



TEXAS EDUCATION AGENCY

1701 North Congress Ave • Austin, Texas 78701-1494 • 512 463-9734 • 512 463-9838 FAX • www.tea.state.tx.us

Robert Scott
Commissioner

Division of Discretionary Grants

**NOTICE OF GRANT
AWARD ENCLOSED**

DATE: January 27, 2011

TO: Joseph G Rendon, Superintendent
Por Vida Academy - Cesar Chavez Academy
1135 Mission Rd
San Antonio, Tx 78210-4598
County District Number: 015-801

RE: Texas Title I Priority School Grant
NOGA ID No.: 105520057110005

This letter contains important information pertaining to your approved application and to expenditure reporting requirements for the above-mentioned grant and the use of ER to request grant payments. Please forward these documents to the appropriate persons. Copies should be provided, at a minimum, to the business office and to the contact person who is primarily responsible for managing the grant. All pages of the approved application should be reviewed for any changes made during negotiation to ensure all funds are expended and all activities are conducted according to the terms and conditions of the approved grant.

Enclosed are the following documents:

1. a copy of your approved grant application and
2. the signed Notice of Grant Award (NOGA).

Please note the beginning and ending dates of the grant as stated in the NOGA. All obligations of funds for activities and services must occur within these dates. All goods and services must be received and put into service by the ending date of the grant.

Amendments and Amendment Forms

The Standard Application System (SAS) **amendment forms** are available to be downloaded at <http://burleson.tea.state.tx.us/GrantOpportunities/forms/>. In the "Select Search Options" box, select the name of the program/RFA from the dropdown list. Then scroll down to the "Application and Support Information" to view all documents that pertain to this RFA. Follow the instructions in **Part 3: Schedule Instructions** pertaining to amendments. Use the appropriate budget and narrative schedules from **Part 4: Application** to complete the amendment. Submit three copies of the amendment with an original signature on each copy of Schedule #1 – General Information to the TEA Document Control Center.

Grantees are advised to consult the section entitled "Conditions for Amendments" in the instructions for Schedule #3A *Purpose of Amendment* included in the RFA/SAS package to determine if and when an amendment will be necessary.

The last day to submit an amendment to TEA for this project is 90 days prior to the ending date of the grant. TEA will not process or approve an amendment received after that date.

Please submit all amendments to the: Document Control Center
Texas Education Agency
W. B. Travis Building, Room 6-108
1701 North Congress Avenue
Austin, Texas 78701

Use of ER to Receive Grant Payments

Grantees in good standing are required to use the automated expenditure reporting system (ER) to record expenditures and request payment. Grantees are strongly encouraged to request payments through ER at least monthly to avoid the impression that activities are not being conducted and/or funds are not being expended.

In order to access the ER system, all individuals reporting expenditures and certifying expenditures are required to have an individual TEA SE (TEA Secure Environment) username and password. The TEA SE username and password is not to be shared with any other user for security purposes— each user will have his/her own unique username and password.

If you have not yet applied for a TEA SE username and password, you may access the following web link to find the form and instructions for applying for a username: <http://ritter.tea.state.tx.us/opge/grantdev/er.html#tease>. The username and password will be e-mailed to you.

You may access ER in one of three ways.

- Type <http://www.tea.state.tx.us/opge/grantdev/er.html> in your web browser. Click on **Enter Web ER**, which will take you to the TEA SE logon screen.
- From the TEA homepage (<http://www.tea.state.tx.us/>) click on the **Funding** link in the left-hand column. Scroll down to click on the **Grants** link. Then, click on **TEASE Account Login**, which will take you to the TEA SE logon screen.
- Type <http://seguin.tea.state.tx.us/apps/logon.asp> in your web browser.

In all cases, you will be directed to the TEA SE logon screen to enter your username and password. Select “Expenditure Reporting” from the TEA SE applications list.

Grantees may access the TEA *Expenditure Reporting (ER) Reference and Training Manual* at <http://ritter.tea.state.tx.us/opge/grantdev/er/tmanual.pdf> for instructions and guidance pertaining to ER.

Cash Management Requirements

Administrative requirements for grants stipulate that grantees must request cash (i.e., grant payments) as close as possible to the time of making disbursements. Pursuant to the requirements in 34 CFR 74.21 and .22 and 80.20 and .21, payment requests must be timed in accordance with the actual, immediate cash requirements of the grantee.

Grantees should not have more cash on hand than is necessary to meet three days’ cash needs. Therefore, grantees should request only that amount that will be paid out within three business days once the payment is received from TEA. Grantees may request payment only for obligations incurred during the grant period.

Payments through Expenditure Reporting (ER) should be deposited into your depository bank by the State Comptroller's Office within six to seven business days of the request (provided TEA receives any supporting documentation requested in a timely manner and there are no other complications with the automated system). Therefore, grantees must request cash no earlier than six working days before actual disbursement of funds.

Grantees must have written procedures and internal controls for cash management that assure only the actual amount of cash needed will be requested, and the cash received will be paid out within three days of receiving it. Procedures should evidence that the grantee plans carefully for cash flows for grant projects and reviews cash requirements **before** each request for payment. Cash management procedures are monitored during on-site monitoring visits and during the annual independent audit.

Grantees are not required to maintain separate bank accounts for federal grants. However, grantees must comply with the applicable standards for financial management in maintaining accounting records by fund source. (See section on Coordination with the Business/Accounting Office and Financial Management in Part 1: General and Fiscal Guidelines of the RFA.)

Return of Interest Earned from Excess Cash on Hand for Federal Grants

As stated above, grantees shall not draw down more cash than is necessary to meet three days' cash needs. If a grantee draws excess cash and keeps cash on hand for more than three days, the grantee may be required to return to the federal government any interest earned on payments drawn down through ER.

Return of Interest Earned from Federal Grant Payments to IHEs, Nonprofit Organizations, and Open Enrollment Charter Schools Operated by an IHE or Nonprofit Organization

In accordance with the requirements of 34 CFR 74.22(k), **IHEs, nonprofit organizations, and open-enrollment charter schools operated by an IHE or nonprofit organization must deposit federal grant payments into an interest-bearing account.** For each federal grant award, the grantee may retain up to \$250 annually in interest earned to pay the cost of maintaining the interest-bearing account.

Any funds that are not paid out within three business days of receipt of funds are considered an advance of funds (i.e., excess cash on hand) and must be returned to TEA immediately as a refund. Refunds that are a result of excess cash must be sent to the following address:

Texas Education Agency—MSC
P. O. Box 13717
Austin, TX 78711-3717

Write the name of the grant program and the NOGA ID number on the refund check. The refund will be credited to the NOGA ID from which the excess funds were drawn down.

In addition, on at least an **annual** basis, **any such advances of federal grant funds that earn an excess of \$250 in interest annually per grant award** must be returned to the U.S. Department of Health and Human Services at the following address:

U.S. Department of Health and Human Services
P.O. Box 6120
Suite 1133
Rockville, MD 20852

The remittance should be accompanied by a letter stating that the remittance is for "interest earned on federal funds" and should include the grantee's DUNS number and any other identifiable information specific to the award and the grantee, such as the CFDA number and the grantee organization name.

Please do NOT remit the interest earned to TEA. 34 CFR Part 74 specifically states that grantees covered by Part 74 must send the interest earned directly to the Department of Health and Human Services.

Exception to 34 CFR 74.22(k) Requirements

For IHEs, nonprofit organizations, and open-enrollment charter schools operated by an IHE or nonprofit organization, the requirements of 34 CFR 74.22(k) are waived if any of the following conditions apply:

1. The grantee receives less than \$120,000 in **total** federal awards per fiscal year.
2. The best reasonably available interest-bearing account would not be expected to earn interest in excess of \$250 per fiscal year on total federal cash balances.
3. The average or minimum balance required by the depository bank is too high for the grantee to meet with expected federal and non-federal cash resources.

Return of Interest Earned from Federal Grant Payments to School Districts, Open Enrollment Charter Schools Operated by a Governmental Entity, and Other Governmental Entities, Including Cities and Counties

Governmental entities such as independent school districts, ESCs, open-enrollment charter schools operated by a governmental entity, cities, and counties are **encouraged** to deposit grant payments into an interest-bearing account. In accordance with the requirements of 34 CFR 80.21(i), for each federal grant award, the grantee may retain up to \$100 annually in interest earned to pay the cost of maintaining the interest-bearing account.

Any funds that are not paid out within three business days of receipt of funds are considered an advance of funds (i.e., excess cash on hand) and must be returned to TEA immediately as a refund. Refunds that are a result of excess cash must be sent to the following address:

Texas Education Agency—MSC
P. O. Box 13717
Austin, TX 78711-3717

Write the name of the grant program and the NOGA ID number on the refund check. The refund will be credited to the NOGA ID from which the excess funds were drawn down.

In addition, **excess cash on hand of federal grant funds that earn an excess of \$100 in interest annually per grant award** must be returned to the U.S. Department of Education (USDE) **promptly but at least quarterly**. **Do NOT remit the interest to TEA.** 34 CFR Part 80 specifically states that grantees covered by Part 80 must send the interest directly to the U. S. Department of Education.

Instead, remittances should be mailed to the USDE at the following address:

U.S. Department of Education
P.O. Box 979053
St. Louis, MO 63197-9000

The remittance should be accompanied by a letter stating that the remittance is for “interest earned on Federal funds” and should include the DUNS number and any other identifiable information specific to the award and the grantee, such as the CFDA number and the grantee organization name.

Noncompliance with Cash Management Requirements

Pursuant to the provisions of 34 CFR 74.62 and 80.43, grantees that fail to comply with cash management requirements for federal grants, including the repayment of interest earned, may be subject to the following special conditions or enforcement actions:

- Identification as a high-risk grantee, pursuant to the provisions of 34 CFR 80.12 and 74.14, which may involve the imposition of special conditions and being placed on reimbursement basis only (grantee would not be able to draw down its own funds in the ER system without first submitting supporting documentation for expenditures)
- Temporarily withholding cash payments pending correction of the deficiency
- Disallowing all or part of a cost not in compliance
- Suspension or termination of the award
- Withholding further awards for future discretionary grants from TEA
- Debarment or suspension from receiving any future federal funds from any entity
- Other remedies that may be legally available

Expenditure Reporting by Class/Object Code in ER (Interim and Final)

ER permits grantees to report expenditures by class/object code. The requirement to report expenditures by class/object code in ER will be indicated next to each grant program listed on the ER NOGA search page. This feature **eliminates** the need to prepare and submit interim and final **paper** expenditure reports to TEA.

Interim Reports: Refer to Part 2: Program Guidelines for required reporting dates. When reporting expenditures by class/object code in ER, each time you request a payment, you must enter expenditures by class/object code. Although you are strongly encouraged to request payment monthly, **you must request payments at least once every six months (semi-annually) within 15 days after the reporting period** in order to comply with interim reporting requirements.

Final Report: Grantees must file a final expenditure report in ER by class/object code within 30 days after the ending date of the grant. Grantees will enter 100% of the **final** cumulative expenditures in ER. However, only 90% of the final expenditures will be paid pending verification that the TEA program division has received the final program evaluation report. Upon verification of TEA's receipt of the final program evaluation report, the ER system will automatically generate the final 10% payment to the grantee.

Failure to meet expenditure reporting deadlines may result in loss of funds and could cause the grantee to be identified as "high risk," resulting in additional sanctions or special conditions.

Reminder: In ER, you will always enter cumulative expenditures for funds expended in each class/object code since the beginning date of the grant. The Help link in the top right corner of the ER reporting screen provides instructions on how to enter expenditures.

Thresholds and Allowable Budget Variance

Thresholds are established for each grant program to allow for the automatic approval of payments as long as the payments are within the established thresholds. Payments will be approved automatically as long as an **individual** request does not exceed 25 percent of the total NOGA amount, or the **cumulative** amount requested does not exceed 25 percent per month. **The system will automatically forward any request for payment that exceeds these thresholds to TEA staff for review and approval.**

25% Budget Variation Cannot Be Exceeded

In addition, the cumulative amounts reported in each class/object code cannot exceed the maximum allowable budget variation of 25% of each class/object code. The expenditure report will automatically be rejected if one or more class/object codes is exceeded by more than 25% of the amount approved in the respective class/object code. You will be required to file an amendment with TEA to correct the budget by class/object code, and the amendment must be approved by TEA. Remember that an amendment is effective on the day it is received in TEA.

Funds Must Be Budgeted in a Class/Object Code

The expenditure report will also be automatically rejected if an amount is entered into a class/object code for which no funds are budgeted and approved in the grant application. You will be required to file an amendment with TEA to correct the budget by class/object code, and the amendment must be approved by TEA. An amendment is effective on the day it is received in TEA.

Documentation for Expenditures

For any payment request in ER exceeding the threshold, TEA reserves the right to request additional supporting documentation, including but not limited to, the General Ledger, Payroll Ledger, and copies of payroll checks, invoices, receipts, travel vouchers, etc., prior to authorizing payment to the grantee. Any such documentation requested by TEA can be attached to the ER payment request or be faxed to the Division of Discretionary Grants at 512-463-9811. The payment will not be approved or processed until such documentation is received and determined to be allowable under the grant.

Revised Final Expenditure Reports Claiming Additional Expenditures

As stated in the Request for Application, Part 2 – Program Guidelines, Required Reports, there is no opportunity for a revised final expenditure report. The final expenditure report, which is due within 30 days after the ending date of the grant, **must be 100% accurate**. Any revised Final Expenditure Report filed more than 30 days after the ending date of the grant, where the grantee is claiming expenditures greater than the amount initially reported in the final report, will not be approved, processed, or paid by TEA.

Any revised Final Expenditure Reports claiming expenditures less than the amount initially reported in ER must be submitted as soon as it is determined expenditures were less. Refunds must be submitted to TEA within 15 days of receipt of notification that refund is due.

Refunds must be submitted to:

Texas Education Agency - MSC
P. O. Box 13717
Austin, TX 78711-3717

Write the name of the grant program and the NOGA ID number on the refund check.

Program Reporting Requirements

Refer to the RFA and SAS instructions for program reporting requirements. Final payment is contingent upon receipt of all required program reports.

Grants Management Resources

Grantee Handbook

For additional assistance in administering discretionary grants, *The Grantee Handbook: A Procedures Manual for TEA Grant Recipients Administering Discretionary Grant Projects* is available and may be accessed at the following web site: <http://burleson.tea.state.tx.us/GrantOpportunities/forms/> in the *Discretionary Grants Toolbox* located on the lower right. The handbook provides helpful information regarding rules, regulations, procedures, and policies for administering grants. It is strongly recommended that the grant program manager, as well as the business manager, access and refer to the handbook frequently for important information pertaining to the administration of grants. In addition, it is the responsibility of the grantee to comply with all grant requirements, including those stated in the applicable RFA and in the applicable SAS schedules, regardless of whether they are addressed in this handbook. Instructions to a specific SAS and guidelines in a specific RFA always supersede the guidance provided in this handbook.

FAQs for TEA Grants in General

An extensive list of Frequently Asked Questions and Answers (FAQs) related to grants in general administered by TEA is available on the TEA Grant Opportunities website in the General Resources box. The FAQ is updated periodically and it is recommended TEA grantees view it regularly for guidance. You can access the FAQs at <http://ritter.tea.state.tx.us/opge/grantdev/faq.html>.

