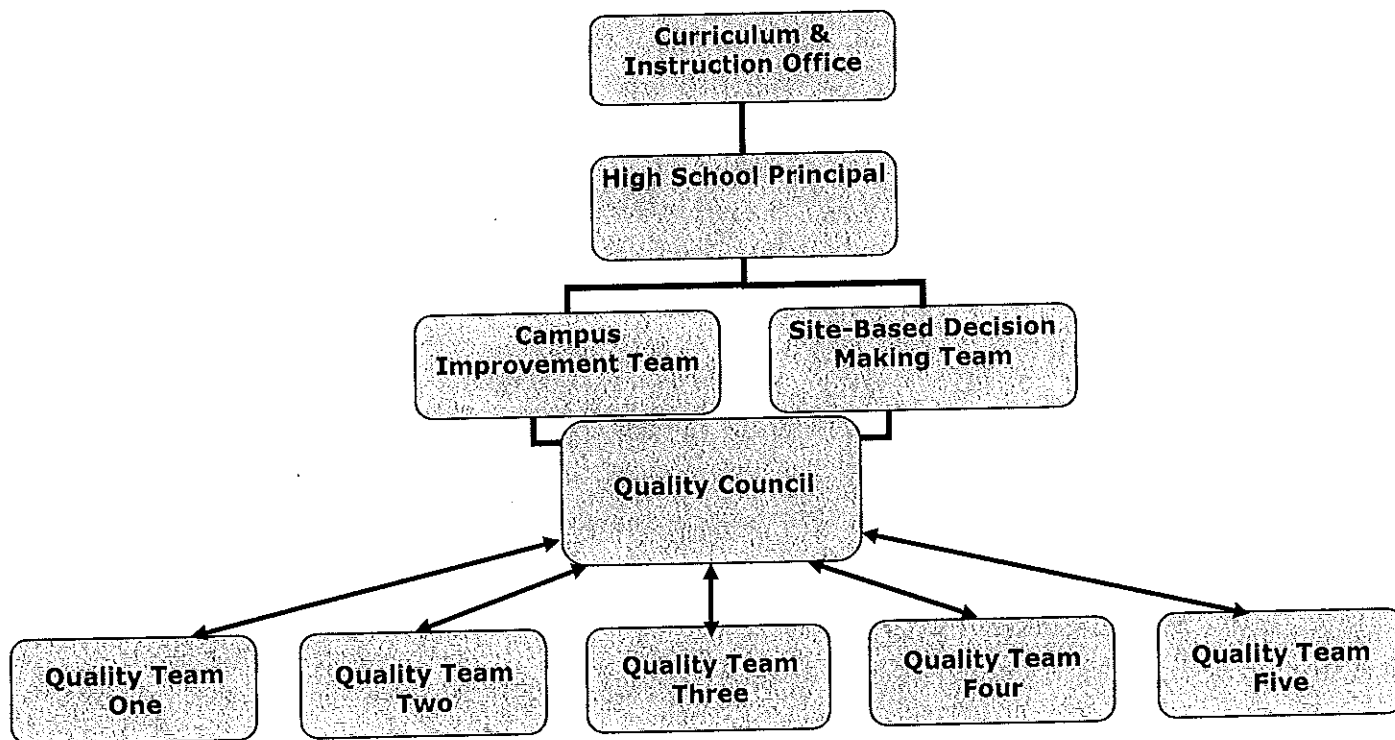
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LEA Support – Describe how the LEA will structure and implement an individual or office with responsibility for supporting the campus' school improvement efforts.

Leadership and stakeholder involvement distributed throughout the transformation plan is the core of reform for Dayton High School. District-level and campus staff, the guidance and counseling department, students, parents/community and college partnerships will collaborate to support and sustain the transformation program. The Curriculum and Instruction Office will oversee and hold responsibility for supporting the high school improvement efforts. The Secondary Curriculum Coordinator will work directly with the high school in an effort to organize, support and sustain the continuous improvement process. The Quality Control teams continuously monitor the data related to their specific goals and objectives based on the campus needs assessment process. The following flowchart describes the levels of communication that transpire among stakeholders.



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| Program Continuation and Sustainability – Describe how the LEA will sustain the campus reforms after the funding period ends. | | |
| <p>Change management is based on leadership laying the groundwork for development of a vision and communicating that vision to all stakeholders. As a team, they work collaboratively through any problems that arise because they have a common belief in the vision and what they are trying to accomplish. Data-driven decisions and analytical disaggregating of data are the impetus for change. Conditions must be established to nurture and influence participants to embrace and share the vision toward the desired change. As a team, all participating stakeholders should be part of the process to set goals to improve student performance and project outcomes.</p> <p>Responsibility for monitoring results is the job of the entire school community. Results should be monitored frequently and plans adjusted if needed. Resource distribution will be determined regarding the following: Identifying the issues and designing the solutions; training the staff on how to implement the agreed upon changes; meeting regularly to monitor the data; evaluating the progress of the initiative and modifying the practices based on data trends.</p> <p>Teachers will monitor the whole student by addressing both academic and social needs. Data will be used to set goals for individual students and to develop appropriate interventions when necessary. Teachers will monitor the “whole child” by addressing both academic and social needs. Time, money, human resources and materials will be committed to ensure that this transformation is sustained. Over time, with the vision and philosophy of the Quality Council, processes of communication and involvement of and the training that staff will receive throughout the life of the grant, and interactions with parents/community, the project becomes self-sustaining. The Quality Council will continue to meet during the summer to evaluate and improve the program as well as attend staff development for professional growth. The Council monitoring will be ongoing to support the transformation through curriculum alignment, intervention programs, instructional strategies, college and career readiness, and career tech integration for increased relevance and purpose. With the monies provided from the grant, an intense training of all stakeholders and monitoring of programs will eventually alleviate the need for additional money and support of the transformation. At this point procedures will be established that maintain and support the model in place. Documentation of changes and implementations will be well documented by minutes of Quality Council meetings and therefore easily accessible by any and all leaders or stakeholders.</p> | | |

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| External Providers -- Describe how the LEA will recruit, screen, and select external providers to ensure their quality. | | | | | | | | | | | | | | | | | | |
| <p>In order to recruit and screen external providers, Dayton ISD will first interview potential external service providers requesting certain documentation and evidence. Then the campus will use a decision matrix to select external providers to ensure their quality. External providers receiving an appropriate score will be considered for services. The decision matrix is based on a 5 point scale with 5 being the highest. The anticipated score for approval will be between 25 and 30 points.</p> | | | | | | | | | | | | | | | | | | |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 85%; text-align: center;">Criteria</th> <th style="width: 15%; text-align: center;">Score</th> </tr> </thead> <tbody> <tr> <td>1. To what extent does the external provider have the capacity to meet the needs of the grant requirements? (qualified personnel; time commitments)</td> <td></td> </tr> <tr> <td>2. To what extent does the external provider have a track record of success?</td> <td></td> </tr> <tr> <td>3. To what extent has the external provider identified and uses best practices?</td> <td></td> </tr> <tr> <td>4. To what extent can the external provider provide data of accomplishments?</td> <td></td> </tr> <tr> <td>5. To what extent does the external provider's mission align with the mission and vision of the campus?</td> <td></td> </tr> <tr> <td>6. Rate the perceived potential relationship between the external provider and the campus.</td> <td></td> </tr> <tr> <td>Total</td> <td></td> </tr> </tbody> </table> | | | Criteria | Score | 1. To what extent does the external provider have the capacity to meet the needs of the grant requirements? (qualified personnel; time commitments) | | 2. To what extent does the external provider have a track record of success? | | 3. To what extent has the external provider identified and uses best practices? | | 4. To what extent can the external provider provide data of accomplishments? | | 5. To what extent does the external provider's mission align with the mission and vision of the campus? | | 6. Rate the perceived potential relationship between the external provider and the campus. | | Total | |
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| Site Visits – If the intervention program includes site visits to other campuses successfully implementing the intervention model, describe the process for selecting the locations and the expected outcomes of the site visit. | | |
| <p>Dayton High School will use the following criteria for selecting locations in which to visit:</p> <ol style="list-style-type: none"> 1. Similar demographics and size 2. Willingness to share 3. Proven track record or reputation of improvement 4. Stable leadership 5. Described as a learning community 6. Established culture and climate of high performance 7. Understanding of accountability requirements <p>The expected outcomes of the site visit include:</p> <ol style="list-style-type: none"> 1. Clear understanding of the host school's approach to improvement 2. Description of appropriate strategies that can be replicated 3. Ability to identify not only successes, but learning gained from mistakes 4. Provides a network for tracking students who entered or left the district within a given geographical area 5. Understanding of processes and systems implemented to achieve improvement | | |

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

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| Part 3: Intervention Model | | |
| Section A: Intervention Model Selection Process | | |
| Intervention Model to be Implemented – Indicate the model(s) being <i>considered</i> by the LEA/campus for implementation. Indicate whether the LEA/campus will participate in the TEA Approved Model with Technical Assistance provided by the TEA-funded School Improvement Resource Center or the LEA/campus will implement its own intervention design within the requirements of the grant program. | | |
| <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 type="checkbox"/> TEA Designed Model with Technical Assistance Provided by the School Improvement Resource Center </div> <div style="margin-bottom: 10px;"> <input checked="" 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> | | |
| Schedule #4B—Program Description, Part 3, Intervention Model, continued on next page | | |

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| Part 3: Intervention Model | | |
| Section B: Model Selection Process –Describe in detail: | | |
| 1. The process the LEA and campus followed/will follow to select a school intervention model that aligns to the identified needs of the campus. 2. The timeline delineating the steps the campus will take to implement the selected intervention. | | |
| Responses are limited to five pages , front side only, with a font size no smaller than 9 point (Arial or Verdana). | | |
| <p>Dayton High School received an Academically Unacceptable (AU) rating from the Texas Education Agency for the school year 2009-2010 based upon a below standard completion rate. As a result of the AU rating, the high school and district administration met and determined systemic changes that needed to be made not only at the high school but the feeder schools as well. The process began with a needs assessment focusing on the root causes and reasons for noncompletion in our district. The steps used in conducting the needs assessment were to gather and analyze data, identify areas of improvement/opportunity, prioritize areas of improvement/opportunity, and identify solutions and strategies to implement the improvements. One of the first steps identified was to embrace a model of systemic change. The model which best suits our needs to initiate the change is the modified transformation model in which we will incorporate the continuous improvement cycle of planning, doing, studying and acting. This approach will be used to address the weaknesses that were discovered through the needs assessment. These weaknesses identified are completion and dropout rates, academic areas of ELA/Reading, Math and Science, college readiness, percentages of students taking AP exams and low passing rates, low ACT/SAT/PSAT scores and low percentages of underserved and minority students in advanced programs.</p> <p>Change management is based on leadership laying the groundwork to develop a vision then communicating that vision clearly and precisely to all stakeholders. Conditions must be established that nurture and influence participants toward the common goal that ultimately results in putting systems and processes in place that envelop the desired change. Teams work collaboratively through any problems that arise because of a common belief in the vision and what they are trying to accomplish. Data-driven decisions and analytical disaggregation of data are the impetus for change. The campus principal is the instructional leader who establishes the vision and high expectations for student success and forms the teams that effectively lead all stakeholders toward the common goal. As teams, all participating stakeholders should be part of the process to set goals to improve student performance and project outcomes.</p> <p>The transformation is based on data and it is imperative to continue a data-driven approach to evaluation, both formative and summative. Improved student achievement leading to completion incorporates many factors. Not only does curriculum and instruction need to be evaluated, but also other factors such as counseling, relationships with teachers, classroom management, consistent procedures among teams, consistent and safe environment conducive to learning and consistent disciplinary procedures within teams. The whole scope of the project has to be evaluated, not just numerical data from benchmark testing and TAKS scores. All of the components must be measured to constantly check the validity of the program and enhance the goals and purposes.</p> <p>In order to diagnose any problems we must not only look at hard data, but also meet with teams and conduct weekly administrative walkthroughs. Periodic meetings will be scheduled with the Quality Council who will examine the</p> | | |

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| Section B: Model Selection Process Cont. Responses are limited to five pages , front-side only, with a font size no smaller than 9 point (Arial or Verdana). | | |
| <p>goals that are set for the program, present data that supports improvement, and give information regarding Quality Team recommendations and observation information. As part of this accountability process, the team will reexamine the goals presented to them including all of the data gathered. The processes that are working will remain in place. However, if the determination is made that all or any of the processes are ineffective, goals will be reevaluated taking care to not lose sight of the objectives of the grant. When overall results are not what the data directs it should be, then we will look at individual student needs, addressing those as well as the needs of the whole. That means a change in how we approach instruction. Instruction that addresses the child who does not perform well in traditional settings must be linked the to the student's individual learning style. The Quality Council will be expected to assist in identifying external partners with expertise in learning styles and the transformation of the traditional classroom. Ultimately, reliance upon the restructuring of the campus with newly incorporated change agents becomes automatic and systematic.</p> <p>The most-fragile at-risk students coming into Dayton High School will receive intentional support and assistance the summer before entering 9th grade. The students will form a cohort group that will be targeted for special mentoring and assistance throughout their first year and possibly longer, if necessary. These students will receive assistance in appropriate positive behaviors, leadership skill development, goal setting, as well as academic assistance. Students will be introduced to their teachers, classes, schedule, and the layout of the school prior to the beginning of the school year. The welfare of these students is vital and will be monitored. A significant adult will serve as a mentor to these struggling students to track and celebrate their successes. The mentors will monitor students' needs and give them the support and care they need. Dayton High School created the 9th Grade Initiative 4 years ago to address the transition piece from junior high to high school because students were dropping out due to lack of supports in place. Teachers work in teams with the four core subject areas to provide student support and a common planning time. The skills addressed in the summer cohorts will develop further as the students enter high school. Mentors for each at-risk student will be selected from the student's team and all teachers within the team will nurture the student by creating relationships that work for the success of the student. At the present, only 9th grade teachers have been trained in Flip Flippen's Capturing Kids Hearts. In the future, all teachers, 9 through 12, will train in the program, which not only emphasizes relationships, but also other needed components such as positive behaviors, goal setting and leadership. Through this proactive, early intervention process and staff training, we will be able to sustain these efforts after the grant period.</p> <p>The high school will address the three factors of learning: rigor, relevance and relationships. These three factors will be woven into the transformation process. Administrators will be responsible for communicating high standards of excellence to both teachers and students. Since administrators set the tone and climate for the campus and lay the foundation for a shared vision, staff development during the summer regarding administrative training in successful restructuring is imperative. Leadership is the key to the transformation process. Administrators will attend</p> | | |

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| Section B: Model Selection Process Cont. Responses are limited to five pages , front side only, with a font size no smaller than 9 point (Arial or Verdana). | | |
| <p>leadership training which includes developing communication and organizational skills in institutional management prior to the start of school. Administrators will also attend training on team building and establishing relationships throughout the school community. Thus rigor, relevance and relationships are established among the administrative team which helps build their leadership capacity to exhibit high standards and expectations for all. Culture personalization creates a culture that personalizes instruction while offering support for teachers and students. By supporting and training teachers in differentiated instruction, data-driven decision making, and focused staff development, they in turn, have the knowledge to meet the personal and academic needs of the students. Because they are being supported by administration with necessary resources, teachers in turn support students more effectively and are better able to customize learning.</p> | | |
| <p>A school within a school concept will be used in targeting identified students through creative, flexible schedule design, rigorous curriculum and relevant instruction. Planning time is needed to redesign the instructional format aimed at closing educational gaps and increasing numbers in advanced academic courses, ACT/SAT/PSAT scores, and minority participation. Curricula shaped and adjusted in response to data on student performance, including those that put a high focus on math and literacy, are present in all successful schools. Teachers and administrators will attend data-driven decision making workshops to accomplish this goal. Campus leaders will continually assess the need for redesign based on relevant data and conduct timely meetings to disseminate this information. Ultimately, this transformation should culminate in increased student success, completion rates, and college and career readiness.</p> | | |
| <p>Dayton High School will achieve strong community relationships because strong relationships with community, engagement with parents and support from higher education communities and corporate partners provide important supports to schools, especially those schools which are successful. The focus will be on creating a school community liaison as well as a parent-community center at the high school. This center will provide information to parents concerning financial aid for low income students, college scholarships, and technical training. Assistance will be provided to parents specifically selected to address the barriers preventing ethnic/minority and economically disadvantaged students from continuing their education beyond high school. Strategies used in the center incorporate those found to be most effective in working with low income youth to overcome these barriers. Care to identify the individual culture and interests of participating students and the center will incorporate activities that will validate the relevance of participants' past and present experiences. Areas of instructional concentration include: study, organization and test taking strategies; career exploration and awareness; individual learning styles; self-esteem; and, high school and college orientation. Appropriations will be made to continue this position after the grant ends.</p> | | |
| <p>In the second and third year of the grant, we will focus on transitioning duties of the grant case manager and external partners to campus leadership and teacher leaders who, in turn, embrace facilitation roles through training and experience. Campus leadership, along with superintendent support and an external partner, share responsibility for the</p> | | |

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| <p>ongoing evaluation of the restructure. Data will be gathered to ensure student achievement which directly affects completion rates. All stakeholders will actively explore factors that might negatively affect efforts toward this transformation. The external provider case manager will oversee the daily workings and activities involved in the grant process. Staff development will be provided to the teachers so they are knowledgeable in all areas of the transformation of the high school. For example, PSAT, SAT and ACT preparation for students will be provided, so teachers must be trained to provide students with the highest quality instruction. The intent is to employ providers to come into the district on Saturdays to teach students how to take these standardized tests and provide strategies for improving their scores. The master schedule will be revamped to accommodate in-school tutorials and flexible schedules. Transportation is an issue in this district due to its size, so buses will be provided to assist students' travel to and from school for the additional classes, before and after school programs and testing situations. The summer Jump Start program also poses challenges for students and teachers alike. Training will be provided through on-going job embedded professional development for teachers and leaders as to how we can best assist students and ultimately accomplish all of these goals.</p> | | |
| <p>At the beginning the case manager will meet with the Quality Council on a weekly basis to report progress. Once the components are in place and trainings completed, meetings will continue on a bi-monthly to monthly basis or as needed to keep all stakeholders apprised and make changes as needed. Diligent efforts will be made throughout the transformation process to keep all stakeholders informed of progress, success and redirection efforts.</p> | | |

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| Section C: Groups of Participants – List the groups of participants who will actively assist in the process to select a school intervention model that aligns to the identified needs of the campus. | | | |
| 1 | Principal | | |
| 2 | Curriculum and Instruction Office | | |
| 3 | Quality Team Leaders | | |
| 4 | Department Chairs | | |
| 5 | Community representative | | |
| 6 | Parent representative | | |
| 7 | Student representatives | | |
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| Texas Title I Priority Schools Grant Schedule #4B—Program Description | | |
| Part 3: Intervention Model | | |
| Section D: Improvement Activities and Timeline | | |
| <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"> 1 – Improve Academic Performance, including (but not limited to) Math and Science <ul style="list-style-type: none"> A. Data-driven instruction B. Curriculum Alignment (both horizontal and vertical) C. On-going Monitoring of Instruction 2 – Increase the Use of Quality Data to Drive Instruction <ul style="list-style-type: none"> A. Data Disaggregation/Training B. Data-driven Decisions C. On-going Communication 3 – Increase Leadership Effectiveness <ul style="list-style-type: none"> A. On-going Job Embedded Professional Development B. Operational Flexibility C. Resource/Data Utilization 4 – Increase Learning Time <ul style="list-style-type: none"> A. Flexible Scheduling B. Instructionally-focused Calendar C. Staff Collaborative Planning 5 – Increase Parent/Community Involvement <ul style="list-style-type: none"> A. Increased Opportunities for Input B. Effective Communication C. Accessible Community Services 6 – Improve School Climate <ul style="list-style-type: none"> A. Increased Attendance B. Decreased Discipline Referrals C. Increased Involvement in Extra/Co-Curricular Activities 7 – Increase Teacher Quality <ul style="list-style-type: none"> A. Locally Developed Appraisal Instruments B. On-going Job Embedded Professional Development C. Recruitment/Retention Strategies | | |

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| 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 | | | | | |
| CSF Milestone | Additional Improvement Activity | Rationale | Supporting Research | Timeline Begin Date | Timeline End Date |
| 1 | Improve Student Achievement in ELA/Reading | Increasing college readiness | Texas College Readiness Standards—Texas Higher Education Coordinating Board | Oct. 2010 | June 2013 |
| 1 | Improve Student Achievement in Mathematics and Science | Increasing college readiness | Texas College Readiness Standards—Texas Higher Education Coordinating Board | Oct. 2010 | June 2013 |
| 1 | Implementation of C-Scope | Ensures aligned curriculum | <u>Deciding What to Teach and Test: Developing, Aligning, and Auditing the Curriculum</u> by Fenwick W. English | Oct. 2010 | June 2013 |
| 1 | Implementation of a classroom walkthrough process and using data for improvement. | Monitoring classroom instruction ensures alignment to expectations. | Carolyn Downy; Robert Marzano, etc. | Jan. 2011 | May 2013 |
| 1 | Increase Numbers of Students Taking PSAT/SAT and ACT and AP Exams | Increasing college readiness | Texas College Readiness Standards—Texas Higher Education Coordinating Board | Aug. 2011 | June 2013 |
| 1 | Professional development for dept. heads in coaching/mentoring teachers | Department heads are closest to the teaching act and need effective ways to coach their team members. | TxBESS | Oct. 2010 | June 2012 |
| 1 | Professional development for teacher leaders in effective use of professional learning communities. | PLCs drive learning on the campus. | <u>Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement</u> , R. DuFour | Jan. 2011 | June 2013 |
| 1 | Integration of technology into instruction | The digital native would find school more engaging if they can utilize technology. | University of California, Berkeley/USC Digital Youth Research | Oct. 2010 | May 2013 |
| 1 | Training for teachers in using quality processes in the classroom for student goal setting | Students who have ownership in personal goals take responsibility for their success. | <u>The Power of SMART Goals: Using Goals to Improve Student Learning</u> by Anne Conzemius and Jan O'Neill | Aug. 2011 | June 2013 |
| Add additional pages as needed. | | | | | |