Additional Grants Management Resources

Additional grants management resources are available at <http://ritter.tea.state.tx.us/opge/grantdev/admin.html> (TEA Grant Opportunities page in the General Resources box). Grantees can quickly access the federal cost principles as well as a side-by-side of the federal cost principles; uniform administrative grant requirements; Single Audit requirements (OMB Circular A-133); and travel guidelines from this page. Grantees are encouraged to visit this site regularly for updates.

For assistance

Please contact Texas Title I Priority Schools at (512) 463-9374 if you have any programmatic-related issues or questions. If you need assistance in preparing an amendment, contact a grant specialist in the Division of Discretionary Grants at (512) 463-9269. For assistance in recording expenditures in ER, contact the Fiscal Processing Unit in Discretionary Grants at the same phone number.

Enclosures

cc: Texas Title I Priority Schools

Texas Education Agency

NOGA ID:

105520057110005

Organization: POR VIDA INC County-District: 015801 Vendor ID: 1-742792474
Campus/School: CESAR E. CHAVEZ ACADEMY ESC Region: 20 School Year: 2011

Notice of Grant Award

SAS # A144-10

Amendment Number:

| Name of Grant Program | FAR Fund Code | FAR Rev. Code | Fed Award / AFDA # | Federal Aid Agency | TEA USE Only | Begin Date | End Date | Increase (Decrease) | Amount |
|--------------------------------|---------------|---------------|------------------------|--------------------|--------------|------------|-----------|---------------------|----------------|
| TTL 1 PRIORITY SCH-LEA (OPT 2) | 286 | 5929 | S388A090044 84.388A | USDE | 55201005 | 1/26/2011 | 6/30/2013 | \$0.00 | \$2,693,21 |
| NOGA Total: | | | | | | | | | \$2,693,219.00 |

An amount of \$1,346,609.50 has been reserved for the Notice of Grant Award and will not be disbursed to the subgrantee until TEA has received the final expenditure report and/or final documents required under this grant.

Application and any amendment thereto identified above, Received Date/ Document Control Number/ Application ID 701-10-112-174 as revised or negotiated by the Texas Education Agency (TEA), is hereby incorporated by reference and, therefore, made a part of this grant award. Also incorporated by reference into this grant award are the Provisions and Assurances contained in the incorporated application, the Request for Application (if applicable), the instructions to completing the Standard Application System (SAS), any guidelines which accompany the application, including program and fiscal guidelines, and any and all attachments or appendices submitted by the applicant or included by TEA. This grant is made contingent upon the availability of funds from the funding entity to the Texas Education Agency for distribution to the subgrantee named above. If funding is not received, TEA assumes no liability for costs incurred by the grant recipient.

Offer Accepted by Grantee

The signature of the applicant's authorized officer contained on the applicant's application or amended application referred to above, is hereby incorporated by reference and made a part of this grant/award.

Approval ID of the Commissioner of Education or Designee Texas Education Agency

Date

1/26/2011

TEXAS EDUCATION AGENCY
AUTHORIZATION TO GRANT

I. GRANT STATUS/CHANGES

| | | |
|--|--|---|
| <input checked="" type="checkbox"/> Grant <input type="checkbox"/> Amendment # ____ | <i>For Amendments Only</i> <input type="checkbox"/> No Change in Total Amount <input type="checkbox"/> Increase by \$ <input type="checkbox"/> Decrease by \$ (If increase or decrease, must include amount) | County District #: <u>015-801</u> DCC Record ID #: <u>26700</u> Application ID #: <u>2010-011732</u> NOGA ID #: <u>105520057110005</u> |
|--|--|---|

II. BUDGET INFORMATION

| | |
|--|---|
| TEA Funding Contact: James Connolly A to G Prepared by: Doc Tracking DB Telephone Number: 3-9269 | TEA Program Contact: Texas Title I Priority Schools Sponsoring Program Division Name and CC#: NCLB Program Coordination, Cost Center: 312 Telephone: (512) 463-9374 |
| Program Name: Texas Title I Priority School Grant | |
| Budget Year (BY): 2010 SAS#: 144-10 | Total Amount Funded: \$2,693,219.00 |
| Project/Grant ID#: 55201005 | \$2,693,219.00 |
| Grant Specialist: | |
| DUNS No.: 141062716 Cong. Dist.: TX-020 | |
| CCR Cage Code 38KH7 | |
| CCR Expiration Date: 6/9/2011 | |
| Grant Period | From: 1/26/2011 To: 6/30/2013 |
| Texas Education Code # | Legislative Authority (Federal Law or State Appropriation): American Recovery & Reinvestment Act (ARRA) of 2009 |

III. PAYEE INFORMATION
Complete all parts of this section.

| | | |
|--|-------------------------------------|---------------------------------------|
| Payee Name: Por Vida Academy | Campus Name Cesar Chavez Academy | Payee ID # (i.e., VIN): 1742792474 |
| Mailing address for Receipt of Payments: Address: 1135 Mission Rd City: San Antonio State: Tx Zip Code: 78210-4598 | | |

III. PURPOSE OF PROGRAM
This part must be completed.

Description of Program:
To help schools identified as Stage 1 & Stage 2 improve student proficiency, increase the number of campuses that make adequate yearly progress, and using data to inform decisions and create feedback and improvement.

V. APPROVAL SEQUENCE

| | Program Division (Special Projects) | Program and Fiscal Review | Final Compliance Review | Fund Control | Deputy/Assoc. Commissioner | NOGA Approval |
|--------------------------|--|------------------------------|----------------------------|--------------|-------------------------------|---------------|
| Approved by (Initial) | / | NCLB | JC | LP | / | JC |
| Approved (Date) | / | 1/26/11 | 1/26/11 | 1/26/11 | / | 1/26/11 |
| Returned (Date) | / | | | | / | |

Comments:

VI. DISTRIBUTION

☐ Division of Discretionary Grants

☐ Program Division

(For use with Discretionary Grants)

TEA NCLB Reviewer R. Williams
 Approver D. White

ESC 20
 CDN 015801003

2010-11 Texas Title I Priority Schools Application Review and Processing Log

☒ Original
☐ Amendment # _____

| Action | Date Completed | Staff Responsible |
|---|----------------|----------------------|
| Received from LEA in Discretionary Grants (Stamp-in Date) | | Discretionary Grants |
| Received from Discretionary Grants | 6-8-2010 | TTIPS |
| NCLB Pre-Compliance Completed | 6-15-2010 | NCLB Staff |
| Review/Negotiation Complete | 1-14-2011 | R. Williams |
| Program Approval Complete | 1-26-2011 | D. White |
| Forwarded to Discretionary Grants | | |
| | | |
| | | |
| | | |
| | | |
| | | |

Texas Title I Priority Schools Grant Application Review Checklist

Grantee Name: *Por Vida Academy / Cesar E Chavez Academy*

County District Number: *015801 / 003*

NOGA ID#:

Tier of Eligibility: Tier I ☐ Tier II ☒ Tier III ☐

Implementation Time: August 2010 ☐ February 2011 ☒

Instructions to NCLB staff: The Grant Application Review Checklist will serve as the guide for reviewing this paper application. The application checklist will be part of this application's official audit file. Make sure that the checklist is complete and signed before moving the checklist, the Authorization to Grant, and 3 copies of the negotiated application forward to Discretionary Grants (DG) for the Final Compliance Review.

| | | NCLB | | DG | |
|---|---|-------------------------------------|--------------------------|-----|-----|
| | | Yes | N/A | Yes | N/A |
| General | | | | | |
| 1. | Are all of the required schedules (as indicated in the RFA/SAS) included in the application, and are they readable? | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| 2. | Is the County/District number on every page? | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| 3. | Is the SAS number on every page? | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| Schedule #1—General Information | | | | | |
| 4. | Is there an "X" by each schedule included in the application? | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| 5. | Does the person who signed Schedule #1 have authority to bind the applicant organization into a contract? Make sure the title of the authorized official is entered. (Usually superintendent, associate superintendent). Note: Principals are <u>never</u> authorized to sign grant applications. If a Principal signed, send Schedule #1 back for authorized signature. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| 6. | Does at least one (1) (preferably 3) of the copies of Schedule #1 - General Information have an original signature? | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| 7. | Are the CAGE, DUNS, NCES identification number, and congressional district numbers correct? | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| Schedule #4 - Program Requirements | | | | | |
| 8. | Are Parts 1 - 4 of the program requirement included and unchanged? | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| Schedule #4A - Program Abstract | | | | | |
| 9. | Has the applicant identified the tier of eligibility? | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| 10. | Has the applicant identified which implementation timeline they will follow? | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| Schedule 4B - Program Description | | | | | |
| 11. | Has the applicant submitted an approved Model Selection and Description Report? | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| 12. | Is each of the statutory and/or TEA requirements addressed in the narrative pages as specified in the RFA? (Do not assess quality; only verify the <u>presence</u> of each requirement.) (NOTE: A competitive application is <u>not eligible to be funded</u> if the applicant did not address each statutory requirement in the RFA.) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| 13. | Has the applicant demonstrated that grant activities will meet the <u>supplement and not supplant</u> requirements as indicated in federal statute? | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| 14. | Is the proposed project of sufficient duration, size, scope, and quality to carry out the purpose of the authorizing statute? | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| 15. | Are all dates listed in Part 3: Intervention Model, Section D: Intervention Activities and Timeline within the beginning and ending date of the grant? If not, ensure that the statement, "Grant funds will be used to pay only for activities occurring between beginning and ending dates of the grant as specified on the Notice of Grant Award" has been included. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |

| | | NCLB | | DG | |
|-----|---|-------------------------------------|--------------------------|-----|-----|
| | | Yes | N/A | Yes | N/A |
| 34. | Schedule #6A - Note: If the applicant has not included the revised version of this schedule that was published on 5/25/10 with the Errata Notice then ensure that the revised version is added to the application. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| 35. | Schedule #6B | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| 36. | Schedule #6C | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| 37. | Schedule #6D (should be submitted and signed only if the grantee is disclosing lobbying activities—associated box on Schedule #1—General Information, can be marked NA if included in the application but not completed) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| 38. | Schedule #6E | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| 39. | Schedule #6F | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |

All Schedules

| | | | | | |
|-----|---|-------------------------------------|--------------------------|--------------------------|--------------------------|
| 40. | Have all changes made to the 3 copies of the application? (i.e., you need 3 identical sets.) (Mark NA only if <u>no</u> changes were made to the application.) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| 41. | <u>Applies to nonprofit organizations:</u> Is the grantee "In Good Standing" (i.e., not on vendor hold) with the State Comptroller? | | | <input type="checkbox"/> | <input type="checkbox"/> |
| 42. | Verify that the applicant is not a High Risk Grantee by checking the "Grantees with Fiscal Issues" spreadsheet. | | | <input type="checkbox"/> | <input type="checkbox"/> |
| 43. | <u>Applies to nonprofits and open enrollment charter schools operated by a nonprofit:</u> Has the grantee provided current proof of non-profit status? Current means within the last 10 years. Refer to Part 1: General and Fiscal guidelines in the RFA for acceptable forms of proof of non-profit status. For charter schools, the name on the document must match the name of the charter holder as it appears in ISAS. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| 44. | Is all of the information on the Authorization to Grant correct and congruent with the information in the application (i.e., authorizing statute, starting and ending dates, grant amount, etc)? | | | <input type="checkbox"/> | <input type="checkbox"/> |
| 45. | Is the information on the NOGA correct and congruent with the information on the application and on the Authorization to Grant? (Check name of grantee, name of grant program, fund code, beginning and ending dates, grant amount, funding source, NOGA ID#, and SAS #.) | | | <input type="checkbox"/> | <input type="checkbox"/> |
| | | NCLB | | | |
| | | Yes | No | | |
| 46. | If the applicant is identified as a high risk grantee, does NCLB recommend that the applicant is awarded a TTIPS grant? | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |

Program and Fiscal Compliance Review

I certify that all statutory requirements are addressed in the application; that all required provisions and assurances are included in the application; that the Authorization to Grant is correct and congruent with the application, and that the application constitutes a legally binding agreement between Texas Education Agency (TEA) and the grantee.

R. Williams

NCLB Program Coordination

1-14-11
Date

NOGA and ISAS math validation

I certify that the math on the budget schedules is correct, that the ATG and NOGA are correct and congruent with the application.

Division of Discretionary Grants

Date

| | | NCLB | | DG | |
|---|--|-------------------------------------|--------------------------|--------------------------|--------------------------|
| | | Yes | N/A | Yes | N/A |
| Schedule #4C – Performance Assessment and Evaluation | | | | | |
| 16. | Part 1: Component Description - Does this section contain the statement, "By submitting this application, the applicant agrees to comply with any reporting and evaluation requirements that may be established by TEA and to submit the reports in the format and manner requested by TEA." If not, affix a sticker with that sentence to the schedule. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| 17. | Part 2: Process for the Development of Performance Goals - Has this schedule been completed according to the schedule instructions? | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| 18. | Part 3: Annual Performance Goals - Did the applicant provide the required information related to the listed performance measures? | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| Schedule #4D - Equitable Access and Participation | | | | | |
| 19. | Did the applicant complete this schedule? | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| Schedule #5 - Program Budget Summary | | | | | |
| 20. | Do the total costs, including pre-award costs, for each supporting schedule MATCH the amounts for the corresponding Class/Object Code and Description on Schedule #5 - Program Budget Summary? | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. | Do all of the amounts (across and down) on Schedule #5 <u>add up</u> correctly? | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. | Are administrative funds within the 5% maximum allowable amount for administration? If the grantee is claiming indirect costs, has the Indirect Cost Calculation worksheet been completed? (NOTE: admin costs include direct and indirect costs.) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| 23. | Did the applicant correctly enter information on the chart to indicate the funding request for each year of the 3 year grant period? | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| Schedules #5B-5G - Support Schedules | | | | | |
| 24. | Is the math accurate on each of the supporting schedules? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 25. | Have pre-award costs been clearly identified on schedules # 5B-5G? | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 26. | Do all costs, including pre-award costs, appear to be reasonable and necessary to accomplish the objectives of the project? NCLB staff should work with grantees to negotiate any costs that are not reasonable and necessary out of the program budget. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| 27. | Are all costs, including pre-award costs, allowable under the authorizing statute, ARRA requirements, OMB Circulars, Federal Cost Principles, EDGAR, and any other applicable regulations? | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| 28. | Is there a clear link between the budgeted line items on the budget schedules and the activities to be conducted as described on the narrative pages? (i.e., are there any line items budgeted that have no related activities described in the narrative?) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| 29. | Is there a clear link between the personnel budgeted on Schedule #5B - Payroll Costs (6100) and the responsibilities of the personnel as described in the narrative pages? | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| 30. | Has the grantee provided a detailed description for Extra Duty Pay and Substitutes line items on Schedule #5B? (This may include the number of positions, number of days, and rate) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| 31. | Has the grantee provided justification, broken out by cost category, for Professional/Consulting Services exceeding \$10,000, or provided a rate for flat fee contracts, e.g. consultant paid \$200 a day for 3 days of training on Schedule #5C? (NOTE: Breakout should not place all costs in 6200) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| 32. | If Schedule #5G - Capital Outlay – Capitalized Assets Regardless of Unit Cost is included, did the applicant include a list of equipment requested, the quantity, and a description of how the equipment will be used to accomplish the goals and objectives of the project? | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| Schedules #6A-6F—Provisions and Assurances | | | | | |
| 33. | Are all the required provisions and assurances included and readable in each of the three (3) copies of the application? Make sure the grantee did not alter any of the provisions and assurances. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |