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| Section D: Improvement Activities and Timeline (cont.) | | | | | |
| Critical Success Factor 2: Increase the use of Quality Data to Drive Instruction | | | | | |
| CSF Milestone | Additional Improvement Activity | Rationale | Supporting Research | Timeline Begin Date | Timeline End Date |
| 2 | Training for Quality Teams in data disaggregation | Without a true picture, the school may resort to random acts of improvement. | <u>Results Now: How We Can Achieve Unprecedented Improvements in Teaching And Learning</u> by Michael J. Schmoker | Oct. 2010 | June 2013 |
| 2 | Training in using quality tools to analyze data. | Without a true picture, the school may resort to random acts of improvement. | <u>Results: The Key to Continuous School Improvement</u> , Second Edition by Michael J. Schmoker | Oct. 2010 | June 2013 |
| 2 | Training in understanding and using root cause analysis. | Without a true picture, the school may resort to random acts of improvement. | <u>Root Cause Analysis: The Core of Problem Solving and Corrective Action</u> by Duke Okes | Oct. 2010 | June 2013 |
| 2 | Training in using data to drive planning. | Without a true picture, the school may resort to random acts of improvement. | <u>Results Now: How We Can Achieve Unprecedented Improvements in Teaching And Learning</u> by Michael J. Schmoker | Oct. 2010 | June 2013 |
| 2 | Using walk-through data to analyze instruction and engagement in the classroom. | Using data for classroom walk-throughs helps the campus to focus on real issues and just-in-time needs. | Carolyn Downy; Robert Marzano, etc. | Jan. 2011 | June 2013 |
| 2 | Training for teachers in establishing Smart Goals for the classroom. | Goal setting helps to focus the teaching act and informs students of the daily lesson. | <u>The Power of SMART Goals: Using Goals to Improve Student Learning</u> by Anne Conzemius and Jan O'Neill | Jan. 2011 | May 2013 |
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| Section D: Improvement Activities and Timeline (cont.) | | | | | |
| Critical Success Factor 3: Increase Leadership Effectiveness | | | | | |
| CSF Milestone | Additional Improvement Activity | Rationale | Supporting Research | Timeline Begin Date | Timeline End Date |
| 3 | Provide ongoing job embedded professional development | Job embedded learning provides for quicker, more meaningful learning | Sparks, D. (1994). A paradigm shift in staff development. <i>Journal of Staff Development</i> , 15(4), 26-29. | Oct. 2010 | June 2013 |
| 3 | Provide one-on-one coaching/mentoring from expert turn-around principals | Mentoring from experienced successful principals provides relevant, meaning information | The Benefits of Mentoring John H. Holloway. <i>Educational Leadership</i> . May 2001, Vol. 58, No. 8. Association for Supervision and Curriculum Development | Jan. 2011 | June 2013 |
| 3 | Provide training in understanding and capitalizing on systemic thinking and Performance Excellence | In order to successfully monitoring the Quality Teams, training in systemic thinking and Performance Excellence will be necessary. | Baldrige National Quality Award: www.nist.gov/baldrige/ | Aug. 2011 | Aug. 2012 |
| 3 | Network with other experienced leaders including site visits to their campuses | Networking is a powerful approach to learning from others in the field. | Sparks, D. (1994). A paradigm shift in staff development. <i>Journal of Staff Development</i> , 15(4), 26-29. | Jan. 2011 | June 2013 |
| 3 | Attend relevant state and national conferences | State and national conferences bring in the best minds. | Sparks, D. (1994). A paradigm shift in staff development. <i>Journal of Staff Development</i> , 15(4), 26-29. | Oct. 2010 | June 2013 |
| 3 | Investigate alternatives to principal evaluation systems with an emphasis on targeting growth | When a principal is the instructional leader on campus, performance increases. | The Learning-Centered Principal <i>Richard DuFour</i> | July 2011 | Aug. 2011 |
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| Section D: Improvement Activities and Timeline (cont.) | | | | | |
| Critical Success Factor 4: Improve Learning Time | | | | | |
| CSF Milestone | Additional Improvement Activity | Rationale | Supporting Research | Timeline Begin Date | Timeline End Date |
| 4 | Research flexible scheduling options; visit schools using flexible scheduling with the intent of offering students more options | Optimizing instructional time will increase student performance. | Optimizing Teachers' Use of Instructional Time http://www.mcrel.org/toolkit/res/time.asp | Jan. 2011 | June 2011 |
| 4 | Train teachers in optimizing instructional time using best practices | Optimizing instructional time will increase student performance. | Optimizing Teachers' Use of Instructional Time http://www.mcrel.org/toolkit/res/time.asp | Jan. 2011 | June 2013 |
| 4 | Elicit assistance in teaching certain standards from the community | Optimizing instructional time will increase student performance. | School/family/community Partnerships: Caring for the Children We Share Journal article by Joyce L. Epstein; Phi Delta Kappan, Vol. 76, 1995 | June 2011 | August 2011 |
| 4 | Study classroom interruptions with the intent of minimizing interruptions | Optimizing instructional time will increase student performance. | Optimizing Teachers' Use of Instructional Time http://www.mcrel.org/toolkit/res/time.asp | Jan. 2011 | June 2011 |
| 4 | Integrate technologies into the classroom, such as Interactive Whiteboards, computers and document cameras to maximize instruction | Optimizing instructional time will increase student performance. | Muir-Herzig, R.M. (2004). Technology and its Impact in the classroom, Computers & Education, 42, 111-131. | Oct. 2010 | May 2013 |
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| Critical Success Factor 5: Increase Parent/Community Involvement | | | | | |
| CSF Milestone | Additional Improvement Activity | Rationale | Supporting Research | Timeline Begin Date | Timeline End Date |
| 5 | Recruit a volunteer parenting specialist to work closely with families—especially those in need | Strong parental/community involvement increases academic/behavior performance of students | Southwest Educational Development Laboratory (2002) | Jan. 2011 | Feb. 2011 |
| 5 | Develop a "parent information center" at the high school based on parent input | Strong parental/community involvement increases academic/behavior performance of students | Southwest Educational Development Laboratory (2002) | Jan. 2011 | March 2011 |
| 5 | Develop a parent newsletter created by students | Strong parental/community involvement increases academic/behavior performance of students | Southwest Educational Development Laboratory (2002) | Oct. 2010 | May 2013 |
| 5 | Study the concept of hosting family services within the high school | Strong parental/community involvement increases academic/behavior performance of students | Southwest Educational Development Laboratory (2002) | Oct. 2010 | Dec. 2010 |
| 5 | Recruit a community partner | Strong parental/community involvement increases academic/behavior performance of students | Southwest Educational Development Laboratory (2002) | Jan. 2011 | Feb. 2011 |
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| Critical Success Factor 6: Improve School Climate | | | | | |
| CSF Milestone | Additional Improvement Activity | Rationale | Supporting Research | Timeline Begin Date | Timeline End Date |
| 6 | Increase attendance | Higher attendance rates result in increased achievement. | Breaking Ranks II: Strategies for Leading High School Reform National Association of Secondary School | Oct. 2010 | May 2013 |
| 6 | Decrease discipline referrals | Students removed from the classroom receive inferior instruction. | Breaking Ranks II: Strategies for Leading High School Reform National Association of Secondary School | Oct. 2010 | May 2013 |
| 6 | Increase involvement in extra/co-curricular activities | Extra-curricular activities develop leadership skills. | Breaking Ranks II: Strategies for Leading High School Reform National Association of Secondary School | Oct. 2010 | May 2013 |
| 6 | Refine level one interventions of classroom management and discipline | Students removed from the classroom receive inferior instruction. | Breaking Ranks II: Strategies for Leading High School Reform National Association of Secondary School | Oct. 2010 | May 2013 |
| 6 | Transform the in-school suspension program to a positive behavior support system (level 2) | Students removed from the classroom receive inferior instruction. | Breaking Ranks II: Strategies for Leading High School Reform National Association of Secondary School | Oct. 2010 | May 2013 |
| 6 | Provide for student leadership training | Increasing student leadership opportunities develops future leaders. | Breaking Ranks II: Strategies for Leading High School Reform National Association of Secondary School | June 2011 | August 2011 |
| 6 | Provide for field trips to encourage post-secondary visitation | Many students do not have the opportunity to visit colleges, etc. | Breaking Ranks II: Strategies for Leading High School Reform National Association of Secondary School | Jan. 2011 | March 2013 |
| 6 | Provide for research-based transition programs for incoming freshmen | Freshmen have the highest failure/drop-out rate. | Breaking Ranks II: Strategies for Leading High School Reform National Association of Secondary School | Oct. 2010 | June 2013 |
| 6 | Increase usage of technology for student use in the classroom | Technology is more engaging to digital natives. | Breaking Ranks II: Strategies for Leading High School Reform National Association of Secondary School | Oct. 2010 | May 2013 |
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| Section D: Improvement Activities and Timeline (cont.) | | | | | |
| Critical Success Factor 7: Increase Teacher Quality | | | | | |
| CSF Milestone | Additional Improvement Activity | Rationale | Supporting Research | Timeline Begin Date | Timeline End Date |
| 7 | Provide on-going job embedded professional development. | Teachers as leaders positively affect student performance | Teacher Leadership (Jossey-Bass Leadership Library in Education) Ann Lieberman Lynne Miller | Oct. 2010 | June 2013 |
| 7 | Develop effective retention/recruitment strategies including financial incentives | Teachers as leaders positively affect student performance | Teacher Leadership (Jossey-Bass Leadership Library in Education) Ann Lieberman Lynne Miller | Oct. 2010 | June 2013 |
| 7 | Develop teacher leadership skills which will increase opportunities for promotion and career growth | Teachers as leaders positively affect student performance | Teacher Leadership (Jossey-Bass Leadership Library in Education) Ann Lieberman Lynne Miller | Oct. 2010 | June 2013 |
| 7 | Develop a process for effectively choosing teacher leader positions such as department heads | Teachers as leaders positively affect student performance | Teacher Leadership (Jossey-Bass Leadership Library in Education) Ann Lieberman Lynne Miller | Oct. 2010 | June 2013 |
| 7 | Build capacity in department heads to lead professional learning communities | Teachers as leaders positively affect student performance | Teacher Leadership (Jossey-Bass Leadership Library in Education) Ann Lieberman Lynne Miller | Oct. 2010 | June 2013 |
| 7 | Study and modify the present appraisal system with the intent of factoring in student growth criteria | Teachers as leaders positively affect student performance | Teacher Leadership (Jossey-Bass Leadership Library in Education) Ann Lieberman Lynne Miller | Oct. 2010 | June 2013 |
| 7 | Provide incentives to teachers to secure higher degrees or additional certifications | Teachers as leaders positively affect student performance | Teacher Leadership (Jossey-Bass Leadership Library in Education) Ann Lieberman Lynne Miller | Oct. 2010 | June 2013 |
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| Part 4: Waiver Requests | | |
| Applicants must check the waivers in which the LEA/campus intends to implement. | | |
| <div style="margin-bottom: 20px;"> <input checked="" type="checkbox"/> Extending the period of availability of school improvement funds. <i>This waiver extends the "life" of the funds for two additional years; allowing the state to fund the grant period for three years to the LEA on behalf of the eligible campus, as long as the campus meets the requirements of implementation of the grant program.</i> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 20px;"> Note: Since TEA has requested and received a waiver of the period of availability of these school improvement grant funds, this waiver automatically applies to all LEAs in the State and must be checked. </div> <div style="margin-bottom: 20px;"> <input type="checkbox"/> "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model. <i>Under this waiver, the LEA with an eligible Tier I or Tier II campus implementing the turnaround model or restart model may have their School Improvement status reset regardless of the actual AYP status and other school improvement interventions, such as School Choice and Supplemental Education Services (SES) would not be applicable. This waiver allows the campus two years to effectively implement the selected turnaround or restart model of reform without additional statutory school improvement interventions being required.</i> </div> <div> <input type="checkbox"/> Implementing a school wide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold. <i>This waiver allows a Tier I Title I campus that otherwise does not qualify to operate a Schoolwide program to do so in order to implement the Tier I reform model selected.</i> </div> | | |

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Texas Title I Priority Schools Grant

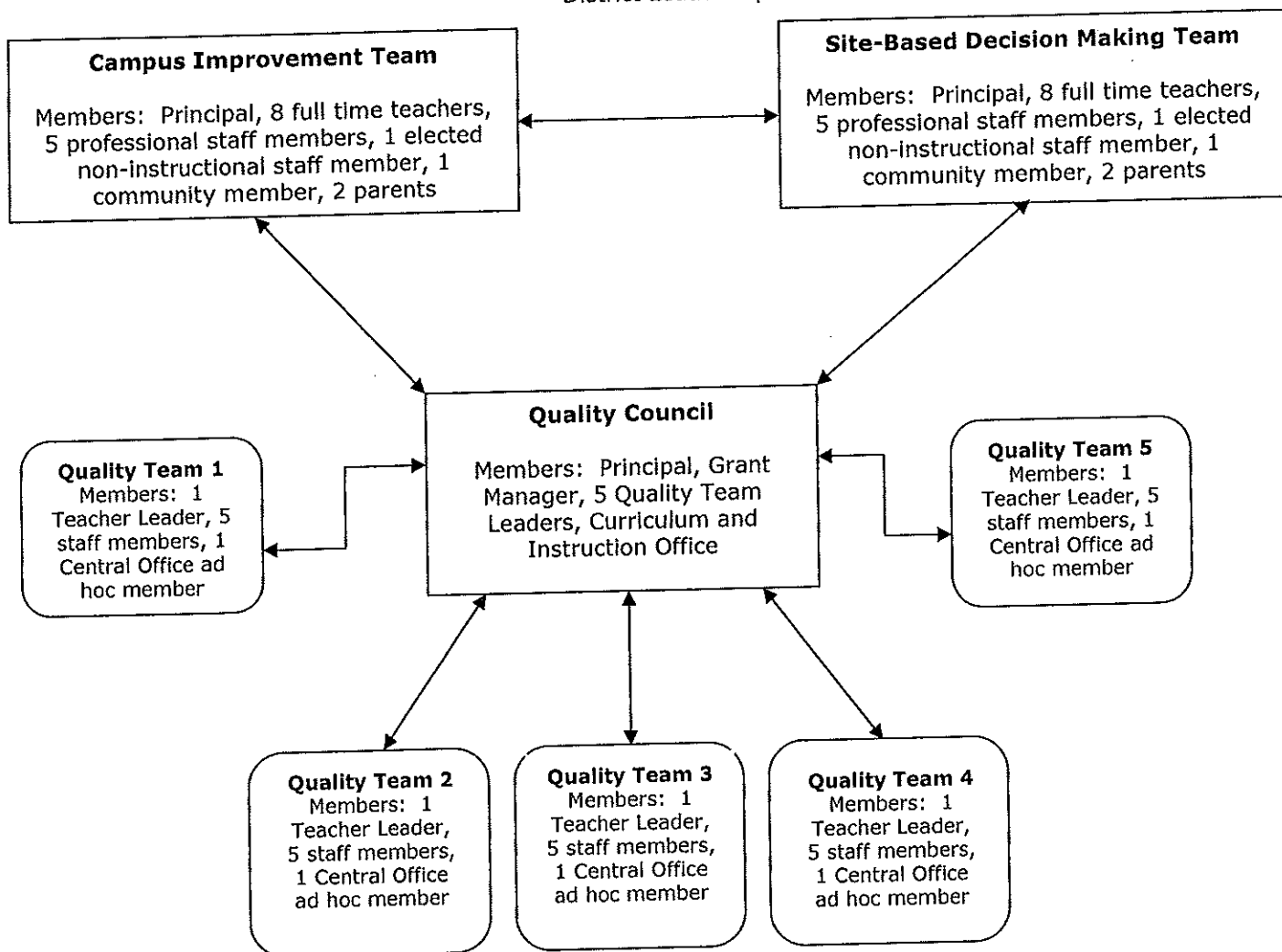
Schedule #4C—Performance Assessment and Evaluation

Part 1: Component Description. By submitting this application, the applicant agrees to comply with any reporting and evaluation requirements that TEA may establish and to submit the reports in the format TEA requests. (Response limited to one page each, font size no smaller than 9 pt, Arial or Verdana)

Section A: Ongoing Monitoring/Continuous Improvement - Describe the LEA/campus' process for providing on-going monitoring of grant activities to ensure continuous improvement

Dayton High School will use a Performance Excellence Model based on Deming's model of "plan, do, study, act" to ensure on-going monitoring of grant activities. The following flow chart depicts the flow of work.

Dayton High School Flow Chart for Monitoring Grant Activities
District Leadership



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| Schedule #4C—Performance Assessment and Evaluation | | |
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| Section B: Formative Evaluation- Describe the LEA/campus' process for formative evaluation, including how the results of the evaluation will be used to improve the grant program | | |
| <p>Formative evaluation information and process-evaluation information will be obtained from program administrators and participants through surveys, meetings, roundtable discussions and other available data to determine quality measures. Formative evaluation information will be obtained through an interview process with the principal to determine the degree of planning, implementation, and evaluation of project activities, collaboration with project partners, and communication with and reporting to management on the progress of the project and any problems encountered. All professional development activities will be evaluated and evaluations will be reviewed for possible course corrections. If further staff development is needed it will be scheduled. Classroom walk through data will be used to assess curriculum utilization, instruction, and assessment. The principal and assistant principals, along with curriculum and instruction personnel, will meet on a continuing basis with teachers to assess instruction and student progress. As needed, teachers will attend training and various staff development activities to increase their content knowledge and repertoire of strategies to assure that all teachers have the tools they need to be the best teachers they can be. Teachers will be provided with mentors as needed who will continuously monitor their growth and progress toward mastery teaching of concepts and skills needed to make students successful. Parental involvement activities will be monitored throughout the grant and adjustments made as necessary to provide additional support to parents thereby improving student achievement. Through the processes of planning, meetings and evaluations, strengths and weaknesses of the project including modifications for improvement will be evaluated.</p> <p>Dayton High School will collect and analyze the following qualitative and quantitative data related to the performance measures:</p> <ul style="list-style-type: none"> • Student Performance, Attendance and Discipline Data • Enrollment in various programs • Parental Involvement Data • Data from the counseling department • Parent and Community surveys • Recidivism rates for on-campus intervention activities • Professional Development evaluations • Classroom walk through data <p>Documentation of changes and implementations will be well maintained and constantly monitored.</p> | | |

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| Schedule #4C--Performance Assessment and Evaluation | | |
| Part 1: Component Description. By submitting this application, the applicant agrees to comply with any reporting and evaluation requirements that TEA may establish and to submit the reports in the format TEA requests. (Response limited to one page each, font size no smaller than 9 pt, Arial or Verdana) | | |
| Section C: Qualitative and Quantitative Data Collection Methods- Describe the LEA/campus' process for data collection methods to be implemented and 1) how the data will be disaggregated; 2) used to improve instruction; and 3) obtain continuous improvement results | | |
| <p>The Grant Manager, Dayton High School Administrators and the Curriculum and Instruction Office will solicit feedback and monitor progress on an ongoing basis. Input and communication will be facilitated through the Quality Council. This council will work with the Case Manager, the campus intervention team (CIT), a member from the external service provider, and others as needed for the purpose of ongoing monitoring. This council will meet to discuss grant activities, progress on goals and objectives, and any redirections in plans that need to be made. Data from common assessments, student attendance, course grades, discipline records and classroom walk-throughs will be used to inform success or need for redirection of grant activities. The Grant Manager will work with the appropriate stakeholder of any problems or issues to ensure redirection.</p> <p>Formative-evaluation and process-evaluation information will be collected from program administrators and participants through surveys, the district DMAC Solutions data disaggregation system, and other available methods based on quality measures. Formative evaluation information will be also be obtained through an interview process with the principal and Quality Team used in determining the degree of planning, implementation, and evaluation of project activities, collaboration with project partners, and communication with and reporting to management on the progress of the project and any problems encountered. All professional development activities will be evaluated via surveys then reviewed for possible redirection or continuation. Classroom walk through data will be used to assess curriculum utilization, instruction, and assessment. Through discussions, strengths and weaknesses of all activities including modifications for improvement will be evaluated. Parental involvement will be assessed through surveys and meetings and reports to the Quality Team, principal, Grant Manager and curriculum office.</p> <p>Data will be the driving force behind everything that we do. Data will be disaggregated by demographics as well as at-risk and economically disadvantaged factors through the district DMAC Solutions system. An analysis of patterns and trends, barriers, causal factors and priorities within and across multiple sources of data will be conducted. Areas of improvement/opportunity will be prioritized and studied to determine if the goals were realistic and what factors attributed to the specific problems and solutions. Teams will identify solutions or strategies for improvement based on the data collected and continuously monitor for effectiveness. It is the desire of Dayton ISD and Dayton High School to provide each student with equitable opportunities for success.</p> | | |

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| Schedule # 4C—Performance Assessment and Evaluation | | |
| Part 2: Process for Development of Performance Goals | | |
| Describe the process to be implemented to develop the campus' performance goals. Include the groups participating in the development of the goals. Responses are limited to two pages , front side only, with a font size no smaller than 9 point (Arial or Verdana). | | |
| <p>The Campus Improvement Team (CIT) will conduct a Comprehensive Needs Assessment. As shown previously in this application, the CIT consists of the high school principal, eight teachers, five professional staff members, two parents, a community member and an elected non-instructional staff member. Data from the Comprehensive Needs Assessment will be analyzed to determine weaknesses and strengths in curriculum and instruction, various programs, effectiveness of parent involvement, teacher quality, school climate, and leadership effectiveness/resource management. The CIT will consider the many factors that impede student learning. An analysis of patterns and trends within and across multiple sources of data must be collected and studied. Once the data has been analyzed the CIT will develop strategies based upon the significant findings. Once the root causes are identified, key stakeholders will develop a plan to correct the problems both systematically and systemically. The plans are based on identified areas of improvement/opportunity. Each area of improvement/opportunity is evaluated to determine the root cause for the areas of concern. Goals are written based on these identified areas of concern. The goals are then evaluated to determine if they are realistic and if they were adequately communicated along with expectations for implementation and evaluation. Each goal should have a unified focus on the campus mission, goals, objectives and strategies. The ultimate target of the campus plan will be to increase student performance in preparation for college and career through permanent implantation of effective and productive systems.</p> <p>In continuation, the CIT will provide the campus with the focus and goals to be adopted by all stakeholders. Expectations and responsibilities will be clearly and concisely articulated from the onset to prevent misunderstandings. The school vision and mission statement drives the school review process and the implementation of transformation. The vision will be a clear statement of the shared values of the school. Goals and objectives of the transformation process are derived from the vision and mission statement. Teams engage in the transformation process and stakeholders provide different perspectives about the school's strengths and areas for improvement. All staff and stakeholders provide input and processes will be implemented to ensure buy-in. It is essential that the campus has an aligned and rigorous curriculum, effective instruction, use of formative and summative assessments, student assessment data and disaggregation thereof, a positive school culture focused on achievement, effective school leadership and parental and community engagement. These factors anchor the school's transformation process.</p> <p>The role of the CIT will be to conduct the campus needs assessment. Working in tandem with the Site-Based Decision Making Team, as the various needs are determined, those needs will be transmitted to the Quality Council. The Council will then assume the role of oversight and implementation of the goals and objectives through creation of action plans designed to meet the goals. Criteria will be developed to evaluate the goals and objectives and determination of grant activities which are creating positive results and those that need redirection. Responsibilities for the day-to-day activities will be delegated to the five Quality Teams that will then implement corrective actions to</p> | | |

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| <p>remediate problem situations and carry out the duties involved in managing curriculum and instruction issues, teacher quality, school climate, leadership effectiveness, and parental and community involvement. The Quality Teams consist of teacher leaders and other staff members who will further determine the specifics to implement the goals and objectives and then the evaluation of their effectiveness. Department chairs will meet additionally with their teachers to further clarify and solicit input, as well as, implement the goals and objectives within the classroom. All personnel at Dayton High School will play a role in the transformation process and have opportunity for continued input.</p> | | |

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| Schedule # 4C--Performance Assessment and Evaluation | | | | | | |
| Part 3: Annual Performance Goals | | | | | | |
| Improve Academic Performance – Enter the annual goals for student achievement, on both the State's assessments and other measures identified by the LEA, to which the LEA is holding the campus accountable | | | | | | |
| # | Performance Measure | Assessment Instrument/ Tool | Most Recent Year Performance | Year 1 Progress Goal | Year 2 Progress Goal | Year 3 Progress Goal |
| 1 | Improve Student Achievement in Mathematics | 2008-2009 AEIS Report | 71% | 80% | 85% | 90% |
| 2 | Improve Student Achievement in ELA/Reading | 2008-2009 AEIS Report t | 92% | 94% | 96% | 98% |
| 3 | Increase Numbers of Students Taking AP exams | 2008-2009 AEIS Report | 13.9% | 18% | 23% | 28% |
| 4 | Increase Numbers of Students Taking PSAT, SAT, and ACT | 2008-2009 AEIS Report | 55.3% | 58% | 61% | 64% |
| 5 | Improve Student Achievement in Science | 2008-2009 AEIS Report | 77% | 80% | 85% | 90% |
| Increase the Use of Quality Data to Drive Instruction – Enter the annual goals for increasing the use of quality data to drive instruction, to which the LEA is holding the campus accountable. | | | | | | |
| # | Performance Measure | Assessment Instrument/ Tool | Most Recent Year Performance | Year 1 Progress Goal | Year 2 Progress Goal | Year 3 Progress Goal |
| 1 | Training of Quality Teams in data disaggregation | DMAC/Kilgo Worksheets | N/A | 60% | 80% | 100% |
| 2 | Training in Use of Walkthrough Data | Attendance Records/Sign-In Sheets | N/A | 70% | 80% | 90% |
| 3 | Margaret Kilgo Data Disaggregation Training | Attendance Records/Sign-In Sheets | 20% | 40% | 60% | 80% |
| 4 | Training for Teachers in Establishing SMART Goals | Attendance Records/Sign-In Sheets | 10% | 40% | 60% | 80% |
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| Schedule # 4C—Performance Assessment and Evaluation | | | | | | |
| Part 3: Annual Performance Goals | | | | | | |
| Increase Leadership Effectiveness — Enter the annual goals for increasing the effectiveness of campus leadership, to which the LEA is holding the campus accountable. | | | | | | |
| # | Performance Measure | Assessment Instrument/ Tool | Most Recent Year Performance | Year 1 Progress Goal | Year 2 Progress Goal | Year 3 Progress Goal |
| 1 | Attendance at Relevant Conferences | PD Documentation Records | N/A | 1 | 2 | 3 |
| 2 | Network with Other Campuses | Attendance Records/Sign-In Sheets | 3 schools | 5 schools | 7 schools | 9 schools |
| 3 | PD in Understanding Performance Excellence | Attendance Records/Sign-In Sheets | N/A | 80% | 90% | 100% |
| 4 | Provide One-on-One Mentoring/Coaching | Surveys/PDAS | N/A | 80% | 90% | 100% |
| 5 | Provide Ongoing Job-Embedded PD | Attendance Records/Sign-In Sheets | N/A | Increase by 10% | Increase by 20% | Increase by 30% |
| Increase Learning Time — Enter the annual goals for increasing learning time on the campus, to which the LEA is holding the campus accountable. | | | | | | |
| # | Performance Measure | Assessment Instrument/ Tool | Most Recent Year Performance | Year 1 Progress Goal | Year 2 Progress Goal | Year 3 Progress Goal |
| 1 | Student Engagement | Walk-through Evaluation | N/A | 90% | 95% | 100% |
| 2 | Number of Classroom Interruptions | Survey | N/A | 3 | 2 | 1 |
| 3 | PD in Optimizing Instructional Time | Attendance Records/Sign-In Sheets | N/A | 90% trained | 95% trained | 100% trained |
| 4 | Integrate Technology into the Classroom, ie. Document Cameras, Whiteboards | Classroom Walk-throughs | 20% | 30% | 40% | 50% |
| 5 | | | | | | |

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| Schedule # 4C—Performance Assessment and Evaluation | | | | | | |
| Part 3: Annual Performance Goals | | | | | | |
| Increase Parent/Stakeholder Involvement – Enter the annual goals for increasing parent and community involvement, to which the LEA is holding the campus accountable. | | | | | | |
| # | Performance Measure | Assessment Instrument/ Tool | Most Recent Year Performance | Year 1 Progress Goal | Year 2 Progress Goal | Year 3 Progress Goal |
| 1 | Attendance at Parent Meetings | Sign-in Sheets and Surveys | N/A | Increase by 20% | Increase by 25 % | Increase by 30% |
| 2 | Attendance at Community Meetings | Sign-in Sheets and Surveys | N/A | Increase by 20% | Increase by 25% | Increase by 30% |
| 3 | Increase Participation in Booster Clubs | Sign-in Sheets and Surveys | 50% | 60% | 65% | 70% |
| 4 | Increase Number of Booster Clubs | Sign-in Sheets and Surveys | 2 | 3 | 4 | 5 |
| 5 | Parent Participation in parent Information Center | Sign-in Sheets and Surveys | N/A | 20% parent usage | 25% parent usage | 30% parent usage |
| Improve School Climate – Enter the annual goals for improving the school climate, to which the LEA is holding the campus accountable. | | | | | | |
| # | Performance Measure | Assessment Instrument/ Tool | Most Recent Year Performance | Year 1 Progress Goal | Year 2 Progress Goal | Year 3 Progress Goal |
| 1 | Student Attendance Rates | Survey/PEIMS Report | 94.4% | 94.9% | 95.4% | 95.9% |
| 2 | Provide Field Trips for Post-Secondary Visitation | Attendance Records | N/A | 2 | 4 | 6 |
| 3 | Decrease Number of Students with Disciplinary Placements | Safe and Secure Schools Report/PEIMS | 4.3% | 4.1% | 3.9% | 3.7% |
| 4 | Student Involvement in Extra-Curricular Activities | PEIMS/Survey | 30% | 33% | 36% | 39% |
| 5 | Increase Usage of Technology | PDAS/Walk-Throughs/ Lesson Plans | N/A | Increase by 10% | Increase by 15% | Increase by 20% |