Negotiation Notes and Communications Log—

This log is to be completed for all grant applications and amendments, and will be attached to the Applications/Amendment Checklist. Grant Specialists and Grant Managers will be responsible for logging all communication with grantees including telephone and e-mail contact. The log also should include the date of contact, the contact person, the SAS schedule to be changed, and negotiation notes.

| No. | Date | Negotiations Notes | <input checked="" type="checkbox"/> Issue Resolved |
|-----|-----------|--|--|
| 1 | 1.18.11 | Page 5, Part :3, I. C. Delete the possible and add student performance to paragraph. | |
| | Schedule | | |
| | MSDR | | |
| | Contact | Corrections made and resent | |
| | J Readon | | |
| No. | Date | Negotiations Notes | <input checked="" type="checkbox"/> Issue Resolved |
| 2 | 1.18.11 | Page 12, Part: 4, 7. C. Add based on student performance to activity | |
| | Schedule | | |
| | MSDR | Corrections made and resent | |
| | Contact | | |
| | J. Readon | | |
| No. | Date | Negotiations Notes | <input checked="" type="checkbox"/> Issue Resolved |
| 3 | 1.18.11 | Page 62 schedule 5: redo three year budget to equal grant amount \$2,693,219. | |
| | Schedule | | |
| | 5 | Corrections made and resent | |
| | Contact | | |
| | J. Readon | | |
| No. | Date | Negotiations Notes | <input checked="" type="checkbox"/> Issue Resolved |
| 4 | 1.18.11 | Page 63, Schedule 5B: Add teacher incentive Pay to Budget | |
| | Schedule | | |
| | 5B | Corrections made and resent. | |
| | Contact | | |
| | | | |
| No. | Date | Negotiations Notes | <input type="checkbox"/> Issue Resolved |
| 5 | | | |
| | Schedule | | |
| | | | |
| | Contact | | |
| | | | |
| No. | Date | Negotiations Notes | <input type="checkbox"/> Issue Resolved |
| 6 | | | |
| | Schedule | | |
| | | | |
| | Contact | | |
| | | | |
| No. | Date | Negotiations Notes | <input type="checkbox"/> Issue Resolved |
| 7 | | | |
| | Schedule | | |
| | | | |
| | Contact | | |
| | | | |
| No. | Date | Negotiations Notes | <input type="checkbox"/> Issue Resolved |
| 8 | | | |
| | Schedule | | |
| | | | |
| | Contact | | |
| | | | |

| | | | |
|------------|---------------------------|--|--|
| | | are not sure what you want us to change on page 55. The requirement on the page is to MEASURE teacher effectiveness. The Guidelines on pages 9-10 are strategies to PROMOTE effectiveness. We would appreciate your guidance. | |
| No. | Date | Negotiations Notes | <input type="checkbox"/> Issue Resolved |
| 7 | 8-19-10 | Page 61: Please place your administrative costs in the correct space and not in the indirect column. Please make sure this number matches your 5B schedule. Accomplished | |
| | Schedule | | |
| | 5 General Information | | |
| | Contact | | |
| No. | Date | Negotiations Notes | <input type="checkbox"/> Issue Resolved |
| 8 | 8-19-10 | Page 65: Please be specific – “Targeted Professional Development.” At this point we don’t know the nature of the professional development sessions to be provided by Region 2. We have added the phrase, “based on needs assessment.” Our purpose is to use the Region to meet group or individual needs for professional development that go beyond using a content instructional coach. | |
| | Schedule | | |
| | 5C Contracted Services | | |
| | Contact | | |
| No. | Date | Negotiations Notes | <input type="checkbox"/> Issue Resolved |
| 9 | 8-19-10 | Page 66: In addition to LEA policies, any one (unit) item of \$5,000.00 or more must be placed in capital expenditures. We understand the capital expenditure requirement and no unit item cost more than \$5,000. Please explain the purpose specifically of a Wii console and how that meets the educational objectives of your grant and the intent of this project. Please do the same for electronic boards on number five. <u>Wii’s</u> are considered by many as simply entertainment. However the number of educational games that promote learning in the content areas is growing. Creative teachers are in fact now creating lessons involving data collection for function models in mathematics and science and to develop higher order thinking skills. We have definite educational uses in mind using technology students enjoy using so they will learn what we want them to learn. <u>Electronic Boards</u> are variously called Smart Boards, Promethean Boards, or by other vendor names. These are in effect electronic chalk (dry erase) boards. We did not specify a vendor as we are not sure which we will use at this point. At the time we purchase the capabilities will be enhanced by the vendors and we want to get the most advantageous available. These boards are standard equipment in best equipped public schools. | |
| | Schedule | | |
| | 5D Supplies and Materials | | |
| | Contact | | |
| No. | Date | Negotiations Notes | <input type="checkbox"/> Issue Resolved |
| 10 | 8-19-10 | Page 69-76: Please replace this schedule with the updated Errata # 1 published May 25, 2010. Done | |
| | Schedule | | |
| | Contact | | |
| | | | |
| No. | Date | Negotiations Notes | <input type="checkbox"/> Issue Resolved |
| 11 | | | |
| | Schedule | | |

*Received 8/20
Reviewed 8/25*

Negotiation Notes and Communications Log—

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| No. | Date | Negotiations Notes | <input checked="" type="checkbox"/> Issue Resolved |
|-----|-----------|--|--|
| 1 | 8-19-10 | Page 20: Please refer to the Program Guidelines and the OMB Circular for allowable expenditures (picnics etc.) All expenditures must be tied to the intent and purpose of the grant. Grant funding will not be used for these picnics intended to improve parent and community support. These will be funded by contributions from parent support organizations formed to increase parental involvement. "Cookouts" as functions of support are an integral part of our community, but the grant will in no way be billed. | <input checked="" type="checkbox"/> |
| | Schedule | | |
| | 4B Part 2 | | |
| | Contact | | |
| No. | Date | Negotiations Notes | <input checked="" type="checkbox"/> Issue Resolved |
| 2 | 8-19-10 | Page 32: Please refer to and correct PBS to read Positive Behavior and Intervention Supports (PBIS) on this page and throughout the application document. Corrections made as requested. Page 34 and throughout this application document please use a month and a year for all timelines of implementation etc... Timeline revised as requested. | <input checked="" type="checkbox"/> |
| | Schedule | | |
| | 4B Part 3 | | |
| | Contact | | |
| No. | Date | Negotiations Notes | <input checked="" type="checkbox"/> Issue Resolved |
| 3 | 8-19-10 | Page 38-45: Please be specific as to what you are going to do and how you intend to do this improvement activity. Supplementary pages provided additional detail are attached. | <input checked="" type="checkbox"/> |
| | Schedule | | |
| | 4B Part 3 | | |
| | Contact | | |
| No. | Date | Negotiations Notes | <input checked="" type="checkbox"/> Issue Resolved |
| 4 | 8-19-10 | Page 46: I have checked the first box for extending the period of availability of school improvement funds. This checked box is required. Thank you, we have added a mark to box on our revised master to be submitted to you. | <input checked="" type="checkbox"/> |
| | Schedule | | |
| | 4B Part 4 | | |
| | Contact | | |
| No. | Date | Negotiations Notes | <input checked="" type="checkbox"/> Issue Resolved |
| 5 | 8-19-10 | Page 51: I am writing "void" on this page because it is blank. Thank you. We have also added this to our amended copy. | <input checked="" type="checkbox"/> |
| | Schedule | | |
| | 4C Part 2 | | |
| | Contact | | |
| No. | Date | Negotiations Notes | <input checked="" type="checkbox"/> Issue Resolved |
| 6 | 8-19-10 | Page 52: Please consider additional performance measures and assessment tools to increase Use of Data to Drive Instruction. We have added one, and will use our research year to add at least one more measure to Use of Data to Drive Instruction. We also added advanced courses to our student achievement measures. Page 53: Please refer to page 9 of this application and to the Program Guidelines as to what must be done using this model. We have reviewed both and are confident we are targeting all of them. Guidelines2 pages 17-25 Page 54: Please insert the use of PBIS for Improve school climate. Done Page 55: Please refer to the "must do" part in the Program Guidelines and page 9-10 of this application as far as Improving Teacher Quality. We | <input checked="" type="checkbox"/> |
| | Schedule | | |
| | 4C Part 3 | | |
| | Contact | | |

| | | are not sure what you want us to change on page 55. The requirement on the page is to MEASURE teacher effectiveness. The Guidelines on pages 9-10 are strategies to PROMOTE effectiveness. We would appreciate your guidance. <i>look at this</i> |
|-----|---------------------------|---|
| No. | Date | Negotiations Notes <input checked="" type="checkbox"/> Issue Resolved |
| 7 | 8-19-10 | Page 61: Please place your administrative costs in the correct space and not in the indirect column. Please make sure this number matches your 5B schedule. Accomplished ✓ |
| | Schedule | |
| | 5 General Information | |
| | Contact | |
| No. | Date | Negotiations Notes <input checked="" type="checkbox"/> Issue Resolved |
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| | Schedule | |
| | 5C Contracted Services | |
| | Contact | |
| No. | Date | Negotiations Notes <input checked="" type="checkbox"/> Issue Resolved |
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| | Schedule | |
| | 5D Supplies and Materials | |
| | Contact | |
| No. | Date | Negotiations Notes <input type="checkbox"/> Issue Resolved |
| 10 | 8-19-10 | Page 69-76: Please replace this schedule with the updated Errata # 1 published May 25, 2010. Done ✓ |
| | Schedule | |
| | Contact | |
| | | |
| No. | Date | Negotiations Notes <input type="checkbox"/> Issue Resolved |
| 11 | | |
| | Schedule | |

Requested Supplemental Information Plan to Achieve Critical Success Factors

An important note on the requirement to provide the strategies for accomplishing our critical success factor is this. Because we are using the extended implementation model, our objective for the 2010-2011 school is to continue our research and be certain we have in hand a collection of strategies that we believe will help us meet our CSF measures. We need to be sure it is understood that as we develop our transformation plan, we may adopt, expand or abandon any of the "ways" we plan to accomplish the objectives.

Page 38

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

As noted in the rationale section of the CSF table, in depth review of assessment data for each formative or summative assessment must be a norm for improving academic performance. Teachers will be trained on how to measure the effectiveness of their instruction through review of student responses. Essentially, the teacher must use such assessment data to determine the level of student understanding of a concept or process. This also involves helping the teacher write better assessment items to determine the level of student understanding. We will stress problem solving, student products, and student performances as these give a better understanding of student competencies rather than simply training a student to select a correct response from a list.

In all content areas we will focus on insuring that teachers know how to improve instruction by

- Focusing on having the students work instead of watching the teacher work,
- Incorporating hands-on strategies rather than being limited to direct instruction,
- Using manipulatives and concrete models where available and appropriate,
- Beginning with a real world basis for content and moving to the abstract,
- Insisting on higher order thinking rather than simply stressing remembering facts,
- Integrating appropriately and seamlessly technologies which engage students and enhance experiences,
- Having teachers learn and practice research based approaches as found in the resources listed in the "Supporting Research" column on the CSF page.

Additional essential elements include having a curriculum document aligned with the state standards. We are accomplishing this through the use of CSCOPE and other curriculum resources that will enhance instruction. Finally, content teams will be given time to prepare high quality lessons, and intense monitoring by the content coaching specialists of the resulting instruction will promote use of best practices.

Page 39

Critical Success Factor 2: Increase the use of Quality Data to Drive Instruction

Early training for teachers in writing quality assessments, creating measurement rubrics, and focusing on measuring the objectives taught will begin the process of using quality data to drive instruction. Layered on this training will be staff development on evaluating results and disaggregating the data pool that results from an assessment. Teachers will then be given instruction of providing interventions at the student level or class level as needed.

Page 40

Critical Success Factor 3: Increase Leadership Effectiveness

We will begin by cultivating in school leaders the qualities found in the list of effective leader qualities provided by SIRC and the Texas Turnaround Center. In addition, leaders will be trained in recognizing effective teaching qualities regardless of the content being taught. Leaders will be aided in understanding tendencies and other critical information found in district, campus, department, teacher and student level data. Assistance in learning how to be effective change agents will be provided.

Finally, we will develop in school leaders the capacity to relate to and draw on community leaders and resources.

Page 41

Critical Success Factor 4: Improve Learning Time

We will meet the transformation standard of increasing the amount of learning time by 300 hours. We also have the goal of training teacher in effective use of learning time through such strategies as bell to bell instruction. We will be researching various school daily and school year schedules to use as the basis for our implementation.

Page 42

Critical Success Factor 5: Increase Parent/Community Involvement

Following are potential strategies to include:

- Determine if a single or multiple communication strategies to contact parents is best
- Develop strategies to get parents and community members on to the campus
- Promote partnerships with community leaders, business, colleges and universities, faith based groups, and other non-profits to increase opportunities for the students and increase resources for campus programs
- Study supporting research to mine other effective strategies

Page 43

Critical Success Factor 6: Improve School Climate

We will work to improve the physical climate by improving maintenance and physical facilities. The learning climate will be improved by improving instruction, content rigor and content relevance so that students will want to come to school. This will increase attendance and have the school "a place to be." It will also diminish the nature and number of discipline referrals since instruction that promotes and maintains on-task behavior dramatically reduces discipline problems. We will also develop and implement plans to improve the quality and variety of co-curricular/extra-curricular activities.

Page 44

Critical Success Factor 7: Increase Teacher Quality

Use of a high quality instrument to measure teacher effectiveness will be implemented with the intent that teachers will be enabled to develop personal improvement plans. Each teacher will be provided with a content instructional coach to mentor and help the teacher to reflect on lessons and suitability of materials and instructional approaches. Each teacher will be given training on such strategies as including student choice, student affiliation, constructivist learning, and incorporating novelty and variety. We also will develop at the campus a plan to recruit and retain high quality teachers.