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| Texas Title I Priority Schools Grant Schedule # 4C—Performance Assessment and Evaluation | | | | | | |
| Part 3: Annual Performance Goals | | | | | | |
| Increase Teacher Quality – Enter the annual goals for increasing teacher quality by measures identified by the LEA, to which the LEA is holding the campus accountable. | | | | | | |
| # | Performance Measure | Assessment Instrument/ Tool | Most Recent Year Performance | Year 1 Progress Goal | Year 2 Progress Goal | Year 3 Progress Goal |
| 1 | Increase Number of Embedded Staff Development Activities | Attendance sheets | 6 days | 7 days | 8 days | 9 days |
| 2 | Teacher Staff Development Attendance | Attendance sheets and surveys | 92% | 94% | 96% | 98% |
| 3 | PD in Building Capacity in Department Heads as Leaders | Attendance Records/Sign-In Sheets | N/A | 80% | 85% | 90% |
| 4 | Provide Opportunities/Incentives for Add'l. Certification/Degrees | SBEC Website | N/A | Increase by 5% | Increase by 10% | Increase by 15% |
| 5 | Training on Developing Teacher Leadership Skills | Attendance Records/Sign-In Sheets | N/A | 40% | 60% | 80% |
| Other – Enter any other annual goals for improvement to which the LEA is holding the campus accountable. | | | | | | |
| # | Performance Measure | Assessment Instrument/ Tool | Most Recent Year Performance | Year 1 Progress Goal | Year 2 Progress Goal | Year 3 Progress Goal |
| 1 | | | | | | |
| 2 | | | | | | |
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| Schedule # 4D—Equitable Access and Participation: Barriers and Strategies | | | | | |
| No Barriers | | | | | |
| # | No Barriers | Students | Teachers | Others | |
| 000 | The applicant assures that no barriers exist to equitable access and participation for any groups. | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | |
| Barrier: Gender-Specific Bias | | | | | |
| # | Strategies for Gender-specific Bias | Students | Teachers | Others | |
| A01 | Expand opportunities for historically underrepresented groups to fully participate | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| A02 | Provide staff development on eliminating gender bias | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| A03 | Ensure strategies and materials used with students do not promote gender bias | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| A04 | Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| A05 | Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| A06 | Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| A99 | Other (Specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Barrier: Cultural, Linguistic, or Economic Diversity | | | | | |
| # | Strategies for Cultural, Linguistic, or Economic Diversity | Students | Teachers | Others | |
| B01 | Provide program information/materials in home language | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| B02 | Provide interpreter/translator at program activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| B03 | Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| B04 | Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| B05 | Develop/maintain community involvement/participation in program activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| B06 | Provide staff development on effective teaching strategies for diverse populations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| B07 | Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| B08 | Seek technical assistance from Education Service Center, Technical Assistance Center, Title I, Part A School Support Team, or other provider | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| B09 | Provide parenting training | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| B10 | Provide a parent/family center | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| B11 | Involve parents from a variety of backgrounds in decision making | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| B12 | Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| B13 | Provide child care for parents participating in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| B14 | Acknowledge and include family members' diverse skills, talents, and knowledge in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| B15 | Provide adult education, including GED and/or ESL classes, or family literacy program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| B16 | Offer computer literacy courses for parents and other program beneficiaries | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

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

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

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

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

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| Texas Title I Priority Schools Grant Schedule #5—Program Budget Summary | | | | |
| Program Authority: P.L. 107-110, Section 1003(g), as amended by ARRA, P.L. 111-5 CFDA # 84.388A & 84.377A | | Fund Code ARRA (CFDA# 84.388A): 286 Regular (CFDA# 84.377A): 276 | | |
| Project Period: August 1, 2010 through June 30, 2013 | | | | |
| Class/Object Code and Description | Campus Grant Costs | LEA Admin Grant Costs | Pre-Award Cost | Total Grant Funds Budgeted |
| Payroll Costs | 5B 6100 \$ 911,600 | \$ 18,000 | \$ | \$ 929,600 |
| Professional and Contracted Services | 5C 6200 165,150 | | | 165,150 |
| Supplies and Materials | 5D 6300 91,100 | | | 91,100 |
| Other Operating Costs | 5E 6400 108,990 | | | 108,990 |
| Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only) | 5G 6600/15XX 148,500 | | | 148,500 |
| | Total Direct Costs | 1,425,340 | 18,000 | 1,443,340 |
| | 1.954% Indirect Costs | | 25,301 | 25,301 |
| Grand Total | | | | |
| Total Budgeted Costs: | | \$ 1,425,340 | \$ 43,301 | \$ 1,468,641 |
| Administrative Cost Calculation | | | | |
| Enter total amount from Schedule #5 Budget Summary, Last Column, Total Budgeted Costs | | | | 1,468,641 |
| Multiply by 5% (5% limit) | | | | X 5.0 |
| Enter Maximum Allowable for Administration, including Indirect Costs | | | | \$ 73,432 |

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| Texas Title I Priority Schools Grant Schedule #5—Program Budget Summary | | | | |
| Budget Request by Grant Year: Enter the amount of grant funds requested for each year of the three year grant period. | | | | |
| Year 1: SY 2010-2011 \$604,130 Year 2: SY 2011-2012 \$438,980 * Year 3: SY 2012-2013 \$400,230 * | | | | |
| * Any Budget Request entered for funds in Year 2 and/or Year 3 constitutes the LEA/campus requesting approval of the waiver for extending the period of availability of these grant funds, whether indicated on Schedule #4B—Program Description: Waiver Requests or not. | | | | |
| Provide any necessary explanation or clarification of budgeted costs | | | | |
| 6100 Payroll: | | Year 1 | Year 2 | Year 3 |
| Grant Accountant/ Bookkeeper | To track and record expenditures for the life of the grant | 6,000 | 6,000 | 6,000 |
| Site-Based Administrator | Oversee the RTI process/monitor progress | 55,000 | 55,000 | 55,000 |
| Instructional Coach for ELAR | Observe the math classroom, make suggestions for improvement, model differentiated instruction | 45,000 | 45,000 | 45,000 |
| Instructional Coach for Math | Observe the math classroom, make suggestions for improvement, model differentiated instruction | 45,000 | 45,000 | 45,000 |
| Instructional Coach for Science | Observe the science classroom, make suggestions for improvement, model differentiated instruction | 45,000 | 45,000 | 45,000 |
| RTI Interventionist for Math | Instruct students in the RTI tiered process | 9,000 | 9,000 | 9,000 |
| RTI Interventionist for Science | Instruct students in the RTI tiered process | 9,000 | 9,000 | 9,000 |
| RTI Interventionist for ELAR | Instruct students in the RTI tiered process | 9,000 | 9,000 | 9,000 |
| RTI Interventionist for Social Studies | Instruct students in the RTI tiered process | 9,000 | 9,000 | 9,000 |
| Bilingual Family Liaison | Parent and community meetings | 9,000 | 9,000 | 9,000 |
| 6100 SUB TOTAL | | 241,000 | 241,000 | 241,000 |
| Extra Duty Pay: | Tutorials | 46,000 | 23,000 | 23,000 |
| | Summer Test Prep for PSAT, SAT, ACT & TAKS | 8,000 | 8,000 | 8,000 |
| Subs Pay | For teachers attending professional training | 6,100 | 6,100 | 6,100 |
| Employee Benefits | 10% of total cost | 24,100 | 24,100 | 24,100 |
| SUB TOTAL | | 84,200 | 61,200 | 61,200 |
| TOTAL PAYROLL | | 325,200 | 302,200 | 302,200 |
| 6100 GRAND TOTAL | | 929,600 | | |

| 6200 Contracted: | | Year 1 | Year 2 | Year 3 |
|---|--|-----------|---------|---------|
| Outside Evaluator | Initial campus assessment, data review, principal interview & planning meetings | 5,000 | 3,750 | 0 |
| Contractor's Cost: | Staff Development for Administrators & Teachers on walk-through process and aggregate system for reporting | 50,000 | 25,000 | 0 |
| | Coaching & Mentor training based on student data, walk-through data, campus observations/A Coaching & Mentor plan will be developed | 30,000 | 10,000 | 0 |
| | Supplementary Curriculum for mentoring | 5,700 | 2,850 | 2,850 |
| | Teacher Leader/Administrator coaching training in a research-based coaching model to assist these stakeholders in coaching & mentoring their peers aligned with the walk-through process | 17,500 | 0 | 0 |
| | System of support training to assist struggling teachers which includes understanding the lesson cycle, practice in lesson design & lesson execution | 12,500 | 0 | 0 |
| 6200 TOTAL: | | 120,700 | 41,600 | 2,850 |
| 6200 GRAND TOTAL: | | 165,150 | | |
| 6300 Materials and Supplies: | | Year 1 | Year 2 | Year 3 |
| Tutoring Materials | Supplementary curriculum, reading materials, software etc... | 7,700 | 2,000 | 2,000 |
| Organizational and Test Prep Materials | Curriculum, software and informational material | 7,600 | 2,000 | 2,000 |
| Community Outreach Materials | Informational materials that explain programs | 3,600 | 3,600 | 3,600 |
| General Office Supplies | Stamps for letters home to parents, printer paper, envelopes, etc... | 5,000 | 2,500 | 2,500 |
| Materials for Parent meetings | Informational materials to educate parents on things they can do to help their child/including college materials, related information etc... | 9,200 | 4,600 | 4,600 |
| Materials for summer jump start program | Supplementary curriculum | 8,700 | 4,350 | 4,350 |
| College and Career Materials | Includes test prep, organizational, tutorial & related college materials | 5,600 | 2,800 | 2,800 |
| 6300 TOTAL: | | 47,400 | 21,850 | 21,850 |
| 6300 GRAND TOTAL: | | 91,100 | | |
| 6400 OPERATING COST: | | Year 1 | Year 2 | Year 3 |
| Bus Transportation | Buses to transport students on flex schedule, Saturday classes, summer program and clinics | 36,330 | 36,330 | 36,330 |
| 6400 GRAND TOTAL: | | 108,990 | | |
| 6600 CAPITAL OUTLAY: | | Year 1 | Year 2 | Year 3 |
| Computers for Tutorials | 25 computers @ \$1500 each for tutorials | 37,500 | 0 | 0 |
| Interactive White Boards | 45 Interactive White Boards to be phased in over the life of the grant @ \$1800 | 27,000 | 27,000 | 27,000 |
| Document Cameras | 30 document cameras to be phased in over the life of the grant @ \$1000 | 10,000 | 10,000 | 10,000 |
| TOTAL 6600: | | 74,500 | 37,000 | 37,000 |
| 6600 GRAND TOTAL: | | 148,500 | | |
| YEARLY GRAND TOTAL: | | 604,130 | 438,980 | 400,230 |
| GRAND TOTAL GRANT: | | 1,443,340 | | |

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| Texas Title I Priority Schools Grant Schedule #5B—Payroll Costs (6100) | | | | | | |
| Budgeted Costs | | | | | | |
| Employee Position Titles | | Justification | #Full-Time Effort | #Part-Time Effort | Pre-Award | Amount Budgeted |
| Instruction | | | | | | |
| 1 | Teacher | | | | \$ | \$ |
| 2 | Educational Aide | | | | | |
| 3 | Tutor | | | | | |
| Program Management and Administration | | | | | | |
| 4 | Project Director | | | | | |
| 5 | Project Coordinator | Site-Based Administrator to oversee the RTI process/monitor progress for 3 year period | 165,000 | | | 165,000 |
| 6 | Teacher Facilitator | RTI Interventionist for ELAR, Math, Science & Social Studies (4 part-time positions) | | 108,000 | | 108,000 |
| 7 | Teacher Supervisor | Instructional Coach for ELAR, Math, Science (3 full time positions) | 405,000 | | | 405,000 |
| 8 | Secretary/Administrative Assistant | | | | | |
| 9 | Data Entry Clerk | | | | | |
| 10 | Grant Accountant/Bookkeeper | To track and record expenditures for the life of the grant | | 18,000 | | 18,000 |
| 11 | Evaluator/Evaluation Specialist | | | | | |
| Auxiliary | | | | | | |
| 12 | Counselor | | | | | |
| 13 | Social Worker | | | | | |
| 14 | Child Care Provider | | | | | |
| 15 | Community Liaison/Parent Coordinator | | | | | |
| 16 | Bus Driver | | | | | |
| 17 | Cafeteria Staff | | | | | |
| 18 | Librarian | | | | | |
| 19 | School Nurse | | | | | |
| Other Employee Positions | | | | | | |
| 22 | Title: | Bilingual Family Liaison for parent & community meetings | | 27,000 | | 27,000 |
| 23 | Title: | | | | | |
| 24 | Title: | | | | | |
| 25 | Title: | | | | | |
| 26 | Subtotal Employee Costs | | | | \$ | \$ 723,000 |
| Substitute, Extra-Duty, Benefits | | | | | | |
| 27 | 6112 | Substitute Pay | | | \$ | \$ 18,300 |
| 28 | 6119 | Professional Staff Extra-Duty Pay for tutorials & test prep classes | | | | 116,000 |
| 29 | 6121 | Support Staff Extra-Duty Pay | | | | 72,300 |
| 30 | 6140 | Employee Benefits | | | | |
| 31 | Subtotal Substitute, Extra-Duty, Benefits Costs | | | | \$ | \$ 206,600 |
| 32 | Grand Total Payroll Budget (line 26 + line 31) | | | | \$ | \$ 929,600 |

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| Texas Title I Priority Schools Grant | | | | | |
| Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval | | | | | |
| Expense Item Description | | | | Pre-Award | Total Amount Budgeted |
| 6212 | Audit Costs (other than audits required under OMB Circular A-133) | | | \$ | \$ |
| | Specify purpose: _____ | | | | |
| 6269 | Rental or Lease of Buildings, Space in Buildings, or Land | | | | |
| | Specify purpose and provide calculation: _____ | | | | |
| 6299 | Contracted Publication and Printing Costs (specific approval required only for nonprofit charter schools) | | | | |
| | Specify purpose: _____ | | | | |
| 6299 | Scholarships and Fellowships (not allowed for nonprofit charter schools) | | | | |
| | Specify purpose: _____ | | | | |
| Subtotal | | | | | |
| 6200 – Professional and Contracted Services Cost Requiring Specific Approval | | | | | |
| Professional and Consulting Services (6219/6239) Less than \$10,000 | | | | | |
| # | Topic/Purpose/Service | | | Total Contracted Amount | Pre-Award |
| 1. | Initial campus assessment, data review, principal interview & planning meetings | | | \$ 8,750 | \$ |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| 5. | | | | | |
| 6. | | | | | |
| 7. | | | | | |
| 8. | | | | | |
| 9. | | | | | |
| 10. | | | | | |
| Subtotal | | | | | |
| Professional and Consulting Services Less than \$10,000 | | | | \$ | \$ 8,750 |
| Professional and Consulting Services (6219) Greater than or Equal to \$10,000 | | | | | |
| 1. Description of Professional or Consulting Service (Topic/Purpose/Service): | | | | | |
| Staff Development for administrators & teachers on walk-through process and aggregate system for reporting. | | | | | |
| Contractor's Cost Breakdown of Service to be Provided | | | # Positions | Total Contracted Amount | Pre-Award |
| Contractor's Payroll Costs | | | 0 | \$ | \$ |
| Title: _____ | | | | | |
| Subgrants, Subcontracts, Subcontracted Services | | | | 75,000 | 75,000 |
| Supplies and Materials | | | | | |
| Other Operating Costs | | | | | |
| Capital Outlay (Subgrants Only) | | | | | |
| Indirect Cost (_____ %) | | | | | |
| Total Payment: | | | | \$ 75,000 | \$ 75,000 |

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| Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval (cont.) | | | | |
| Professional and Consulting Services (6219) Greater than or Equal to \$10,000 (cont.) | | | | |
| 2. Description of Professional or Consulting Service (Topic/Purpose/Service): Coaching and Mentor training based on student data, walkthrough data, campus observations/a Coaching & Mentoring plan will be developed | | | | |
| Contractor's Cost Breakdown of Service to be Provided | # Positions | Total Contracted Amount | Pre-Award | Total Amount Budgeted |
| Contractor's Payroll Costs Title: _____ | 0 | \$ | \$ | \$ |
| Subgrants, Subcontracts, Subcontracted Services | | 40,000 | | 40,000 |
| Supplies and Materials | | 11,400 | | 11,400 |
| Other Operating Costs | | | | |
| Capital Outlay (Subgrants Only) | | | | |
| Indirect Cost (____%) | | | | |
| Total Payment: | | \$ 51,400 | \$ | \$ 51,400 |
| 3. Description of Professional or Consulting Service (Topic/Purpose/Service): Teacher Leader/Administrator Coaching Training in a research-based coaching model to assist these stakeholders in coaching and mentoring their peers aligned with the walk-through process | | | | |
| Contractor's Cost Breakdown of Service to be Provided | # Positions | Total Contracted Amount | Pre-Award | Total Amount Budgeted |
| Contractor's Payroll Costs Title: _____ | 0 | \$ | \$ | \$ |
| Subgrants, Subcontracts, Subcontracted Services | | 17,500 | | 17,500 |
| Supplies and Materials | | | | |
| Other Operating Costs | | | | |
| Capital Outlay (Subgrants Only) | | | | |
| Indirect Cost (____%) | | | | |
| Total Payment: | | \$ 17,500 | \$ | \$ 17,500 |
| 4. Description of Professional or Consulting Service (Topic/Purpose/Service): System of support training to assist struggling teachers which includes understanding the lesson cycle, practice in lesson design and lesson execution | | | | |
| Contractor's Cost Breakdown of Service to be Provided | # Positions | Total Contracted Amount | Pre-Award | Total Amount Budgeted |
| Contractor's Payroll Costs Title: _____ | 0 | \$ | \$ | \$ |
| Subgrants, Subcontracts, Subcontracted Services | | 12,500 | | 12,500 |
| Supplies and Materials | | | | |
| Other Operating Costs | | | | |
| Capital Outlay (Subgrants Only) | | | | |
| Indirect Cost (____%) | | | | |
| Total Payment: | | \$ | \$ | \$ |
| Subtotal: Professional and Consulting Services Greater Than or Equal to \$10,000: | | \$ 12,500 | \$ | \$ 12,500 |
| Subtotal of Professional and Contracted Services Costs Requiring Specific Approval: | | | | |
| | | 8,750 | | 8,750 |
| | | 156,400 | | 156,400 |
| | | | | |
| Grand Total: | | 165,150 | | 165,150 |

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| Schedule #5D - Itemized 6300 Supplies and Materials Costs Requiring Specific Approval | | | | |
| Expense Item Description | | Pre-Award | Total Budgeted | |
| 6399 | Technology Hardware- Not Capitalized | \$ | \$ | |
| | # Type Purpose Quantity | | | |
| | 1 | | | |
| | 2 | | | |
| | 3 | | | |
| | 4 | | | |
| 5 | | | | |
| 6399 | Technology Software- Not Capitalized (software for test prep and tutorials) | | 23,300 | |
| 6399 | Supplies and Materials Associated with Advisory Council or Committee | | | |
| Total Supplies and Materials Requiring Specific Approval: | | | 23,300 | |
| Remaining 6300- Supplies and Materials that do not require specific approval: | | | 67,800 | |
| Grand Total | | \$ | \$ 91,100 | |

Supplies and materials Explanation:

| | | Year 1 | Year 2 | Year 3 |
|---|--|---------------|---------------|---------------|
| Materials and Supplies: | | | | |
| Tutoring Materials | Supplementary curriculum, reading materials, software etc... | 7,700 | 2,000 | 2,000 |
| Organizational and Test Prep Materials | Curriculum, software and informational material | 7,600 | 2,000 | 2,000 |
| Community Outreach Materials | Informational materials that explain programs | 3,600 | 3,600 | 3,600 |
| General Office Supplies | Stamps for letters home to parent, printer paper, envelopes, etc... | 5,000 | 2,500 | 2,500 |
| Materials for Parent Meetings | Informational materials to educate parents on things they can do to help their child/including college materials, related information etc... | 9,200 | 4,600 | 4,600 |
| Materials for Summer Jump Start Program | Supplementary curriculum | 8,700 | 4,350 | 4,350 |
| College and Career Materials | Includes test prep, organizational, tutorial & related college materials | 5,600 | 2,800 | 2,800 |
| TOTAL MATERIALS: | | 47,400 | 21,850 | 21,850 |
| GRAND TOTAL | | 91,100 | | |

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| Schedule #5E - Itemized 6400 Other Operating Costs Requiring Specific Approval | | | | | |
| Expense Item Description | | | | Pre-Award | Total Budgeted |
| 6411 | Out of State Travel for Employees (includes registration fees) | | | \$ | \$ |
| | Specify purpose: _____ | | | | |
| 6412 | Travel for Students (Includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools) | | | | 108,990 |
| | Specify purpose: Transportation for students to take college entrance exams and for buses ran during flex schedule | | | | |
| 6413 | Stipends for Non-Employees (specific approval required only for nonprofit charter schools) | | | | |
| | Specify purpose: _____ | | | | |
| 6419 | Travel for Non-Employees (Includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools) | | | | |
| | Specify purpose: Travel for Consultant | | | | |
| 6411/ 6419 | Travel Costs for Executive Director (6411), Superintendents (6411), or Board Members (6419) (includes registration fees) | | | | |
| | Specify purpose: _____ | | | | |
| 6429 | Actual losses which could have been covered by permissible insurance | | | | |
| 6490 | Indemnification Compensation for Loss or Damage | | | | |
| 6490 | Advisory Council/Committee Travel or Other Expenses (explain purpose of Committee on Schedule #4B-Program Description: Project Management) | | | | |
| | Membership Dues in Civic or Community Organizations (Not allowable for University applicants) | | | | |
| | Specify name and purpose of organization: _____ | | | | |
| 6499 | Publication and Printing Costs- If reimbursed (specific approval required only for nonprofit charter schools) | | | | |
| | Specify purpose: _____ | | | | |
| Total 64XX- Operating Costs Requiring specific approval: | | | | | 108,990 |
| Remaining 6400 – Other Operating Costs that do not require specific approval: | | | | | |
| Grand Total | | | | \$ | \$ 108,990 |

| | | | | | |
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| For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____ | | TEXAS EDUCATION AGENCY Standard Application System (SAS) | | 146-902 County-District No. | |
| by telephone/e-mail/FAX on _____ by _____ of TEA. | | School Years 2010-2013 | | _____ Amendment No. | |
| Texas Title I Priority Schools Grant | | | | | |
| Schedule #5G - Itemized 6600/15XX Capital Outlay- Capitalized Assets Regardless of Unit Cost (15XX is for use by Charter Schools sponsored by a nonprofit organization) | | | | | |
| | Description/Purpose | Unit Cost | Quantity | Pre-Award | Total Budgeted |
| 6699/15XX- Library Books and Media (capitalized and controlled by library) | | | | | |
| 1 | | | | | |
| 66XX/15XX- Technology Hardware - Capitalized | | | | | |
| 2 | Computers | 1,500 | 25 | | 37,500 |
| 3 | Document cameras | 1,000 | 30 | | 30,000 |
| 4 | Interactive White Boards | 1,800 | 45 | | 81,000 |
| 5 | | | | | |
| 6 | | | | | |
| 7 | | | | | |
| 8 | | | | | |
| 9 | | | | | |
| 10 | | | | | |
| 11 | | | | | |
| 66XX/15XX- Technology Software- Capitalized | | | | | |
| 12 | | | | | |
| 13 | | | | | |
| 14 | | | | | |
| 15 | | | | | |
| 16 | | | | | |
| 17 | | | | | |
| 18 | | | | | |
| 66XX/15XX- Equipment and Furniture | | | | | |
| 19 | | | | | |
| 20 | | | | | |
| 21 | | | | | |
| 22 | | | | | |
| 23 | | | | | |
| 24 | | | | | |
| 25 | | | | | |
| 26 | | | | | |
| 27 | | | | | |
| 28 | | | | | |
| Capital expenditures for improvements to land, buildings, or equipment which materially increase their value or useful life. | | | | | |
| 29 | | | | | |
| Grand Total | | | | | |
| Total 6600/15XX- Capital Outlay Costs: | | | | | 148,500 |

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| SCHEDULE #6A GENERAL PROVISIONS & ASSURANCES | TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 | <u>146902</u> County-District No. |
| Texas Title I Priority Schools Grant | | |

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.

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| SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES | TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 | 146902 County-District No. |
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- E. Signature Authority; Final Expression; Superseding Document:** Applicant certifies that the person signing this application has been properly delegated this authority. The Contract represents the final and complete expression of the terms of agreement between the parties. The Contract supersedes any previous understandings or negotiations between the parties. Any representations, oral statements, promises or warranties that differ from the Contract shall have no force or effect. The Contract may be modified, amended or extended only by formal written amendment properly executed by both TEA and Contractor.
- F. State of Texas Laws:** In the conduct of the contract project, Contractor shall be subject to Texas State Board of Education and Commissioner rules pertaining to this contract and the contract project and to the laws of the State of Texas governing this contract and the contract project. This contract constitutes the entire agreement between Agency and Contractor for the accomplishment of the contract project. This contract shall be interpreted according to the laws of the State of Texas except as may be otherwise provided for in this contract.
- G. Monitoring:** Desk reviews or on-site monitoring reviews may be conducted by Agency to determine compliance with the approved application and the applicable statute(s), law(s), regulations, and guidelines.
- H. Sanctions for Failure to Perform or for Noncompliance:** If Contractor, in Agency's sole determination, fails or refuses for any reason to comply with or perform any of its obligations under this contract, Agency may impose such sanctions as it may deem appropriate. This includes but is not limited to the withholding of payments to Contractor until Contractor complies; the cancellation, termination, or suspension of this contract in whole or in part; and the seeking of other remedies as may be provided by this contract or by law. Any cancellation, termination, or suspension of this contract, if imposed, shall become effective at the close of business on the day of Contractor's receipt of written notice thereof from Agency.
- I. Contract Cancellation, etc.:** If this contract is canceled, terminated, or suspended by Agency prior to its expiration date, the reasonable monetary value of services properly performed by Contractor pursuant to this contract prior to such cancellation, termination or suspension shall be determined by Agency and paid to Contractor as soon as reasonably possible.
- J. Indemnification:**
For local educational agencies (LEAs), regional education service centers (ESCs), and institutions of higher education (IHEs) and state agencies: Contractor, to the extent permitted by law, shall hold Agency harmless from and shall indemnify Agency against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising from, or in connection with, any acts of Contractor, its agents, employees, and subcontractors, done in the conduct of the contract project.
For all other grantees, subgrantees, contractors, and subcontractors, including nonprofit organizations and for-profit businesses: Contractor shall hold Agency harmless from and shall indemnify Agency against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising from, or in connection with, any acts of Contractor, its agents, employees, and subcontractors, done in the conduct of the contract project.
- K. Encumbrances/Obligations and Liquidations:** All encumbrances/obligations shall occur on or between the beginning and ending dates of the contract. All goods must be received and all services rendered between the beginning and ending dates of the contract. The contractor must liquidate (record as an expenditure) all obligations (encumbrances) incurred under the contract no later than 30 days after the ending date of the contract, to coincide with the submission of the final expenditure report, due 30 days after the ending date of the contract. In no manner shall encumbrances be considered or reflected as accounts payable or as expenditures, and an encumbrance cannot be considered an expenditure or accounts payable until the goods have been received and the services have been rendered. Obligations that are liquidated and recognized as expenditures must meet the allowable cost principles in OMB Circular A-87, A-21, or A-122 (as applicable) and program rules, regulations, and guidelines contained elsewhere. This applies to all grant programs, including state and federal, discretionary and formula.