Sent 8/19/10

Negotiator Ken Cogdell For Randy W...
Reviewer _____LEA Por Vida Academy
Campus Cesar E. Chavez AcademyRegion20
CDN 015801**Negotiation Notes and Communications Log—**

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| 1 | 8-19-10 | Page 20: Please refer to the Program Guidelines and the OMB Circular for allowable expenditures (picnics etc..) All expenditures must be tied to the intent and purpose of the grant. | |
| | Schedule | | |
| | 4B Part 2 | | |
| | Contact | | |
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| 3 | 8-19-10 | Page 38-45: Please be specific as to what you are going to do and how you intend to do this improvement activity. | |
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| | Schedule | | |
| | 4B Part 4 | | |
| | Contact | | |
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| 5 | 8-19-10 | Page 51: I am writing "void" on this page because it is blank | |
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| | Schedule | | |
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| | Contact | | |
| No. | Date | Negotiations Notes | <input type="checkbox"/> Issue Resolved |

| | | |
|-----|------------------------------------|--|
| 8 | 8-19-10 | Page 65: Please be specific – “Targeted Professional Development.” |
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| | Schedule | |
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| | Schedule | |
| | Contact | |
| | | |
| No. | Date | Negotiations Notes <input type="checkbox"/> Issue Resolved |
| 11 | | |
| | Schedule | |
| | Contact | |
| | | |
| No. | Date | Negotiations Notes <input type="checkbox"/> Issue Resolved |
| 12 | | |
| | Schedule | |
| | Contact | |
| | | |

| | | | |
|--|--|---|----------------------------|
| 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 | Por Vida, Inc. Organization Name | 015801 County-District# |
| | | Cesar E. Chavez Academy Campus Name | 003 Campus Number |
| | | 74-2792474 9-Digit Vendor ID# | 20 ESC Region |
| | | 105520057110005 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 1/26/2011

Project Ending Date: 06/30/2013

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

Tier I ☐ **Tier II** ☒ **Tier III** ☐

Part 1: Index to the Application

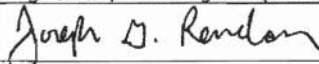
An X in the "New Application" column indicates those schedules that **must** be submitted as part of the application. The applicant must place an X in this column for each additional schedule submitted to complete the application. For amendments, the applicant must place an X in the Amendment Application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

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

Certification and Incorporation

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

Authorized Official

| | | | |
|------------------|----------------|----------------------|--|
| Typed First Name | Initial | Last Name | Title |
| Joseph | G | Rendon | Superintendent |
| Phone | Fax | Email | Signature/Date Signed (blue ink preferred) |
| (210) 532-8816 | (210) 534-0795 | jrendon@por-vida.org |  3 Jun 10 |

Only the legally responsible party may sign this application.

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

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

TEA DOCUMENT CONTROL NO.

701-10-112-174

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

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| Texas Title I Priority Schools Grant Schedule #1—General Information | | | | | |
| Part 3: Applicant Information | | | | | |
| Local Educational Agency (LEA) Information | | | | | |
| LEA Name | | | | | |
| Por Vida Inc. | | | | | |
| Mailing Address Line - 1 | Mailing Address Line - 2 | City | State | Zip Code | |
| 1135 Mission Road | | San Antonio | TX | 78210 | |
| U.S. Congressional District Number | Primary DUNS Number | Central Contractor Registration (CCR) CAGE Code | | NCES Identification Number | |
| 20 | 141062718 | 38 KH7 | | 480000409460 | |
| Campus Name | | | | County-District Campus Number | |
| Cesar E.Chavez Academy | | | | | |
| Mailing Address Line - 1 | Mailing Address Line - 2 | City | State | Zip Code | |
| 3701 Mueller | | Corpus Christi | TX | 78408 | |
| Applicant Contacts | | | | | |
| Primary Contact | | | | | |
| First Name | Initial | Last Name | | Title | |
| Joseph | G | Rendon | | Superintendent | |
| Telephone | Fax | Email | | | |
| (210)532-8816 | (210) 534-0795 | jrendon@por-vida.org | | | |
| Mailing Address Line - 1 | Mailing Address Line - 2 | City | State | Zip Code | |
| 1135 Mission Rd | | San Antonio | TX | 78210 | |
| Secondary Contact | | | | | |
| First Name | Initial | Last Name | | Title | |
| Sandra | A | Valencia | | Principal | |
| Telephone | Fax | E-mail | | | |
| 361-561-5651 | 361-561-5654 | svalencia@por-vida.org | | | |
| Mailing Address Line - 1 | Mailing Address Line - 2 | City | State | Zip Code | |
| 3701 Mueller | | Corpus Christi | TX | 78408 | |

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Texas Title I Priority Schools Grant
Schedule #3—Purpose of Amendment

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

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

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

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

Part 2: Revised Budget

Complete this part if there are any budgetary changes.

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

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Texas Title I Priority Schools Grant

Schedule #4—Program Summary and Application Requirements

Part 1: Grant Program Information;

Summary of Program: Purpose and Goals

School Improvement Grants, authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA) as amended by ARRA, are grants, through the Texas Education Agency, to local educational agencies (LEAs) for use in Title I schools identified for improvement, corrective action, or restructuring and other eligible campuses that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of their students so as to enable the schools to make adequate yearly progress and exit improvement status. Under the final requirements, as amended through the interim final requirements published in the Federal Register in January 2010 school improvement funds are to be focused on each State's "Tier I" and "Tier II" schools.

Tier I schools are a State's persistently lowest-achieving Title I schools in improvement, corrective action, or restructuring and certain Title I eligible elementary schools that are as low achieving as the State's other Tier I schools. Tier II schools are a State's persistently-lowest achieving secondary schools that are eligible for, but do not receive, Title I, Part A funds and certain additional Title I eligible secondary schools that are as low achieving as the State's other Tier II schools or that have had a graduation rate below 60 percent over a number of years. An LEA may also use school improvement funds in Title I schools in improvement, corrective action, or restructuring that are not identified as persistently lowest-achieving schools and certain additional Title I eligible schools ("Tier III schools").

In the Tier I and Tier II schools an LEA chooses to serve, the LEA must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model.

Allowable Activities

Tier I and Tier II Grantees

- Grantees must expend grant funds for the required activities delineated for the selected intervention model as defined in the final federal regulations.
- Grantees may expend grant funds for the permissible activities delineated for the selected intervention model as defined in the final federal regulations.
- Grantees may expend grant funds for other school improvement activities deemed needed to address identified needs not addressed by the intervention model selected.

Tier III Grantees

- Tier III grantees may select one of the four intervention models in the federal regulations or the state's Tier III Transformation Model.
- If selecting one of the four models in the federal regulations, grantees must expend grant funds for the required activities delineated for the selected intervention model as defined in the final federal regulations. Grantees may expend grant funds for the permissible activities delineated for the selected intervention model as defined in the final federal regulations.
- Grantees may expend grant funds for other school improvement activities deemed needed to address identified needs not addressed by the intervention model selected.

In addition, a Tier I, Tier II, Tier III grantee campus that has implemented, in whole or in part, either the Turnaround, Restart, or Transformation models within the last two years may continue or complete the implementation of the intervention model with the TTIPS grant funds. For example, if a grantee campus has replaced its principal within the last two years, the LEA/campus will not be required to hire another new principal. An LEA/campus that receives TTIPS SIG funds in accordance with this flexibility must fully implement the selected model as required by the final federal requirements. In other words, if the school had been implementing the model only in part, it must use the funds it receives to expand its implementation so that it fully complies with the federal regulatory requirements.

The detailed required and permissible activities for each intervention model, as defined in the final federal regulations are listed on Schedule #4—Program Requirements and are incorporated by reference herein.

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| by telephone/e-mail/FAX on _____ by _____ of TEA. | | | Amendment No. |
| 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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| 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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| # | 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. <ul style="list-style-type: none"> a. The Model Selection and Description Report must be submitted to TEA no later than February 1, 2011. This report may be submitted at any time prior to the deadline. Grantees must demonstrate successful completion of the following activities: <ul style="list-style-type: none"> i. Comprehensive Needs Assessment process. ii. Establish the grant budget by the required categories. iii. Identification and Selection of the intervention model. iv. Development of activities to implement selected intervention model. v. Development of Timeline of Grant Activities. | | |

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| Part 4: TEA Program Assurances | | | |
| # | TEA Assurance Description | | |
| 2 | The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. | | |
| 3 | The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, the Texas School Improvement Conference, and sharing of best practices. | | |
| 4 | For the LEAs selecting the TEA Designed Models the applicant provide assurances that it will participate in and make use of technical assistance and coaching support provided by TEA, SIRC, and/or its subcontractors. | | |
| 5 | The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the effectiveness of the LEA's curriculum and its alignment with instruction occurring on the campus; assesses progress on student groups' academic achievement at the campus level; and guide instructional decisions by teachers for individual students. | | |
| 6 | The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models. | | |
| 7 | The applicant will provide access for onsite visits to the LEA and campus by TEA, SIRC and its contractors. | | |
| 8 | The applicant, if selecting the Restart Model, agrees to contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers. | | |
| 9 | The applicant, if selecting the Turnaround Model or Transformation Model (Tiers I and Tiers II only) agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity. | | |
| 10 | If the LEA/Tier III campus selects to implement the transformation model , the campus assures That it will it implement the following federal requirements. 1. Develop and increase teacher and school leader effectiveness. A. Evaluate the effectiveness of the current principal and use the results of the evaluation to determine whether the principal should be replaced, be retained on the campus, or be provided leadership coaching or training. B. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so; C. Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and D. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school based on rigorous, transparent, and equitable evaluation systems for teachers and principals: 1. Takes into account data on student growth as a 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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| by telephone/e-mail/FAX on _____ by _____ of TEA. | | | Amendment No. |
| Texas Title I Priority Schools Grant Schedule #4—Program Requirements | | | |
| 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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| Texas Title I Priority Schools Grant Schedule #4—Program Requirements | | |
| 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 checked="" type="checkbox"/> Tier II Eligible Campus <input 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>We must rethink how we educate our young people as we ready them for challenges of tomorrow. By transforming schools to a "real world" personalized learning culture, students will realize their own value and worth within society. Cesar Chavez School as part of Por Vida Charter, "for life," defines our commitment - to educate young adults and provide them with knowledge, self-respect and skills that will be with them for life. Cesar Chavez Academy(CCA), an alternative education charter school, provides pathways for student success, community involvement via fiscal responsibility. We attract students seeking a "last chance" education to address their varying educational and social needs. While the current program has value, data indicates serious problems; low attendance, high mobility, low completion rate, constant faculty turnover and limited student choice. State and federal accountability systems reflect persistently low student achievement. The TTIPS grant provides opportunity to invigorate the school, faculty, students, and community utilizing a Transformation Model with campus leadership change, comprehensive curriculum reform in all aspects of teaching and learning, National Staff Development Council standards for campus/individual professional development, an extended learning time, implementation of SBR, best practices, infused technology within a teaching & learning environment to cultivate the 21st century learner. Following the initial organizer's checklist, CCA selected the Transformation Model, Extended Implementation, to provide a renaissance in CCA. We will incorporate the Texas Transformation Plan handled by SIRC along with shared options suggested by CCA stakeholders.</p> <p>Our instructional model will be a differentiated program recognizing each student in the classroom as unique. Diversity is celebrated and revered. A conscious effort will be made to respect and recognize differences, establish a sense of community and establish future student career goals for individual ownership of their learning and preparation for post secondary opportunities. We will establish community partnerships with local universities and colleges, professionals, workforce resources and identified trades from student interest inventories. Tailor designed Individual Graduation Plans (IGP) will give each student an opportunity to experience job shadowing, apprenticeships and internship job experience environment, along with achieving significant college credits toward their chosen field of post secondary prospects. Marzano (2001) explains "what individuals consider to be important is probably a function of the extent to which it is perceived in satisfying a basic need, or instrumental in attainment of personal goals. Central to the model, students must understand how education impacts learning and achieving career choice. Self-attributes and self efficacy develop as they experience success.</p> <p>We will use interventions identified in SIRC Transformation Model. CCA will further implement strategies from LEA/Campus Snapshots of the system/academy. CCA will also incorporate On-Site Technical Assistance from Professional Service Provider-Transformation Specialists. CCA will take advantage of all components of TTP technical assistance offered through SIRC, to improve faculty quality of content knowledge and pedagogy relevant to 21st century learners. Knowledge, skills and professional experiences from SIRC for the new CCA principal will develop an outstanding instructional leader for the 21st century learning community. Extended Implementation Model provides additional time needed to research data suggestions. CCA will supplement resources to create connections to a students' world. Beginning with the end in mind (Covey, 1992), a campus professional development focus will center upon creating and using rubrics to measure results</p> <p>In summary, school is not their last chance, but their golden opportunity to shape their lives beyond the school walls.. Though the challenges are complex, our mission is unchanged – to educate young adults and provide them with knowledge, self-respect and skills that will enable them to say "Si, Se Puede"!</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 | | | | | | | | | | | | | | | 0 |
| Open-Enrollment Charter School | | | | | | | | | | | 50 | 50 | 50 | 50 | 200 |
| Total Students: | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 50 | 50 | 50 | 50 | 200 |
| Total Instructional Staff | | | | | | | | | | | | | | 10 | |
| Total Support Staff | | | | | | | | | | | | | | 15 | |
| Section B: Data Sources Reviewed or to be Reviewed in the Comprehensive Needs Assessment Process | | | | | | | | | | | | | | | |
| 1 | AEIS Data including student achievement by grade and content, completion rate, attendance, etc. | | | | | | | | | | | | | | |
| 2 | TAKS data related to analysis of school performance on particular content objectives. | | | | | | | | | | | | | | |
| 3 | Student benchmarks scores, passing rates for students by teacher and course. | | | | | | | | | | | | | | |
| 4 | PDAS ratings for teachers correlated to student achievement for each teacher. | | | | | | | | | | | | | | |
| 5 | Campus ratings under state and federal reporting systems. | | | | | | | | | | | | | | |
| 6 | Inventory of school instructional resources. | | | | | | | | | | | | | | |
| 7 | Vita for all staff for elements such as courses completed in content taught, years of experience. | | | | | | | | | | | | | | |
| 8 | Review of budget and other grant funds for how campus financial resources have been used historically. | | | | | | | | | | | | | | |
| 9 | Discipline referrals as to grade level, gender, nature of referral, and number and type by teacher | | | | | | | | | | | | | | |
| 10 | | | | | | | | | | | | | | | |

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| by telephone/e-mail/FAX on _____ by _____ of TEA. | School Years 2010-2013 | _____ Amendment No. |
| 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>CCA faculty has met many times to determine needs for the school by reviewing AEIS reports, AYP reports, formative benchmarks, classroom assessments used to measure the impact/success of the teaching & learning as defined in the lesson plans, classroom discipline referrals. Campus suspensions, absences of students and adults and program, student enrollment/retention/withdrawal rates with transfer requests & without transfer requests, court ordered attendance, graduation rates/completion rates (how long and by what processes?) and changing demographics all impacting resources/effectiveness for student learning/teacher training/utilization of the program. Additionally, the campus staff has met twice with an educational consultant that has served as a Campus Intervention Team to face questions asked related to school structure, achievement, effectiveness of school programs and other things related to impact of campus strategies to improve attendance and gain parental involvement. Discussions with students related to school climate has proven valuable.</p> <p>During the planning year under the Extended Implementation Model, rubrics and measuring instruments will be created to help measure all aspects and identified, required components of the Transformation Model. The grant oversight committee will be constituted and provided the charge of the committee's responsibilities/assurances. They will also provide input by determining specific areas of the campus needing additional or intense measurement and review given the data analysis as guided by the external management team. Parent and community leaders will be invited to survey the school facilities with preformed rubrics and/or questionnaires, talk with students, teachers, and support staff regarding new instructional reform strategies that are piloted or redirected from previous implementations, scheduling discussions relevant to increased learning time, and particularly, the customer satisfaction approach to the services received from the educational system. In addition, they will be encouraged to ask what ever questions they wish regarding school and teacher effectiveness new method and means for family and community involvement. Students, parents and future community partners will be surveyed to provide an ample amount for a random sample. This process will be used to determine stakeholders perceived quality of services and identified need as clients. Central to the needs assessment will be campus visits and work by SIRC staff to create a District Snapshot, a Campus Snapshot, and a Principal/Leader Competency Review of our new principal to determine professional strengths and needs for growth for getting results, influencing others to change to meet the high expectations of CCA as indicated in the challenging but achievable goals with measurable objectives written, distributed and posted throughout the academy. From the District and Campus Snapshot visit and ensuing report with suggestions and recommendations, CCA will insert and intensify the Campus Improvement Plan, review and adjust goals and objectives if necessary to convey the urgency of the planning/implementation of rigor, relevance and relationships with the learning community. The continuous revisions and up-dating of current communication, documents relevant to the change process will be provided in a transparent format in both hard copy and electronic resources according to the management calendar, or on an as needed based upon forma request of a stakeholder.</p> <p>In addition, all current curriculum materials, technology applications, and course sequences will be reviewed, analyzed and aligned, according to current TEKS and College Readiness expectations, to insure the focus and expectation through the indicated rigor and relevance. We will also review and determine how to begin integration of various content resources, differentiation possibilities and 21st century technology infusion. The learning environment will explore AP or Dual Credit courses and Project-Based assessments in student areas of interest.</p> | | |