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| SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES | TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 | 146902 County-District No. |
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- L. Financial Management and Accounting:** Grantee assures it will maintain a financial management system that complies with federal standards established in 34 CFR 80.20 and 74.21 and that provides for accurate, current, and complete disclosure of the financial results of each grant project. The financial management system records will identify adequately the source and application of funds and will contain information pertaining to grant awards, authorizations, obligations, unobligated balances, assets, outlays (i.e., expenditures), income, and interest. Fiscal control and accounting procedures will permit the tracing of funds to a level of expenditure adequate to establish that funds have been used in accordance with the approved grant application. The applicant agrees to maintain effective control over and accountability for all funds, property, and other assets. Public school districts, open enrollment charter schools, and regional education service centers in Texas must comply with the accounting requirements in the Financial Accounting and Reporting (FAR) module of the *Financial Accountability System Resource Guide*, Texas Education Agency (34 CFR 74.21; 34 CFR 80.20; TEA *Financial Accountability System Resource Guide*).
- M. Expenditure Reports:** Contractor shall submit expenditure reports in the time and manner requested by Agency as specified in the instructions to the Standard Application System (SAS) which are incorporated by reference. Unless otherwise specified, interim reports are due to TEA within 15 days after the end of each reporting period. Unless otherwise specified, the final expenditure report is due within 30 days after the ending date of the grant. Revised expenditure reports, where the grantee is claiming additional expenditures beyond that originally requested, must be submitted within 60 days after the ending date of the grant, or as specified in the applicable Program Guidelines.
- N. Refunds Due to TEA:** If Agency determines that Agency is due a refund of money paid to Contractor pursuant to this contract, Contractor shall pay the money due to Agency within 30 days of Contractor's receipt of written notice that such money is due to Agency. If Contractor fails to make timely payment, Agency may obtain such money from Contractor by any means permitted by law, including but not limited to offset, counterclaim, cancellation, termination, suspension, total withholding, and/or disapproval of all or any subsequent applications for said funds.
- O. Records Retention:** Contractor shall maintain its records and accounts in a manner which shall assure a full accounting for all funds received and expended by Contractor in connection with the contract project. These records and accounts shall be retained by Contractor and made available for programmatic or financial audit by Agency and by others authorized by law or regulation to make such an audit for a period of not less than five years from the date of completion of the contract project or the date of the receipt by Agency of Contractor's final claim for payment or final expenditure report in connection with this contract, whichever is later. If an audit has been announced, the records shall be retained until such audit has been completed.
- Contractor understands that acceptance of funds under this contract acts as acceptance of the authority of the State Auditor's office, or any successor agency, to conduct an audit or investigation in connection with those funds. Contractor further agrees to cooperate fully with the State Auditor's Office or its successor in the conduct of the audit or investigation, including providing all records requested. Contractor will ensure that this clause concerning the authority to audit funds received indirectly by subcontractors through Contractor and the requirements to cooperate is included in any subcontract it awards.
- P. Time and Effort Recordkeeping:** For those personnel whose salaries are prorated between or among different funding sources, time and effort records will be maintained by Applicant that will confirm the services provided within each funding source. Applicant must adjust payroll records and expenditures based on this documentation. This requirement applies to all projects, regardless of funding source, unless otherwise specified. For federally funded projects, time and effort records must be in accordance with the requirements in the applicable OMB cost principles.
- Q. Forms, Assurances, and Reports:** Contractor shall timely make and file with the proper authorities all forms, assurances and reports required by federal laws and regulations. Agency shall be responsible for reporting to the proper authorities any failure by Contractor to comply with the foregoing laws and regulations coming to Agency's attention, and may deny payment or recover payments made by Agency to Contractor in the event of Contractor's failure so to comply.
- R. Intellectual Property Ownership:** Contractor agrees that all Works are, upon creation, works made for hire and the sole property of TEA. If the Works are, under applicable law, not considered works made for hire, Contractor hereby assigns to TEA all worldwide ownership of all rights, including the Intellectual Property Rights, in the Works, without the necessity of any further consideration, and TEA can obtain and hold in its own name all such rights to the Works. Contractor agrees to maintain written agreements with all officers, directors, employees, agents, representatives and subcontractors engaged by Contractor for the Contract Project, granting Contractor rights sufficient to support the performance and grant of rights to TEA by Contractor. Copies of such agreements shall be provided to TEA promptly upon request.

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| SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES | TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 | <u>146902</u> County-District No. |
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Contractor warrants that (i) it has the authority to grant the rights herein granted, (ii) It has not assigned or transferred any right, title, or interest to the Works or Intellectual Property Rights that would conflict with its obligations under the Contract, and Contractor will not enter into any such agreements, and (iii) the Works will be original and will not infringe any intellectual property rights of any other person or entity. These warranties will survive the termination of the Contract. If any preexisting rights are embodied in the Works, Contractor grants to TEA the irrevocable, perpetual, non-exclusive, worldwide, royalty-free right and license to (i) use, execute, reproduce, display, perform, distribute copies of, and prepare derivative works based upon such preexisting rights and any derivative works thereof and (ii) authorize others to do any or all of the foregoing. Contractor agrees to notify TEA on delivery of the Works if they include any such preexisting rights. On request, Contractor will provide TEA with documentation indicating a third party's written approval for Contractor to use any preexisting rights that may be embodied or reflected in the Works.

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

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

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

- S. Unfair Business Practices: 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.

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| SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES | TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 | 146902 County-District No. |
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- W. Agency Property (terms):** In the event of loss, damage or destruction of any property owned by or loaned by Agency while in the custody or control of Contractor, its employees, agents, consultants or subcontractors, Contractor shall indemnify Agency and pay to Agency the full value of or the full cost of repair or replacement of such property, whichever is the greater, within 30 days of Contractor's receipt of written notice of Agency's determination of the amount due. This applies whether the property is developed or purchased by Contractor pursuant to this contract or is provided by Agency to Contractor for use in the contract project. If Contractor fails to make timely payment, Agency may obtain such money from Contractor by any means permitted by law, including but not limited to offset or counterclaim against any money otherwise due to Contractor by Agency.
- X. Travel Costs:** Amounts authorized for maximum recovery for travel and per diem costs against any state or federal funding source are restricted to those amounts which are approved in the State of Texas Appropriations Bill in effect for the particular funding period. Any amount over this limit must come from local funding sources. Applicant must recover funds at a lesser rate if local policy amounts are less than the maximum allowed by the state. Out-of-state travel may not exceed the federal government rate for the locale. Travel allowances are not allowable costs.
- Y. Funds for Religious Worship, Instruction:** No funds will be used to pay for religious worship, instruction, or proselytization, or for any equipment or supplies for such, or for any construction, remodeling, repair, operation, or maintenance of any facility or part of a facility to be used for religious worship, instruction, or proselytization (34 CFR 76.532 and P. L. 107-110, section 9505).
- Z. Disclosure of Gifts and Campaign Contributions:** The grantee shall file disclosures of gifts and campaign contributions as required by State Board of Education Operating Rule 4.3, which is incorporated as if set out in full. The grantee has a continuing obligation to make disclosures through the term of the contract. Failure to comply with State Board of Education Operating Rule 4.3 is grounds for cancelling 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:
- Americans With Disabilities Act**, P. L. 101-336, 42 U.S.C. sec. 12101, and the regulations effectuating its provisions contained in 28 CFR Parts 35 and 36, 29 CFR Part 1630, and 47 CFR Parts 0 and 64;
 - Title VI of the Civil Rights Act of 1964**, as amended (prohibition of discrimination by race, color, or national origin), and the regulations effectuating its provisions contained in 34 CFR Part 100;
 - Title IX of the Education Amendments of 1972**, as amended (prohibition of sex discrimination in educational institutions) and the regulations effectuating its provisions contained in 34 CFR Part 106, if Contractor is an educational institution;
 - Section 504 of the Rehabilitation Act of 1973**, as amended (nondiscrimination on the basis of handicapping condition), and the regulations effectuating its provisions contained in 34 CFR Part 104 and 105;

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| SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES | TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 | 146902 County-District No. |
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5. the **Age Discrimination Act of 1975**, as amended (prohibition of discrimination on basis of age), and any regulations issued thereunder, including the provisions contained in 34 CFR Part 110;
6. the **Family Educational Rights and Privacy Act (FERPA) of 1975**, as amended (ensures access to educational records for students and parents while protecting the privacy of such records), and any regulations issued thereunder, including **Privacy Rights of Parents and Students** (34 CFR Part 99), if Contractor is an educational institution (20 USC 1232g);
7. Section 509 of H.R. 5233 as incorporated by reference in P. L. 99-500 and P. L. 99-591 (**prohibition against the use of federal grant funds to influence legislation pending before Congress**);
8. **Pro-Children Act of 2001**, which states that no person shall permit smoking within any indoor facility owned or leased or contracted and utilized for the provision of routine or regular kindergarten, elementary, or secondary education or library services to children [P. L. 107-110, Section 4303(a)]. In addition, no person shall permit smoking within any indoor facility (or portion of such a facility) owned or leased or contracted and utilized for the provision of regular or routine health care or day care or early childhood development (Head Start) services [P. L. 107-110, Section 4303(b)(1)]. Any failure to comply with a prohibition in this Act shall be considered to be a violation of this Act and any person subject to such prohibition who commits such violation may be liable to the United States for a civil penalty, as determined by the Secretary of Education (P. L. 107-110, Section 4303(e)(1)).
9. **Fair Labor Standards Act (29 USC 207), Davis Bacon Act (40 USC 276(a), and Contract Work Hours and Safety Standards Act (40 USC 327 et seq.)**, as applicable, and their implementing regulations in 29 CFR 500-899, 29 CFR Parts 1,3,5, and 7, and 29 CFR Parts 5 and 1926, respectively.
10. **Buy America Act:** Contractor certifies that it is in compliance with the Buy America Act in that each end product purchased under any federally funded supply contract exceeding \$2,500 is considered to have been substantially produced or manufactured in the United States. End products exempt from this requirement are those for which the cost would be unreasonable, products manufactured in the U. S. that are not of satisfactory quality, or products for which the agency head determines that domestic preference would be inconsistent with the public interest. Contractor also certifies that documentation will be maintained that documents compliance with this requirement (FAR 25.1-.2).
11. P.L. 103-227, Title X, Miscellaneous Provisions of the GOALS 2000: Educate America Act; P.L. 103-382, Title XIV, General Provisions of the Elementary and Secondary Education Act, as amended; and General Education Provisions Act, as amended.
12. **Prohibition of Text Messaging and E-mailing while Driving during Official Federal Grant Business:** Personnel funded from federal grants and their subcontractors and subgrantees are prohibited from text messaging while driving an organization-owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using organization-supplied electronic equipment to text message or e-mail while driving. Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership On Reducing Text Messaging While Driving," October 1, 2009 (pursuant to provisions attached to federal grants funded by the U.S. Department of Education).

CC. Federal Regulations Applicable to All Federal Programs:

1. **For Local Educational Agencies (LEAs):** 28 CFR 35 Subparts A-E, 28 CFR 36 Subparts C & D, Appendix A, 29 CFR 1630, 34 CFR 75 or 76 as applicable, 77, 79, 80, 81, 82, 85, 97, 98, 99, 104, 47 CFR 0 and 64, and OMB Circulars A-87 (Cost Principles), A-133 (Audits), and A-102 (Uniform Administrative Requirements);
2. **For Education Service Centers (ESCs):** 28 CFR 35 Subparts A-E, 28 CFR 36 Subparts C & D, Appendix A, 29 CFR 1630, 34 CFR 75 or 76 as applicable, 77, 79, 80, 81, 82, 85, 97, 98, 99, 104, 47 CFR 0 and 64, and OMB Circulars A-87 (Cost Principles), A-133 (Audits), and A-102 (Uniform Administrative Requirements);
3. **For Institutions of Higher Education (IHEs):** 28 CFR 35 Subparts A-E, 28 CFR 36 Subparts C & D, Appendix A, 29 CFR 1630, 34 CFR 74, 77, 79, 81, 82, 85, 86, 97, 98, 99, 104, 47 CFR 0 and 64, and OMB Circulars A-21 (Cost Principles), A-133 (Audits), and A-110 (Uniform Administrative Requirements);
4. **For Nonprofit Organizations:** 28 CFR 35 Subparts A-E, 28 CFR 36 Subparts C & D, Appendix A, 29 CFR 1630, 34 CFR 74, 77, 79, 81, 82, 85, 97, 98, 99, 104, 47 CFR 0 and 64, and OMB Circulars A-122 (Cost Principles), A-133 (Audits), and A-110 (Uniform Administrative Requirements);
5. **For State Agencies:** 28 CFR 35 Subparts A-E, 28 CFR 36 Subparts C & D, Appendix A, 29 CFR 1630, 34 CFR 76, 80, 81, 82, 85, 97, 98, 99, 104, 47 CFR 0 and 64, OMB Circulars A-87 (Cost Principles), A-133 (Audits), and A-102 (Uniform Administrative Requirements); and
6. **For Commercial (for-profit) Organizations:** 29 CFR 1630 and 48 CFR Part 31.

DD. General Education Provisions Act (GEPA), as Amended, Applicable to All Federal Programs Funded or Administered Through or By the U. S. Department of Education:

1. **Participation in Planning:** Applicant will provide reasonable opportunities for the participation by teachers, parents, and other interested parties, organizations, and individuals in the planning for and operation of each program described in this application (20 USC 1232(e)).

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| SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES | TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 | 146902 County-District No. |
| Texas Title I Priority Schools Grant | | |

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.

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| SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES | TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 | <u>146902</u> County-District No. |
| Texas Title I Priority Schools Grant | | |

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

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| The signing of Schedule #1 - General Information by applicant indicates acceptance of and compliance with all requirements described on this schedule. |
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| SCHEDULE #6 B Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions | TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 | <div style="text-align: right;"> <u>146-902</u> County-District No. </div> |
| Texas Title I Priority Schools Grant | | |

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.

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| SCHEDULE #6B Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions | TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 Required for all federal grants regardless of the dollar amount | <u>146-902</u> County-District No. |
| Texas Title I Priority Schools Grant | | |

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.

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| SCHEDULE #6C. Lobbying Certification | TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 Required for all federally funded grants greater than \$100,000. | <u>146-902</u> County-District No. |
| Texas Title I Priority Schools Grant | | |

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.