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| by telephone/e-mail/FAX on _____ by _____ of TEA. | | | Amendment No. _____ |
| Texas Title I Priority Schools Grant Schedule #4B—Program Description | | | |
| Part 1: Comprehensive Needs Assessment Cont. | | | |
| Section D: Groups of Participants Contributing/to Contribute to Needs Assessment Process, ensuring Parents and Community Groups were involved in the process. | | | |
| 1 | Campus and Charter District Administration and Support Staff | | |
| 2 | Campus Instructional Staff | | |
| 3 | SIRC personnel | | |
| 4 | Parents of currently enrolled students | | |
| 5 | Area professionals and trades representatives | | |
| 6 | Students, Random sample | | |
| 7 | Outside consultants who have served as a CIT or TAP | | |
| 8 | Currently assigned TAP | | |
| 9 | Higher Ed Representatives from schools serving as partners such as Alamo Community College District | | |
| 10 | Community Workforce groups and members of local Chamber of Commerce | | |

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| by telephone/e-mail/FAX on <i>8.21.11</i> by <i>R. Williams</i> of TEA. | | |
| Texas Title I Priority Schools Grant Schedule #4B—Program Description | | |
| Part 2: Project Management | | |
| Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana). | | |
| Capacity -- Describe the LEA's capacity to use grant funds to provide adequate resources and related services/support to the campus to implement, fully and effectively, the required activities of the school intervention model. | | |
| <p>Por Vida Charter Schools has a budget and accounting office that currently handles financial matters for three campuses. Our superintendent has handled management of federal and state funds for all years of his tenure with the charter. Because of the need to oversee this large grant and appropriate interface all current funding to prevent conflicts or supplanting, we will be hiring a District Shepherd as per the Texas Transformation Model. The shepherd will</p> <ul style="list-style-type: none"> • Ensure the campus is provided operational flexibility • Ensure effective implementation of all components of the transformation process • Monitor the progress of 90-day action plans • Communicate regularly with the transformation campuses • Regularly schedule meetings with the transformation campuses • Remove and Charter administration barriers that may hinder the transformation process • Provide support and feedback to the campus grant manager, the principal, and teacher leaders when needed or requested. • Take an active role in problem-solving with the campus grant manager, the principal, and the teacher leaders • Attend campus leadership meetings • Assist in the replacement and recruitment of qualified staff • Assist in efforts to increase community and parental involvement • Support the placement of social service resources at the campus • Partner with the campus to generate a positive school climate • Attend required trainings. <p>Audits of our finances occur in accordance with state law.</p> <p>Alternative and creative methods are implemented to reach out and bring the community into the school (i.e., family picnics and festivals (funded by community members and parent support organizations, and not grant funds), mentor parents for new families, multilingual presentations at school functions, etc). Campus community members will know the procedures followed by the school in obtaining and disseminating information. Selected students are invited to participate in planning and presentation meetings. A two-way communication plan with a supporting system will be designed by the campus community groups to better assure transparency and fluency of information. The plan will be incorporated into the Campus Improvement Plan. Through these initial steps, the school will begin to recognize the increased value or parents and community participants and focus on specific ways to encourage opportunities for increased involvement. A team of parents, campus educators, students and community representatives will write the CCA-Parent-Community compact and jointly develop their written parental involvement policy. With our current staff, additional individuals and consulting group, and identified community stakeholders allowed under the terms of the grant, past history and P-16 initiatives in the Greater South San Antonio are have joined together to suggest and provide adequate and abundant resources and related services/support to educational systems. Current city expansion and development, the recent approval for the San Antonio Texas A&M campus on the southside, and current ongoing collaborative between workforce, federal support to federal Army and Air Force bases in the area, and general constituent awareness and buy-in, Pro Vida Academy will be able to implement, fully and effectively, the required activities of the Texas Transformation Model in a collaboratively formed and approved educational system for the 21st century.</p> | | |

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| Texas Title I Priority Schools Grant Schedule #4B—Program Description | | |
| Part 2: Project Management Cont. | | |
| Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana). | | |
| 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>Cesar Chavez Academy (CCA) utilized the TTIPS grant Decision-Making Process to determine <i>What we would hope to accomplish by applying for the TTIPS grants?</i> After a detailed review of the collected data and Comprehensive Needs Assessment, we determined to apply for the Transformation Model in addition to checking the Extended Implementation waiver. Systemic communication was very limited. As the administration reviewed various successful models of communication, it was apparent CCA lacked a working parental involvement policy. There was a lack of consistent usage of the current School-Parent Compact. It appears to be more of an agreement or contract, rather than a joint compact where all parties are actively engaged in the educational program of the student. To dissolve the perception CCA is totally responsible for student achievement, parents and community voices will not be viewed as a part of the problem with little involvement, but rather a critical component connected to identified to areas of interest as determined by surveys and informal conversations. This will be an initial first step to gain parental support for factors beyond the school walls, such as school policies, events and active participation in committee work for the betterment of CCA and surrounding community areas. Mutually improved attitudes toward external involvement will become a habit, exhibited more than just when it is required, as involvement is solicited and encouraged by all.</p> | | |
| <p>Parents and CCA are will be clearly involved in determining the types of programs needed to build the capacity of parents through personal growth, thereby supporting and encouraging their child's school performance. The shared responsibilities will be reflected in the active, revised CCA-Parent-Community Compact/written parental involvement policy. CCA will provide further capacity building with parents to support school performance by offering various professional development activities to meet their interests/needs as suggested by various constituents; better understanding of assessments within the accountability systems, adult literacy, adult budgeting and personal management, computer skills and instructional opportunities through technology, etc. to name a few possibilities. Meaningful and monitored participation follow-up events will demonstrate and recruit to other adults in the school area. These planned pursuits may be, but not limited, but initially suggested are: flexible meeting time, parent resource room on campus or at off-site location as space is available, parents as teachers training to begin the educational involvement from birth, parents are visible on campuses in a multitude of roles. etc. Community members and parents will play an active role in preparing children to enter the feeder school system currently offered by CCA. During the implementation of various programs, parent leaders are identified in various areas of the learning environment and are encouraged to bring their ideas and suggestions to the committees, staff members and administration for future discussions among the partnership driven, school climate and culture.</p> | | |

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| by telephone/e-mail/FAX on _____ by _____ of TEA. | | | | | | | | | | | | | | | | | | | | |
| Texas Title I Priority Schools Grant Schedule #4B—Program Description | | | | | | | | | | | | | | | | | | | | |
| Part 2: Project Management Cont. | | | | | | | | | | | | | | | | | | | | |
| Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana). | | | | | | | | | | | | | | | | | | | | |
| Management of Grant Activities – Describe how the LEA and campus will modify its practices and/or policies, as necessary, to ensure its implementation of the intervention(s) fully and effectively. | | | | | | | | | | | | | | | | | | | | |
| <p>Campus administration will monitor the plan through the duration of the grant and will formally meet to oversee and evaluate the project. The program coordinator will provide participants with multiple opportunities to interact, provide feedback, and determine if the project is being implemented in accordance with the plan. An oversight committee will be formed from the stakeholder groups and will meet every 90 days to review progress and redirect the grant as needed. This committee, school and central office staff, and the program coordinator will evaluate if the campus is meeting the goals and performance measures established in our application. They will also monitor the grant activity timeline to ensure implementation is aligned with the proposed schedule. Campus staff will report progress to the Charter District board, and the superintendent. Based on feedback, the grant application will be amended or personnel changed or reassigned if the committee along with the grant manager and school principal determine adjustments are necessary. To be certain that measures are not subjective, the committee, manager and principal will rely on measures as described below.</p> <p>The campus staff will work collaborative to design, implement and analyze the effectiveness of the TTIPS grant to include the following tasks:</p> <ul style="list-style-type: none"> Assist with data analysis and accountability and increase local data capacities to support instruction. Disaggregate, analyze and manage student performance using regular school generated assessments along with the state assessments. Conduct surveys to determine the effect that the transformation model has had on teacher practices. Support or question the truthfulness of the surveys by using regular walk throughs and with a review of lesson plans. Coordinate with district and campus administrators along with campus faculty to determine the professional development needs of the campus. Ensure the plan is being communicated effectively and accurately to all district stakeholders Create and use a checklist to record progress along the activity timeline. Complete required reports. Reports will be posted on the campus website for stakeholder and community review. <p>Protocol developed for documenting design of School Based Components, Work Based components, Connection Activities delivered through coordination and cooperation of one or more of the following: <u>Intermediary Organizations</u>, <u>School System</u>, <u>School and/or Individual Advisory Boards</u> will be established, presented critical questions that will answer supporting questions with identified fields for completion. The template will be adapted from the national School-to-Work Office Planning Model. An <i>brief snapshot example</i> from the underlined area above is as follows:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Connection Activities</th> <th style="width: 25%;">Agreement</th> <th style="width: 25%;">Responsible Party(ies)</th> <th style="width: 15%;">Due Date(s)</th> <th style="width: 10%;">Progress Notes</th> </tr> </thead> <tbody> <tr> <td rowspan="4">Provide technical assistance to local partnerships and stake holders to include: 1)technology, 2) new staff and parent training</td> <td rowspan="4">Who, date, process defined and recorded in meeting minutes</td> <td rowspan="4">Individual Advisory Boards and School System</td> <td>11/2010</td> <td rowspan="4"></td> </tr> <tr> <td>02/2011</td> </tr> <tr> <td>05/2011</td> </tr> <tr> <td>08/2011</td> </tr> <tr> <td>Workforce Develop</td> <td>What, where, when</td> <td>Intermediary Org.</td> <td>10/2010</td> <td></td> </tr> </tbody> </table> | | | Connection Activities | Agreement | Responsible Party(ies) | Due Date(s) | Progress Notes | Provide technical assistance to local partnerships and stake holders to include: 1)technology, 2) new staff and parent training | Who, date, process defined and recorded in meeting minutes | Individual Advisory Boards and School System | 11/2010 | | 02/2011 | 05/2011 | 08/2011 | Workforce Develop | What, where, when | Intermediary Org. | 10/2010 | |
| Connection Activities | Agreement | Responsible Party(ies) | Due Date(s) | Progress Notes | | | | | | | | | | | | | | | | |
| Provide technical assistance to local partnerships and stake holders to include: 1)technology, 2) new staff and parent training | Who, date, process defined and recorded in meeting minutes | Individual Advisory Boards and School System | 11/2010 | | | | | | | | | | | | | | | | | |
| | | | 02/2011 | | | | | | | | | | | | | | | | | |
| | | | 05/2011 | | | | | | | | | | | | | | | | | |
| | | | 08/2011 | | | | | | | | | | | | | | | | | |
| Workforce Develop | What, where, when | Intermediary Org. | 10/2010 | | | | | | | | | | | | | | | | | |

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| by telephone/e-mail/FAX on _____ by _____ of TEA. | | Amendment No. _____ |
| Texas Title I Priority Schools Grant | | |
| Schedule #4B—Program Description | | |
| Part 2: Project Management Cont. | | |
| Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana). | | |
| Resource Management – Describe how the LEA/campus will align other resources (federal, state, local, and community) with the school improvement intervention. | | |
| <p>Cesar Chavez Academy (CCA) utilized the TTIPS grant Decision-Making Process to determine What we would hope to accomplish by applying for the TTIPS grants. Our first step will be to insure that we are not in violation of any requirement regard the use of funds. Thus, current state funding will continue to be used for the basic foundation of our school programs. Federal Title moneys will be directed at activities that supplement the foundation program. We will use the TTIPS funding to implement our transformation model which will be completely determined during the fall and spring of our assessment and preparation year.</p> | | |
| <p>Our goal during our planning phase is to create effective partnership with community organizations such as the community college district, professional groups, and trade unions or associations to provide a critical component of tailoring the experiences of each student to his or her individual interests, goals and abilities.</p> | | |
| <p>We will continue our association with existing partner such as UTSA which provides embedded professional develop in content revision, supporting learning strategies appropriate to the environment and new pedagogical concepts and skills to actively engage the student. The teaching and learning environment becomes more responsive to the data identified needs of all learner. The teacher builds upon current professional strengths and identified strengths of peer educators (building the capacity within a collaborative environment). Based upon the identified needs, differentiated methods will also be reviewed and explored to infuse into the design and delivery of the content, both in content and in technology. In addition to higher education involvement, have partnerships and agreements with Federal Programs including No Child Left Behind, Title I, and Food Service will be enhanced and expanded, as suggested by the schoolwide suggested transformation resources suggested, accepted and approved during the Extended time for quality planning and review prior to implementation. This will be accomplished by scheduled meetings with advance agendas for timely management/planning of discussion. The materials will be sent to the various teams (campus, community, student and previously referenced agencies) to maintain strategic listening skills and to build upon the capacity that each participant brings to the discussion. Follow-up electronic (webinars, podcasts, distance learning, etc.) and traditional publications will be given to keep all individuals informed and trained as they develop into active and contributing participants. Those members lacking facility access will be afforded opportunities to use CCA resources using academy issued identification and clearance to maintain a safe and secure learning environment for all.</p> | | |
| <p>The activities of this initiative reflect cost-effectiveness, ensure the most effective use of public resources and avoid duplication of services. The charter business office will be fully integrated in the grant administration process, maintaining fiduciary and financial responsibility for all grant activities, processing and maintaining grant accounting data, requesting funds through the automated payment request systems, preparing and submitting expenditure reports in coordination with key grant personnel, and reporting accounting transactions properly. The external grant management team with work closely with the business office to gather necessary fiscal information to fulfill their agreed upon grant management responsibilities. In addition, the management team will collect monitoring documents for all identified program description components required in the management calendar, both according to the required reports identified in the grant format and in addition to additional formative benchmarks determined and required by the external management team; such as, but not only, specified student performance reports, walk through data, lesson plan rubrics, meeting agendas, etc.</p> | | |

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| Part 2: Project Management Cont. | | |
| Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana). | | |
| Grant Project Manager Qualifications – Describe the qualifications of the person selected to be the project manager for this grant on the campus. | | |
| <p>Educational Results, LLC. received a Certificate of Formation from the Secretary of State, Paul Wilson, on August 24, 2007; IRS Employer Identification Number on October 10, 2007 and reporting information has been sent to the Texas Comptroller of Public accounts for public information reports, form 05-102. The purpose of the LLC is to provide consulting through guidance and management to districts and charters requesting school improvement systems and specific resources. Required reports are timely and fiscal management is on a cash flow basis and subcontracted. The Chief Education Officer of Educational Results, LLC is Lura Davidson, Ph.D.</p> <p>Dr. Davidson is a retired educator with 30+ years of experience. During her 30 years in education, 25 were spent in South Texas; mainly in school districts with high levels of poverty. Districts demonstrated significant gains in student achievement through visionary expectations, ongoing plan-monitor-adjust designs for improvement and target specific instruction/professional development based upon student needs. Designs used SBR materials, proven research instructional strategies in various models of teaching, and input from the staff to meet identified student learning needs. Professional Development was an integral part of the change process. With highly trained, creative thinkers, dedicated to student success, educators continued to learn from the best: DuFour, Fullen, Bernhardt, Goodlad, F.English, NSSE and the wisdom of numerous successful educators in partnerships with state departments and institutions of higher education. Students achieved established goals and moved forward to the next level of expectation. Dr. Davidson continues her work with campuses in need of assistance by working with the Texas School Improvement Resource Center as a Technical Assistance Provider and Campus administrator Mentor. She continues to participate in the Educational Leadership Coaching initiative from Region XIII and has recently been approved to continue with current responsibilities within SIRC in addition to participate in the TTIPS initiative with Transformation campuses and District Snapshots. Her Doctor of Philosophy in Curriculum & Instruction from the University of Missouri-Columbia has provided a means for her passion to design models of successful intervention for students and supportive professional development for teachers/administrators as they navigate the world of accountability systems in education. Postdoctoral studies included required coursework in public school education to meet the requirements of the Mid-Management and Superintendent Certification. Currently, she remains current with ongoing research within the educational field, she is an instructor for the College of Education at the Concordia University – Texas at the San Antonio Center.</p> <p>While she served as a Superintendent in the Boone county R-IV School District, the state Department of Elementary and Secondary Education selected Dr. Davidson for the Harvard Seminar New Superintendents. She was the President-elect of the Missouri University Partnership of Educational Renewal; a P-16 design based upon the John Goodlad model for the restructure, renewal, and reform of the statewide initiative. In Texas, she has had experience teaching from elementary to higher education levels. She has served administratively as an Assistant Principal, Curriculum Coordinator, Area Superintendent, and Assistant Superintendent. Dr. Davidson was selected for two Fulbright Administrator Exchange Programs; one to Japan and one to Thailand. She has presented at international conferences such as the <i>Teaching and Learning</i> in Beijing with ECUA, national, state and local venues. Her work has been published in the <i>Journal of US-China Public Administration</i> in 2008. Recently honored by the Manchester Who's Who Among Executive and Professional Women in Education, she exemplifies through her various roles as an instructional leader her passion for living life to its fullest by maximizing the potential of individuals and making a significant difference in the lives of others.</p> | | |

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| Texas Title I Priority Schools Grant Schedule #4B—Program Description | | |
| Part 2: Project Management Cont. | | |
| Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana). | | |
| LEA Support – Describe how the LEA will structure and implement an individual or office with responsibility for supporting the campus' school improvement efforts. | | |
| <p>The responsibility for supporting the campus' school improvement efforts will employ a well defined partnership between the model's District Shepherd (internal) and Educational Results, LLC (external). In strong partnership, planning calendars will be detailed with increased specificity from the suggested Transformation Model Project Overview Timeline-Extended Implementation with numerous protocol guiding questions, resulting templates and use of the required grant document forms for timely submissions of dated reports. The three -year program is designed to increase the effectiveness of teacher and campus leaders, improve instruction through targeted professional development, create community-oriented schools and provide operational flexibility to schools to increase student achievement. External and Internal individuals will collaboratively work to assure the above and the following requirements take place and are documented appropriately:</p> <ul style="list-style-type: none"> • The campus is meeting its obligations under the terms of the grant • Effective implementation of the transformation model is occurring • 90 day-action plans are created and implemented • Campus needs reviewed regularly and reported to all stakeholders • Regularly scheduled meetings of the campus team are held and reports submitted to the District Shepherd • All budget expenditures are logged corrected • Teachers and staff participate in required training • The campus is working to create a positive school climate • Plans are in place and followed relating to the fundamental purpose of the campus to have effective instruction. <p>Educational Results, LLC and the District Shepherd will work with the leadership on each campus to insure that resources scheduled to be used under the grant terms are actually being used effectively and as intended. Assurance will include the use of SIRC resources (training, coaching, printed resources, model designs proven to be effective in increasing the capacity of educators, resources for the teaching & learning environment, etc.), additional curricular resources for all domains of education (cognitive, social/emotional and psychomotor), identified training needs for current resources and those determined to be necessary and effective from the extended implementation planning time, available content coaching from outside providers with documented and approved credentials, and all appropriate agreements are being honored. Action Research projects will be used for identified ongoing, developing ideas/issue intervention throughout the grant timeline. Technology learning, through webinars, Website 2.0 resources, wikkies, blogs and new technological resources as they become available, will allow the concept of "real time" learning for all participants in the grant. Charter and CCA policies, procedures and processes will be reviewed/revised as necessary in a timely manner to allow flexibility within the process, but maintain governance and expectations conveyed in the approved legal and local policies and resulting guidelines of the charter.</p> <p>The District Shepherd and the campus grant manager will also ensure that a campus in the transformation process will have its Summer Team Training group ready and willing to attend the SIRC Sponsored five (5) day experience to grow capacity in the group to improve effective implementation of the transformation model and to grow capacity for the sustaining the model after the grant funding ends.</p> | | |

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| Part 2: Project Management Cont. | | |
| Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana). | | |
| Program Continuation and Sustainability – Describe how the LEA will sustain the campus reforms after the funding period ends. | | |
| <p>Continuous improvement and sustainability requires the alignment of individual interest with the interest of the organization (Cook, 1996). The implications from this statement is the overwhelming impact on organizational and operational considerations; and the decisive effect on the very purpose of education. Emphasis on the whole person, critical thinking, values, and character are precursors of a 21st century educational system supporting personal learning and responsibility, moral integrity, achievement, invention, genius, compassion, confidence and self-respect become as basic to the successful human being as success in the content subject matter. During the extended planning time for the transformation model, CCA will discuss and explore the movement from the discipline, to the content, to value (Senge, 2000). Context change for all levels of the system is essential in the review and planning initially. The need to increase the amount of purposeful interaction between and among individuals within and across all levels, and indeed within and across systems (Fullan, 2003). Fullan further suggests eight elements of sustainability as change is being implemented; 1.) Public service with a value purpose; 2.) Commitment to changing context at all levels; 3.) Lateral capacity building through networks; 4.) Intelligent accountability and vertical relationships encompassing both capacity building and accountability; 5.) Deep learning; 6.) Dual commitment to short-term and long-term results; 7.) Cyclical energizing; and 8.) The long lever of leadership.</p> <p>For us this appears simple in concept: Design a program that teachers will work in, student will attend for, the community will support, and increased attendance will provide the funding we currently lack to implement a quality program. But to "walk the talk" to put this into action plans with well defined accountability measures with the expectation of innovation, technology and excellence is challenging. Drucker admonished it is not enough to do something right; the important thing is to do the right thing. The TTIP grant will effectively be seed money to do the right thing as stakeholders collectively address identified environment needs though developing evaluation systems, methods, instruments and techniques devoted toward measuring how well something is being done through subjective and objective rubrics, appraisals, surveys and best practice processes found through networking among models highly successful. Ultimately, the product will be a creation of an alternative academy that will have the capacity to sustain the model when student and parents support it because they were actively engaged in the development process. The higher the quality of the end product, grounded in SBR and Best Practices aligned to values owned by the community and to meet the identified needs as conveyed in the resulting planning template, the greater the likelihood of surviving and surpassing. Cesar Chavez Academy has suffered from low attendance for many years. In Texas funding to charter schools is directly related to attendance. Under the CCA plan, the excellence of the transformed model offerings, CCA will raise enrollment and attendance rate by 20%. This will dramatically increase the financial support the school receives. In addition, by implementing the Career and Technology strand, the weighted formulae will increase additional funding for classes meeting the state defined criteria CATE courses and ensuing funding.</p> <p>As a charter school, CCA has the flexibility and the liberty to make changes to sustain the program within a defined process. Flexibility within the system and the increased funding from increased enrollment and improved attendance will provide new dollars needed to sustain the program after grant funding ceases. Using guidance from the literature, ongoing monitoring and strategic two-way listening from the engaged participants, supportive of the transformation project, the seed money from the TTIPS will grow into a productive, school system producing 21st century prepared youth <i>Por Vida</i>.</p> | | |

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| <p align="center">Texas Title I Priority Schools Grant Schedule #4B—Program Description</p> | | |
| <p>Part 2: Project Management Cont.</p> | | |
| <p>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).</p> | | |
| <p>External Providers -- Describe how the LEA will recruit, screen, and select external providers to ensure their quality.</p> | | |
| <p>Capacity building involves developing the collective ability, dispositions, skills, knowledge, motivation, and resources to act together to bring about positive change. Terms can travel well, but the conceptualization and thinking do not (Fullan, 2003). Ouchi's 2001-2002 study examined innovative school systems in Edmonton (Canada), Seattle, and Houston. He claims both top-down and bottom-up energies are required, due to the enormously complex nature of holding people accountability and building communities of learners with and across sections of the community and the school. Secondly, capacity building, such as study groups, focused institutes, and walk-through site visits, accomplish the task of working together and the transfer of skills and ideas is enhanced by cycles of application and regular examination of student work. For capacity building to work, there must be powerful new system forces discovered and agreed upon during the extended implementation time. Campus and district leaders who are committed to interacting laterally with other campus and district leaders to learn from each other and to identify with the larger purpose of educational reform. Changing school cultures supports the capacity-building training that fosters and embeds professional learning communities. The Hay Group recommends comparing actual versus ideal cultures and working on the discrepancies. It is about changing school cultures through new leadership. It also involves the development of high levels of trust through powerful strategies that enable people to question and alter certain values and beliefs as they create new forms of learning within and between schools, and across levels of the system; horizontal and vertical.</p> <p>CCA will use the Texas Transformation Model supported by the School Improvement Resource Center (SIRC) and supplement with outside resources needed to meet the individual needs of campus. SIRC will be provide on-site technical assistance via a Professional Service Provider (PSP) In addition, CCA will use assistance from a TAP to help recruit, screen and select external providers. This process help insure that we have providers that will be in concert with the Texas Transformation Model and the support provided by SIRC. The primary goal will be to secure providers who have served as SIRC TAPS, CAMS, and/or state CIT members. An additional strength of an external provider will be their capacity and authorization by the State Board of Education to provide CPE units. This would include options offered by the Region Service Centers or providers who have contracted with a Region Service Center. Another resource group will be content specific specialists that are recognized by the state as qualified to provide staff development in content specifics, such as the Math Instructional Coaches from TEA list, consultants with a proven track record of success from work within similar campuses, and the inclusion of partnership involvement to bring the training to the world of work and real world situations. In cases where these do not exist, CCA will request references from the provider in order to check with other schools to determine the effectiveness of the potential provider.</p> | | |
| <p>With the assistance of SIRC, CCA will participate in the development of RFQs for the creation of assessment rubrics or valid and reliable templates of suitable instruments that state the objective of the service to be provided, state measureable objectives that can be used to determine the effectiveness of the service provided, and help determine the value added in relation to the cost. Bias and subjectivity will be limited through this process. Involvement of stakeholders will be available. Conflict of interest statements would be secured. The intent is to eliminate and guide the decision-making to use providers, services or programs that are able to maximize impact on our transformation model and ultimately, for student achievement.</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). | | |
| 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. | | |
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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). | | |
| 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. | | |
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| Texas Title I Priority Schools Grant Schedule #4B—Program Description | | |
| 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 checked="" type="checkbox"/> Transformation </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Tier III Modified Transformation </div> <div style="margin-bottom: 10px;"> <input checked="" type="checkbox"/> TEA Designed Model with Technical Assistance Provided by the School Improvement Resource Center </div> <div style="margin-bottom: 10px;"> <input 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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Texas Title I Priority Schools Grant
Schedule #4B—Program Description

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).

We are committed to using the strategies found in the required activities of the Transformation Project-Extended Time. Our partnership will be with SIRC in implementing activities and developing the details within our model. Thus, our process coincides with the model required to receive guidance from SIRC in addition to outside assistance when services are readily available for implementation, monitoring and follow-up.

Strategy Group 1: Develop and increase teacher and school leader effectiveness: Leading schools requires principals with the courage and capacity to build new cultures based on trusting relationships, a culture of discipline inquiry and action. Sustainable leadership goes far beyond improving test scores. Vision, strategy, marketing, and financial management are defined qualities. But no organization will succeed over time without a culture of commitment and planned capacity building. Knowing these indicators, CCA selected the Extended Transformation Model. CCA took the major first step and replaced our principal in May, 2010. High quality leaders help make working conditions energizing and make school improvement exciting. The instructional leader sets the tone of the organizational energy. They inspire others by how effectively they manage their own energy and next by how well they mobilize, focus, invest and renew the collective energy of those they lead. (Fullan, 2003). CCA wanted to get a head start and demonstrate our commitment to the state, SIRC and our school community. Our next steps will be to establish common terms and definitions as we revisit and articulate the vision with purpose and intent. This will build understanding and support among stakeholders. Getting a solid foundation will be critical for the establishment of high expectations for all learners, sharing leadership at various levels and staying engaged, and encouraging collaboration among faculty, staff and community; keeping the focus upon students at all times. There are fundamental tasks the principal must initially undertake within the professional learning environment. They are as follows: **create and submit 90-day action plans** that are detailing all aspects of the Transformation Project onto a template indicating the action, who is responsible, what is the expected goal and measurable objectives, what are the given dates, define barriers the school must consider and ultimately, what is the form of evaluation and what will the data suggest and tell the campus. Administrative support is a nonnegotiable item for systemic change. Documents **created will define and detail rigorous expectations, transparent expectations and equitable evaluation systems** for teachers and principals; identify and craft a **reward to better retain** high quality staff members while **releasing** from school service those not able to modify and adjust their instruction to become effective. Opportunities will be provided for high quality, job-imbedded professional development that includes subject specific teaching & learning strategies, content deepening, and ways to meet the needs of all students through diverse and differentiated methodologies. Specific plans to facilitate in identifying and further implementing next steps will be to accomplish a Charter and campus **snapshot**, have a principal/leader **competency review**, provide **leadership coaching** to administration or others designated by the administration, **instructional coaching** for the content teachers, and a clearly defined and discussed system of possible incentives based upon specific criteria supporting the high performance expectations for faculty and staff. The principal will model the desire for professional growth by participating in required training and online professional learning for all aspects of the Transformation Model, such as, but not limited to: Positive Behavior Support (PBS) training, Review and awareness of community and parental involvement programs to bring before the school planning team, the role of the instructional leader in the utilization of 21st teaching & learning, rigorous and relevant content strategies and their pedagogy and how to maximize the full potential of the teacher within an engaged 21st century classroom with high levels of diverse learners, to name just a few of the topics for the new principal to consider. Book studies will be lead by the administration and teacher leaders, based upon topics of interest, suggestion from consultant and supporting agencies and books addressing win-win situations for identified achievement needs among the campus learners of all ages.

Strategy Group 2: Comprehensive instructional reform strategies: We currently have adopted the CSCOPE curriculum to give a TEKS based, comprehensive and cohesive curriculum model for each of our core disciplines. This curricular system provides a vertical alignment to keep our students on track for competency in all content areas.