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| SCHEDULE #6D - Disclosure of Lobbying Activities | TEXAS EDUCATION AGENCY | |
| | Standard Application System | |
| | School Years 2010-2013 | <u>146-902</u> County-District No. |
| Texas Title I Priority Schools Grant | | |

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.

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

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| SCHEDULE #6E NCLB ACT PROVISIONS & ASSURANCES | | <div style="text-align: right;"> <u>146-902</u> County-District No. </div> |
| Texas Title I Priority Schools Grant | | |

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].

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| SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES | TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 | <div style="text-align: right;"> <u>146-902</u> County-District No. </div> |
| Texas Title I Priority Schools Grant | | |

- 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).

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| SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES | TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 | <div style="text-align: right;"> 146-902 County-District No. </div> |
| Texas Title I Priority Schools Grant | | |

- T. Student Privacy, Parental Access to Information, and Administration of Certain Physical Examinations to Minors:** The local educational agency assures that it is in compliance with Chapter 26 of the Texas Education Code concerning parental rights and responsibilities. In addition, the local educational agency receiving funds under the No Child Left Behind Act certifies that it shall develop and adopt policies, in consultation with parents, regarding certain rights of a parent to access and inspect information; student privacy; the administration of physical examinations or screenings (except for examinations or screenings required by state law); and the collection, disclosure, or use of personal information collected from students for the purpose of marketing or selling that information. The local educational agency also assures that it is in compliance with the requirements for annually notifying parents of such policies and specific events (P. L. 107-110, Title X, Part F, section 1061).
- U. Assurances related to the education of homeless children and youths:**
- (1) The LEA assures that each child of a homeless individual and each homeless youth shall have equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youth.
 - (2) The LEA assures that homeless children and youth are afforded the same free, appropriate public education as provided to other children and youth.
 - (3) The LEA assures that it will review and undertake steps to revise any laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youth.
 - (4) The LEA assures that it will not separate students from the mainstream school environment on the basis of homelessness alone.
 - (5) The LEA assures that homeless children and youth have access to the education and other services that they need to in order to meet the same challenging State student academic achievement standards to which all students are held.
- V. Definitions:** The following terms shall be defined as follows for programs authorized and carried out under the No Child Left Behind Act of 2001:
1. **Charter School:** An open enrollment charter school receiving federal funds of any type must meet the federal definition of a charter school as provided in P. L. 107-110, Section 5210(1). The term "charter school" means a school that:
 - (A) is created by a developer as a public school, or is adapted by a developer from an existing public school, and is **operated under public supervision and control;**
 - (B) operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency [i.e., the State Board of Education (SBOE)];
 - (C) provides a program of elementary or secondary education, or both;
 - (D) is **nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious instruction;**
 - (E) **does not charge tuition;**
 - (F) **complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act;**
 - (G) is a school to which parents choose to send their children, and that **admits students on the basis of a lottery, if more students apply for admission than can be accommodated;**
 - (H) **agrees to comply with the same Federal and State audit requirements** as do other elementary schools and secondary schools in the State, unless such requirements are specifically waived for the purpose of this program;
 - (I) **meets all applicable Federal, State, and local health and safety requirements;**
 - (J) operates in accordance with State law; and
 - (K) has a written performance contract with the authorized public chartering agency in the State (i.e., SBOE) that includes a description of how student performance will be measured pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the SBOE.
 2. **Community-Based Organization:** A public or private nonprofit organization of demonstrated effectiveness that is representative of a community or significant segment of a community and that provides educational or related services to individuals in the community.
 3. **Core Academic Subjects:** English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, art, history, and geography.

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4. Highly Qualified:

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

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

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6. Professional Development includes activities that:

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

7. Scientifically Based Research:

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

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

8. Teacher Mentoring: Activities that–

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

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

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

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

Revised 03/03

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

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Federal Statutory Requirements

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

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

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

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individual students.

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

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

Statutory Program Assurances

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

TEA Program Assurances

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

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- 4) For LEAs selecting the TEA Designed Model, the applicant must participate in and make use of technical assistance and coaching support provided by TEA, SIRC, and/or its subcontractors.
- 5) The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the effectiveness of the LEA's curriculum and its alignment with instruction occurring on the campus; assesses progress on student groups' academic achievement at the campus level; and guide instructional decisions by teachers for individual students.
- 6) The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
- 7) The applicant will provide access for onsite visits to the LEA and campus by TEA, SIRC and its contractors.
- 8) The applicant, if selecting the Restart Model, agrees to contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.
- 9) The applicant, if selecting the Turnaround Model or Transformation Model (Tiers I and Tiers II only) agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.
- 10) If the LEA/Tier III campus selects to implement the **transformation model**, the campus assures that it will 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 with teacher and principal involvement
 2. Comprehensive instructional reform strategies.
 - A. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and
 - B. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
 3. Increasing learning time and creating community-oriented schools.
 - A. Establish schedules and strategies that provide increased learning time; and
 - B. Provide ongoing mechanisms for family and community engagement.
 4. Providing operational flexibility and sustained support.
 - A. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and
 - B. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).
- 11) An LEA **may** also implement other strategies to develop teachers' and school leaders' effectiveness, such as--
 - A. Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;
 - B. Institute a system for measuring changes in instructional practices resulting from professional development; or
 - C. Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.

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- 12) An LEA **may** also implement comprehensive instructional reform strategies, such as--
- 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

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

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

Terms defined:

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

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

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

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

GRANTEE – the subrecipient of TEA and applicant of funds.

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

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

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

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

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

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

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

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

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

- 1. Separate Tracking and Monitoring of ARRA Funds:** ARRA funds must be separately tracked and monitored independently of any non-Recovery Act funding. Grantees must submit certain information to TEA in order for TEA to comply with quarterly reporting requirements established in Section 1512 of the Recovery Act. Recovery Act-related reporting requirements are incorporated as a special condition of this award.

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3. **Quarterly Reporting for ARRA:** Not later than 10 calendar days after the end of each calendar quarter, TEA and any other **direct** recipient of ARRA funds must report to the U.S. Department of Education with regard to recovery funds received in accordance with number 4 below (Section 1512[c]). (A "direct recipient" is a state agency or any entity that applies for and receives funds **directly** from a federal government agency.) TEA must obtain certain information from grantees in order to comply with this reporting requirement. By submitting this application, the grantee agrees to submit information to TEA in the time, form, and manner requested.
4. **Data Elements for Quarterly Reporting for ARRA:** In accordance with Section 1512(c) of ARRA and the Federal Funding Accountability and Transparency Act of 2006 (Public Law 109-282), TEA is required to provide quarterly reports to the U.S. Department of Education or through a central government-wide portal (<http://www.FederalReporting.gov>). The information adopted by OMB contains the following data elements: submitting this application, the grantee agrees to submit the information to TEA in the time, form, and manner requested. The information may change pending final adoption by OMB.

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

- a. The grantee organization's DUNS number (TEA will need to collect this information from grantees)
- b. The grant award number (i.e., NOGA ID number) assigned by TEA (TEA will have this information on file)
- c. The legal name of the grantee organization (as registered in the Central Contractor Registration (CCR), if registered) (TEA will have this information on file provided it is the same legal name on file with TEA)
- d. The physical location (street address) (as listed in the CCR, if registered) (TEA will have this information on file provided it is the same street address on file with TEA)
- e. The (federal) Congressional district number
- f. The grantee organization type (i.e., independent school district, nonprofit organization, etc) (TEA will have this information on file)
- g. The total amount of the grant award (TEA will have this information on file)
- h. The total amount paid to the grantee as of date of report (TEA will have this information on file)
- i. The physical location (street address) of the primary place of performance of the grant (TEA will have this information on file provided it is the same address on file with TEA.)
- j. An evaluation (i.e., status report) of the completion status of the project or activity (for example, Not Started; Less than 50% Completed; Completed 50% or More; Fully Completed) (It is not clear at this time whether this information will need to be collected from the grantees. TEA will notify the grantee in the event status information needs to be collected.)
- k. An estimate of the number of jobs created and the number of jobs retained by the project or activity and a brief description of the types of those jobs (i.e., job titles) (TEA will need to collect this information from grantees.)
- l. The names and total compensation of the five most highly compensated officers of the grantee organization if the organization in its preceding year received 80% or more of its annual gross revenues in Federal awards and \$25,000,000 or more in annual gross revenues from Federal awards and the public does not have access to information about the compensation of senior executives. (It is not known at this time whether this data element will be required once the data elements are finalized by OMB. If it is required in the final data elements, TEA will need to collect this information from the grantees.)

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

- a. The total number of grants awarded less than \$25,000 (TEA will have this information file)
- b. The total award (aggregate) amount for all grants less than \$25,000 (TEA will have this information on file)
- c. The total (aggregate) amount paid to grantees for all grants less than \$25,000 as of date of report (TEA will have this information on file)

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5. **Posting the Information on Public Website:** Not later than 30 days after the end of each calendar quarter, each federal agency, including the U.S. Department of Education, shall make the information in those reports publicly available by posting the information on the designated public website (Section 1512[d]). Grantees will not be required to post information on the public website unless they apply for and receive other ARRA grants directly from a federal government agency.

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

H. Electronic Drawdown of ARRA Funds from TEA and Use of FAR Fund Codes: Recipients will draw down ARRA funds on an award-specific basis. **Pooling of ARRA award funds with other funds for drawdown or other purposes is not permitted.** Recipients must account for each ARRA award separately by referencing the assigned FAR (Financial Accounting and Resource) fund code for each award.

I. Availability of Records: The applicant agrees to make all financial and programmatic records available in detail for inspection by TEA auditors, local independent auditors, and the offices described below.

- 1. Examination of Records:** The Comptroller General of the United States and any of its employees, contractors, agents, representatives, or designees, may examine any records related to obligations and use by any state or local government of funds made available under ARRA. (Section 901[b]).
- 2. Access of Government Accountability Office (GAO):** Each contract and each subcontract awarded using funds made available under ARRA shall provide that the Comptroller General of the United States and his representatives are authorized to examine any records of the contractor or any of its subcontractors, or any State or local agency administering such contract, that directly pertain to, and involve transactions relating to, the contract or subcontract and to interview any officer or employee of the contractor or any of its subcontractors, or of any State or local government agency administering the contract, regarding such transactions (Section 902).
- 3. Reviews by Inspector General:** The inspector general of the U.S. Department of Education shall review, as appropriate, any concerns raised by the public about specific investments using funds made available in this Act. Any findings of such reviews shall be relayed immediately to the Secretary of Education. In addition, the findings of such reviews, along with any audits conducted by any inspector general of ARRA funds, shall be posted on the inspector general's website and linked to the recovery.gov website, except that portions of reports may be redacted to the extent the portions would disclose information that is protected from public disclosure under sections 552 and 552a of Title 5, United States Code (Section 1514).
- 4. Access of Offices of Inspector General to Certain Records and Employees:** With respect to each contract or grant awarded using ARRA funds, any representative of an Inspector General of the U.S. Department of Education or other appropriate federal agency is authorized to examine any records of the contractor or grantee, any of its subcontractors or subgrantees, or any State or local agency administering such contract, that pertain to, and involve transactions relating to, the contract, subcontract, grant, or subgrant, and to interview any officer or employee of the contractor, grantee, subgrantee, or agency regarding such transactions (Section 1515).
- 5. Recovery Accountability and Transparency Board:** Section 1521 of the ARRA establishes the Recovery Accountability and Transparency Board to coordinate and conduct oversight of ARRA funds to prevent fraud, waste, and abuse. The Board shall submit "flash reports" on potential management and funding problems that require immediate attention; quarterly reports; and annual reports to the President and Congress, including the Committees on Appropriations of the Senate and House of Representatives, summarizing the findings on the use of ARRA funds. The Board may conduct its own independent audits and reviews of ARRA funds. All reports shall be made publicly available on the www.recovery.gov website established by the Board. See paragraphs J and K below with regard to reports of suspected fraud or abuse (Sections 1523 and 1524).

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

J. Disclosure of Fraud or Misconduct: Each grantee awarded funds made available under the ARRA shall promptly refer to the USDE Office of Inspector General any credible evidence that a principal, employee, agent, contractor, subrecipient, subcontractor, or other person has submitted a false claim under the False Claims Act or has committed a criminal or civil violation of laws pertaining to fraud, conflict of interest, bribery, gratuity, or similar misconduct involving those funds.

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

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

1. **Consolidation of ARRA Administrative Funds:** Due to the significant reporting requirements under ARRA, **it is not known at this time whether grantees may consolidate ARRA administrative funds with other NCLB consolidated administrative funds.** TEA will issue further guidance with regard to this provision once guidance is provided by the U.S. Department of Education. If ARRA funds are permitted to be consolidated with other NCLB consolidated administrative funds, grantees must still be able to report the types and number of jobs that were created or saved with ARRA funds.
2. **Combining ARRA funds on a Schoolwide Program.** ARRA funds are permitted to be used on a Title I Part A schoolwide Campus/Program, funds may be combined with other funding sources, but grantees still must be able to identify precisely the items of obligation and expenditure for ARRA reporting. You must also be able to report the types and number of jobs that were created or saved with ARRA funds.
3. **Special Contracting Provisions:** To the maximum extent possible, contracts funded under the ARRA shall be awarded as fixed-price contracts through the use of competitive procedures. A summary of any new contract awarded with ARRA funds that is not fixed-price and not awarded using competitive procedures shall be posted in a special section of the www.recovery.gov website established by the Recovery Accountability and Transparency Board (Section 1554).

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

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

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

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