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

Part 3: Intervention Model

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

CSCOPE also supplies an instructional timeline, assessments, and extensive teacher notes. We will be seeking to enhance this curriculum set by incorporating technology seamlessly and appropriately, particularly in mathematics and science. Essential to the success of these strategies will be to promote constant use of student data to match student learning to student needs, enabling teachers to know strengths and weakness of all students with the goal of turning failures in to opportunities for learning and success. Instruction begins to be learner-centered and learner-driven. Staff will begin to learn time management techniques such as cooperative structures to maximize class time on task. A variety of assessments are used to determine areas of strength and interests. Strength and interests of student begin to be addressed through curricular activities reinforcing the learning concept(s). Faculty will receive training on how to maximize the use of every assessment as an informal assessment, leading to periodic benchmarks as measurement "for learning" purposes of adjustment and flexibility in the classroom. Ultimately, teachers will use enrichment and acceleration rather than remediation to help at-risk students within the classroom environment. Intervention strategies will be use for focused and targeted standards needing special attention in the spiraling of the learning standards within the educational system. Evaluation of the student learning will ultimately reach the level of Project Based Assessment when standards in the main content are integrated with standards from other content areas to facilitate the transfer of learning information and make the connection to the students life highly meaningful.

Central to our plan will be to not only differentiate coursework, but also, ultimately differentiate integrated contents based upon student interest surveys for future career options beyond high school graduation. We will begin the process through meaningful conversations with higher education staff and administration to initiate a P-16 format to allow our students opportunities for Dual Credit courses during their high school years. Critical strategies that help each student earn college credit whether that are personally interested in a professional or trade career will help them be successful in a broader spectrum than they possibly could imagine.

Another intervention CCA will include is a schoolwide "response to intervention" and technology based credit recovery program. Both programs help students who are struggling with learning, missed a critical foundational piece of learning within the spiraling of the standards, and/or have poor learning outcomes. Technology has the flexibility of diagnostic, prescriptive, flexible programming that allows students to be successful as the software adjusts the intensity and nature of interventions depending on a student's responsive and individual need. Critical to ensuring the program is working correctly will be to develop a plan by which curriculum and instruction are reviewed periodically with the intent of faithful and effective implementation of the model. Teachers will have the opportunity to "author" the resource if they believe there are critical elements in addition to the material addressing the standard(s) being presented. Weekly, or in some severe cases daily printouts of the student's work on the computer and their time spent discussing what they have studied during the time on the computer will be collected and shared with a Student Support Team consisting of a campus leader, content teacher and parent. Individual Learning Plans be reviewed and discussed at set schedules depending upon the level of involvement within the three tiers of the RTI or the progress of gaining credits in the Recovery Program, Walk-through and extended observation models along with review of the meeting minutes and changes in the Individual Learning Plan will be documentation of learning, adjustments and accomplishments by the student. Additional intervention will be Supplemental Educational Services (SES) offered outside of school hours by state approved vendors/providers from the SES area in SIRC.

Another element in this group will be to provide **Positive Behavior and Intervention Supports (PBIS)**. This is an empirically validated, function-based approach to eliminate challenging behaviors and replace them with pro-social skills. This decreases the need for discipline type interventions and can lead to positive individual and systemic change. Our model will focus on helping each student become productive in areas of interest to promote socially important outcomes. We will work with students on developing the skill of decision making based on data and impact of a decision and discus what impact the decision has upon the lives of others.

In addition to elements already mentioned, we will rely on the guidance of SIRC to provide on-line professional development, institutes, summer team training, a customized performance management system, and participation in national summer conferences to further build upon reform strategies and network with other throughout the state.

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| Texas Title I Priority Schools Grant Schedule #4B—Program Description | | |
| Part 3: Intervention Model | | |
| Section B: Model Selection Process Cont. Responses are limited to five pages , front side only, with a font size no smaller than 9 point (Arial or Verdana). | | |
| Strategy Group 3: Increase learning time and create a community oriented school <p>We are currently devising plans that include numerous learning choices including an advisory time, lengthening class periods, and priority is given to the continuous progress of students through: Professional student portfolios, pre-post assessments, credit-by exam, alternative configuration of school organization to maximize learning, student-led conferences, concurrent enrollment, dual enrollment in college course, independent study and opportunities for school-to-work. When choices appear to lack focus toward higher levels of student success, guidance will be given to redirect and even in some cases, mandatory learning labs until critical elements of learning are acquired. We are looking at the possibility to allow a student to split learning between mornings and evenings in order to have time to work. Many of our students work in order to supplement family and/or their own cost of living. Our model also includes the plan to offer credit in the fine arts based on student designed performances in such areas as dance, music, choral, drama or the visual arts. Further exploration of 21st century applications within this area will be included, such as technology based graphic design, animation, or movie production to name a few. Another essential is to focus upon student interests (ASVAB), study/explore various career options, create resumes, provide job shadowing, create partnerships with professional associations, trades groups, unions, service organizations, etc, through which we can further include apprenticeship and internships so students may gain experiential and work-based learning opportunities. In addition, CCA will develop partnerships with the local community colleges so students can begin to take early college courses and gain dual credit in areas of basic college core with articulation agreements to four-year higher education. Since increasing learning time will be tailored to individual student need, this could include lengthening the school day as well as or lengthening the number of days of instruction. Critical to the full implementation of these strategies will be help from SIRC in the following ways:</p> <ul style="list-style-type: none"> • Social services support to create a community-oriented school, • Assistance in developing a viable increased learning time model. <p>SES will be an intervention offered outside of school hours. CCA will follow SIRC guidelines and requirements in order to offer an excellent resource to students needing additional one-to-one learning opportunities and/or clarification of concepts for meaningful learning.</p> | | |
| Strategy Group 4: Provide operational flexibility and sustained support <p>The charter system superintendent has agreed to give to the campus and its leadership team operational flexibility with staffing, scheduling, and budget allocations with the goal of substantially improving student achievement and graduation rates.</p> <p>The schools will receive ongoing and intensive technical assistance from the charter district, the Texas Transformation Project PSP, SIRC specialists and field representatives and outside consultants identified by the planning committee during the initial stages of the Extended Implementation. Flexibility will also be observed by increased time allowed for job-embedded professional development, possible action research projects initiated by the teachers, peer observation, walk-throughs and collaborative discussions on topics of interest and as participants on the Student Support Team (SST).</p> <p>Sustained support will become initially be an operational imperative, but over time with campus success, the support will become a habit of mind due to the positive feedback and success of the students as they prepare for their future <i>Por Vida!</i></p> | | |

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| Part 3: Intervention Model | | |
| Section B: Model Selection Process Cont. Responses are limited to five pages , front side only, with a font size no smaller than 9 point (Arial or Verdana). Responses are limited to five pages , front side only, with a font size no smaller than 9 point (Arial or Verdana). | | |
| Overview Timeline-Extended Implementation | | |
| <p>May 2010</p> <ul style="list-style-type: none"> New campus principal selected and put in place School leadership teams does needs assessment for the campus Preliminary ideas for specific details of the transformation model specified by TEA are considered Grant written and submitted <p>June 2010</p> <ul style="list-style-type: none"> Changes planned not dependent on TTIPS grant Evaluation of faculty of retention or release Begin hiring of new staff. <p>July-August 2010</p> <ul style="list-style-type: none"> Grant awarded to campus Contracts written with SIRC and other personnel such as District Shepherd, Campus Grant Manager, Content Coaching Provider <p>Fall 2010</p> <ul style="list-style-type: none"> SIRC conducts District and Campus snapshots Campus does training in using assessments to impact instruction changes All teachers develop first level response to intervention <p>Spring 2011</p> <ul style="list-style-type: none"> Comprehensive needs assessment via campus snapshot Replace or retain key staff Identify community partners <p>Summer 2011</p> <ul style="list-style-type: none"> Identify teacher leaders Attend Summer Seminar training Develop plan to recruit and retain quality staff Develop job embedded professional development plan for Year 1 Complete first 90-day action plan <p>Fall 2011</p> <ul style="list-style-type: none"> Implement school wide Positive Behavior Support interventions Begin providing enhanced social service support Teacher leaders begin collecting observation data to guide professional development and student interventions Begin on-line courses Review progress in 90-day action plan | | |

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| Part 3: Intervention Model | | |
| Section B: Model Selection Process Cont. Responses are limited to <i>five pages</i> , front side only, with a font size no smaller than 9 point (Arial or Verdana). | | |
| Spring 2012 <ul style="list-style-type: none"> Review behavioral data and PEIMS to analyze PBS implementation Implement targeted professional development based on classroom observation and student data Write the next 90-day action plan | | |
| Summer 2012 <ul style="list-style-type: none"> Attend summer training Review and revise professional development plans Review and revise needs assessment Analyze progress towards goals in previous 90-day action plans Teacher leaders select action research topics Develop plan for classroom interventions for PBS Write new 90-day action plan Attend NSDC Summer Conference | | |
| Fall 2012 <ul style="list-style-type: none"> Re-administer Campus Snapshot Implement revised and updated professional development plan Begin action research projects Continue online courses Write new 90-day action plan | | |
| Spring 2013 <ul style="list-style-type: none"> Finalize action research projects Collect data for PBS evaluation Continue online learning Write new 90-day action plan | | |
| Summer 2013 <ul style="list-style-type: none"> Present action research Conduct intense data review and process evaluation (What worked? What still needs focus?) Create sustainability plan (Continue practice of 90-day action plans) Develop plan to continue use of teacher leaders as an instructional resource | | |

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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 | Charter Administrators | |
| 2 | Campus leadership including the principal and all support personnel | |
| 3 | SIRC Staff | |
| 4 | Community members/parent/stakeholders | |
| 5 | Higher Ed Institutions, Professional Associations, Trades Groups that will be partners | |
| 6 | Educational Consultants and Curriculum and Content specialist | |
| 7 | Workforce representation | |
| 8 | Chamber of Commerce members | |
| 9 | Family members | |
| 10 | Students | |

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

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| Texas Title I Priority Schools Grant Schedule #4B—Program Description | | | | | |
| Part 3: Intervention Model | | | | | |
| Section D: Improvement Activities and Timeline (cont.) | | | | | |
| Critical Success Factor 1: Improve Academic Performance including (but not limited to) Reading/ELA and Math | | | | | |
| CSF Milestone | Additional Improvement Activity | Rationale | Supporting Research | Timeline Begin Date | Timeline End Date |
| 1A, B,C | Improve Student Achievement in Reading/ELA | Data Driven instruction Curriculum alignment On-going monitoring of Instruction | Marzano, Pickering, & Pollock (2001) Classroom Strategies that Work | 9/2010 | 5/2014 |
| 1A,B,C | Improve Student Achievement in Mathematics | Data Driven instruction Curriculum alignment On-going monitoring of Instruction | Cohen & Ball (1990) Policies and Practices | 9/2010 | 5/2014 |
| 1A,B,C | Improve Student Achievement in Social Studies | Data Driven instruction Curriculum alignment On-going monitoring of Instruction | Jackson & Davis (2000) Turning Points 2000: Exciting Adolescents in the 21 st Century | 9/2010 | 5/2014 |
| 1A,B,C | Improve Student Achievement in Science | Data Driven instruction Curriculum alignment On-going monitoring of Instruction | Stiggins, R (2001) Student involved Classroom Assessments | 9/2010 | 5/2014 |
| 1A,B,C | Improve Student Achievement in Technology | Data Driven instruction Curriculum alignment On-going monitoring of Instruction | Zemelman, Daniels & Hyde (1998) Best Practices; New Standards for teaching & learning | 9/2010 | 5/2014 |
| 1A,B,C | Improve Student Achievement in Fine Arts and CATE | Data Driven instruction Curriculum alignment On-going monitoring of Instruction | Gardner, H (1985) Frames of Mind; Building Bridges (1994) U.S. Dept of Education | 9/2010 | 5/2014 |
| 1A,B | Improve Student Achievement in Career Exploration, apprenticeships & internship within career interest | Data Driven instruction Curriculum alignment | Pennington, H (2002) "Better & Faster: Accelerating Advancement in School & Work" | 9/2011 | 5/2014 |
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| Add additional pages as needed. | | | | | |

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| Part 3: Intervention Model | | | | | |
| 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 |
| 2A,B,C | Increase the use of Quality Data to Drive Instruction in Reading/ELA | Data Disaggregation Data-driven decisions On-going communication | Rothman, R (2005) "No Adolescent Left Behind?" Harvard Education New Letter 21, No.3 | 9/2010 | 5/2014 |
| 2A,B,C | Increase the use of Quality Data to Drive Instruction in Math | Data Disaggregation Data-driven decisions On-going communication | Bernhardt, V (1998) Data Analysis for Comprehensive School wide Improvement | 9/2010 | 5/2014 |
| 2A,B,C | Increase the use of Quality Data to Drive Instruction Science | Data Disaggregation Data-driven decisions On-going communication | Pardini, P. (2000) "Data, well done" <i>Educational Leadership</i> , 57 (5) | 9/2010 | 5/2014 |
| 2A,B,C | Increase the use of Quality Data to Drive Instruction Social Studies | Data Disaggregation Data-driven decisions On-going communication | Elmore, R (2005) School Reform from the Inside Out | 9/2010 | 5/2014 |
| 2A,B,C | Increase the use of Quality Data to Drive Instruction Technology infusion into the curriculum | Data Disaggregation Data-driven decisions On-going communication | Pennington (2004) Annenberg Institute for School Reform: Professional Development Strategies that Improve Instruction | 9/2010 | 5/2014 |
| 2A,B,C | Increase the use of Quality Data to Drive Instruction Fine Arts and CATE | Data Disaggregation Data-driven decisions On-going communication | Johnson, R. (2002) Using data to close the achievement gap: How to measure equity in our schools | 9/2010 | 5/2014 |
| 2A,B,C | Increase the use of Quality Data to Drive Instruction in College Readiness | Data Disaggregation Data-driven decisions On-going communication | Vander Ark, T (2002) "College Ready: A Call to Action" | 9/2010 | 5/2014 |
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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 A,B,C | Increase School Leadership Effectiveness | On-going Job Embedded Professional Development Operational Flexibility Resource/Data Utilization | Fullan, M (2005) Leadership & Sustainability | 09/2010 | 08/2014 |
| 3 A,B,C | Increase Teacher Leadership Effectiveness | On-going Job Embedded Professional Development Operational Flexibility Resource/Data Utilization | Covey, S (1989) THE Seven Habits of Highly Effective People | 09/2010 | 08/2014 |
| 3 A,B | Increase Transformational Leadership Effectiveness | On-going Job Embedded Operational Flexibility | Senge, P (200) Schools that Learn: A Fifth Discipline | 09/2010 | 08/2014 |
| 3 B,C | Increase the Moral Imperative of School Leadership | Professional Development Resource/Data Utilization | Fullan, M (2003) The Moral Imperative of School Leadership | 09/2010 | 08/2014 |
| 3 A,B,C | Increase Leadership Effectiveness for Differentiated Instruction | On-going Job Embedded Professional Development Operational Flexibility Resource/Data Utilization | Tomlinson, C (2000) Leadership for Differentiating Schools and Classrooms | 09/2010 | 08/2014 |
| 3 A | Increase Effectiveness of Change Leadership | On-going Job Embedded | Elmore, R (2000) Building a new structure for school leadership | 09/2010 | 08/2014 |
| 3 A,B,C | Increase Leadership Effectiveness regarding community involvement | Resource/Data Utilization | Sergiovanni, T (1994) Building community in Schools | 09/2010 | 08/2014 |
| 3 A,B,C | Increase Leadership Capacity | On-going Job Embedded Professional Development Operational Flexibility Resource/Data Utilization | Lambert, L (1998) Building leadership capacity in schools | 09/2010 | 08/2014 |
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Part 3: Intervention Model

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 A,B,C | Improve Learning time for school improvement among stakeholders | Flexible Scheduling Instructionally-focused Calendar Staff collaborative Planning | Bernhardt, V (1998) School Portfolio | 0 9/2010 | 08/2014 |
| 4 A,C | Improve Learning time for career exploration, job shadowing and world of work opportunities | Flexible Scheduling Staff collaborative Planning | Pennington, Linn & Dane (2002) "Redesigning High Schools Finance and Capacity Planning" | 09/2011 | 08/2014 |
| 4 C | Improve Learning time for Secondary School Reform | Staff Collaborative Planning | Aspen Institute: 9 th Conference (2002) Public Education: Secondary School Reform – Designs, Standards & Accountability | 07/2011 | 08/2014 |
| 4 A | Improve Learning time about the change process | Flexible Scheduling Instructionally-focused Calendar Staff collaborative Planning | Cook, W. (1996) The Urgency of Change | 07/2011 | 08/2014 |
| 4 A | Improve Learning time for aligned systems | Staff collaborative Planning | Marzano, R (2009) Creating an Aligned System | 07/2011 | 08/2014 |
| 4 A | Improve Learning time for achieving America's goals | Staff collaborative Planning | What Matters Most: Teaching for America's Future (1996) | 07/2011 | 08/2014 |
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Part 3: Intervention Model

Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 5: Increase Parent/Community Involvement

| CSF Milestone | Additional Improvement Activity | Rationale | Supporting Research | Timeline Begin Date | Timeline End Date |
|---------------|---------------------------------------|---|---|---------------------|-------------------|
| 5 A,B,C | Increase Parent/community Involvement | Increased Opportunities for Input Effective Communication Accessible Community Services | Epstein, J. (1995) School/Family/Community Partnerships | 09/2010 | 08/2014 |
| 5 A | Increase Parent/community Involvement | Increased Opportunities for Input | Giles, H (1998) Parent engagement as a school reform strategy | 08/2010 | 08/2014 |
| 5 B | Increase Parent/community Involvement | Effective Communication | Epstein, J. (1995) School/Family/Community Partnerships: Caring for children we share | 08/2010 | 08/2014 |
| 5 A,B,C | Increase Parent/community Involvement | Increased Opportunities for Input Effective Communication Accessible Community Services | Decker, L (1996) Teacher's Manual for parent and community Involvement | 01/2011 | 08/2014 |
| 5 A,C | Increase Parent/community Involvement | Increased Opportunities for Input Accessible services | Henderson & Berla (1994) A new generation of Evidence: The family is critical to student achievement | 01/2011 | 08/2014 |
| 5 A | Increase Parent/community Involvement | Effective Communication | Aimes, c. (1995) Teacher's school-to-home communications and parent involvement | 08/2010 | 08/2014 |
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Part 3: Intervention Model

Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 6: Improve School Climate

| CSF Milestone | Additional Improvement Activity | Rationale | Supporting Research | Timeline Begin Date | Timeline End Date |
|---------------|--|---|---|---------------------|-------------------|
| 6 A, B, C | Improve School climate through research-based strategies for Every Teacher | Increased Attendance Decreased Discipline Referrals Increased Involvement in Extra/Co-Curricular Activities | Marzano, R. (2003) Classroom Management that Works | 08/2010 | 08/2014 |
| 6 A,B,C | Improve School climate through winning strategies for classroom management | Decreased Discipline Referrals Increased Involvement in Extra/Co-Curricular Activities Increased Attendance | Cummings, C ((2000) Winning Strategies | 08/2010 | 08/2014 |
| 6 A,B,C | Improve School climate through hierarch of social development | Increased Attendance Decreased Discipline Referrals Increased Involvement in Extra/Co-Curricular Activities | Marshall, M (2009) Discipline without Stress: Punishment or Rewards | 01/2011 | 08/2014 |
| 6 A,B,C | Improve School climate by using technique for effective group management and control | Increased Attendance Decreased Discipline Referrals Increased Involvement in Extra/Co-Curricular Activities | Churchward, B (2009) Discipline by Design | 08/2010 | 08/2014 |
| 6 A,B,C | Improve School climate through privileges or consequences. Making choices | Increased Attendance Decreased Discipline Referrals Increased Involvement in Extra/Co-Curricular Activities | DuFour, R (1997) The Pyramid of Strategies | 08/2010 | 08/2014 |
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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 A,B,C | Increase Teacher Quality through aligned systems of teaching & learning | Locally developed appraisal instruments Ongoing job embedded PD Recruitment/Retention Strategies | Marzano, R (2009) Creating an Aligned System | 07/2010 | 08/2013 |
| 7 B | Increase Teacher Quality | Ongoing job embedded PD | Marzano, R (2005) Action Research | 07/2010 | 08/2013 |
| 7 C | Increase Teacher Quality understanding 21 st century learners | Ongoing job embedded PD | Jackson, A. & Davis, g. (2000) Turning Points 2000: Educating adolescents in the 21 st century | 07/2010 | 08/2013 |
| 7 A,B,C | Increase Teacher Quality of capacity building through various initiatives | Locally developed appraisal instruments Ongoing job embedded PD Recruitment/Retention Strategies | Corcoran, T & Goetz, M (1995) "Instructional capacity and high performance schools" Ed. Researcher, 24 (9) | 07/2010 | 08/2013 |
| 7 B | Increase Teacher Quality regarding constructivist learning | Ongoing job embedded PD | Brook, J & Brooks, M. (1993) In search of Understanding | 07/2010 | 08/2013 |
| 7 C | Increase Teacher Quality | Recruitment/Retention Strategies | Weiss, I.R. & Pasley, J.D. (2006) Scaling up instructional improvement through teacher professional development: Insights from the local systemic change initiative | 07/2010 | 08/2013 |
| 7 A,B,C | Increase Teacher Quality for classrooms that are successful | Locally developed appraisal instruments Ongoing job embedded PD Recruitment/Retention Strategies | Maockrzano, Pickering & Pollock (2001) Classroom Instruction that Works | 07/2010 | 08/2013 |
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**Texas Title I Priority Schools Grant
Schedule #4B—Program Description**

Part 3: Intervention Model

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

| CSF Milestone | Additional Improvement Activity | Rationale | Supporting Research | Timeline Begin Date | Timeline End Date |
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Texas Title I Priority Schools Grant
Schedule #4B—Program Description

Part 4: Waiver Requests

Applicants must check the waivers in which the LEA/campus intends to implement.

- ☒ Extending the period of availability of school improvement funds.
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.

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.

- ☐ "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
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.
- ☐ 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.
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.

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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 A: Ongoing Monitoring/Continuous Improvement - Describe the LEA/campus' process for providing on-going monitoring of grant activities to ensure continuous improvement | | |
| <p>Our evaluation is based on the performance targets as specified in the evaluation requirements. Ongoing monitoring will include: review of program records and documents (attendance logs, activity sign-in sheets, lesson plans, enrollment forms, pre/post testing results, and other relevant documents which are submitted monthly by program staff), survey results, and observation through site visits and structured and unstructured interaction with staff, community partners and participants. The evaluation team will monitor student progress through reviews of the following: pre/post test results, attendance records, TAKS or STAAR results, survey results, discipline referral records, and PEIMS reports. When necessary, the program will be adjusted to reflect feedback from all stakeholders. The evaluation plan will adhere to the ethical standards of the American Educational Research Association and the Program Evaluation Standards established by the joint Committee on Standards for Educational Evaluation. The purpose of the evaluation is to shape the development of the program from the beginning of the grant period using clear benchmarks to monitor progress toward specific objectives and the specified performance indicators. The Evaluation Team will monitor, inform, and guide project implementation and its impact from an objective and standardized perspective.</p> | | |

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| by telephone/e-mail/FAX on _____ by _____ of TEA. | TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013 | <u>015-801</u> County-District No. _____ Amendment No. |
| 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 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>Campus administration, in conjunction with SIRC, the campus grant manager and the district grant shepherd, will conduct all phases of the evaluation for this project. The evaluation team will collect and analyze all project data regularly to ascertain the effectiveness in meeting program goals, objectives, and strategies. The evaluation plan will incorporate both quantitative and qualitative data to provide a comprehensive and balanced record of project implementation and of the impact of the program, including both student and adult target populations. Data collection and analysis will occur in these areas: process evaluation, product evaluation, on-going monitoring to provide technical assistance and guidance for adjustments or revisions of project components, and reporting. Campus administration and grant management will meet regularly with SIRC to review program data, monitor progress and compile program reports. Feedback will help guide the review of program data. Throughout the grant term, meetings will be held twice a month to address issues such as reporting, budgets, programming, and upcoming activities. Central to these meetings will be a focus on the effectiveness of the components in the 90-day action plans. Additional meetings will be held on an as needed basis.</p> <p>Additional specifically target areas for data collection include:</p> <ul style="list-style-type: none"> • Quality, type, and degree of collaboration with project partners • Quality and level of communication with and reporting to management on the progress of the project and any problems encountered • Quality, type and degree of participatory involvement practiced by the principal, teachers, parents, and when appropriate, students • Quality, type and level of professional development activities • Quality, type, and level of services, including social services, actually provided to the targeted population • Quality and type of curriculum that is utilized • Quality and type of instruction • Quality of any products or documents developed as part of the project • Extent to which recommendations for modifying or improving the program as a result of on-going evaluation activities were implemented | | |

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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>Qualitative data collection will be completed through the work of the campus TTIPS grant program evaluation team. At the program level, data collection will be facilitated by campus staff. The campus grant manager will administer pre-project surveys which will determine the specific campus needs. Additionally, the campus grant manager will keep detailed records by utilizing sign-in sheets and questionnaires which record quality, type and content of specific activities. Campus staff will administer pre/post test data collection methods which will help determine each students increased achievement in core content areas. Specific student achievement data will be monitored and analyzed by campus administration and faculty. The data will include state assessment test results, attendance, discipline referrals, promotion/retention rates, and student grades. Formative evaluation measures will be reviewed in concert with district grading periods. Finally, the campus staff will evaluate requests and suggestions to make needed adjustments to the ongoing program, as well as utilize on-site observations which provide ongoing monitoring of project implementation and impact. These performance targets will effectively assess how well our campus is progressing toward reaching the stated program goals and objectives.</p> | | |
| <p>The campus grant manager will access student record databases for outcome measures reporting of student achievement, state assessment data, attendance, student discipline data, grades, promotion/retention data and other relevant performance measures. Project components will be evaluated to determine quality, type, and benefit of each component using a balance of structured and open ended responses. Additional analyses required by the Texas Education Agency or SIRC will also be included.</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). | | |
| A critical step for campus transformation is articulation of the school performance goals. The we set improvement achievement goals for each school, we were careful to include all campus staff, input from students as to their perceived areas needed for improvement, the targets set by the Texas Education Agency and suggestions from outside consultants. Since we are graded at the state level by AEIS indicators and at the federal level by AYP indicators, these played a major role in determining several of the critical performance measure we will use. | | |
| In addition to the state and federal targets, we also determined that we need to set target goals for our project to include such areas as: | | |
| <ul style="list-style-type: none"> • Number of credits recovered per semester by students who had previously failed a course not granted credit due poor attendance. • Number of college credit hours received by each graduate compared to the number of students eligible to participate in the early college credit options. • Number of students participating in apprenticeship or internship programs • Reduction in achievement gap by students in the various subpopulations • Retention of students in our school so that our mobility rate is seriously reduced • Number of scholarship dollars granted to our senior students as well as the number of students who enrolled at Higher-Ed institutions • Frequency of use of technology in instruction • Lab time used by instructors in science | | |
| Essential to evaluating the progress of our transformation is to examine the value of data being collected to determine its relevance. Our evaluation team will regularly discuss this along with consideration if different or more relevant data should be included. In this way, we will reduce collection of irrelevant data and correct the evaluation process to include data that is measuring progress or lack there of. | | |

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Texas Title I Priority Schools Grant

Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

| # | Performance Measure | Assessment Instrument/ Tool | Most Recent Year Performance | Year 1 Progress Goal | Year 2 Progress Goal | Year 3 Progress Goal |
|---|---|--|------------------------------|----------------------|----------------------|----------------------|
| 1 | Improve Student Achievement in Reading/ELA | State Assessment | 42% | 60% | 70% | State Average |
| 2 | Improve Student Achievement in Mathematics | State Assessment | 21% | 40% | 50% | State Average |
| 3 | Improve Student Achievement in Science | State Assessment | 22% | 40% | 50% | State Average |
| 4 | Improve Student Achievement in Social Studies | State Assessment | 52% | 60% | 70% | State Average |
| 5 | Increase number of students in advanced courses | Tally of students in each type of course | N/A | 10 | 20 | 30 |

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 | Teachers use all assessments to benchmark and determine needed instructional changes | Reports on changes made due to assessment | NA | 50% | 75% | 100% |
| 2 | Teachers will use past state assessment data to mine for student strengths and weaknesses. | Plans given that show teacher use of aggregated data by class | NA | 75% | 90% | 100% |
| 3 | | | | | | |
| 4 | | | | | | |
| 5 | | | | | | |

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Texas Title I Priority Schools Grant

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 | Campus Leadership effectiveness scale | To be created | N/A | 80% | 90% | 98% |
| 2 | Number of Teacher Incentives Provided | List of Teacher awarded | N/A | 50% of faculty | 75% of faculty | 100% of faculty |
| 3 | Number of types and reasons for incentives | Survey of faculty as to value of awards | N/A | 50% of awards rated as valuable | 100% of awards rated as valuable | 100% of awards rated as valuable |
| 4 | Professional development measured by level of implementation in classroom | To be created | N/A | 70% Use | 85% Use | 100% Use |
| 5 | Replace Principal | New Principal in place | Accomplished already to start school year. | NA | NA | NA |

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 time in class | Daily Schedule | 280 minutes per day | 360 300 minutes per day <i>RLS</i> | 360 330 minutes per day <i>RLS</i> | 360 minutes per day <i>RLS</i> |
| 2 | SES Time spent by students | Logs of student participation | N/A | 4 days per month | 5 days per month | 6 days per month |
| 3 | | | | | | |
| 4 | | | | | | |
| 5 | | | | | | |

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

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

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

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

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| by telephone/e-mail/FAX on _____ by _____ of TEA. | | | | |
| Texas Title I Priority Schools Grant | | | | |
| 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 | | |
| JANUARY 26, 2011 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 | 1,401,106 | \$ 122,249 | \$ | 1,523,355 |
| Professional and Contracted Services 5C 6200 | 481,600 | | | 481,600 |
| Supplies and Materials 5D 6300 | 588,264 | | | 588,264 |
| Other Operating Costs 5E 6400 | 24,000 | | | 24,000 |
| Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only) 5G 6600/15XX | 76,000 | | | 76,000 |
| Total Direct Costs | | 2,570,970 | \$122,249 | 2,693,219 |
| % Indirect Costs | | | | |
| Grand Total | | | | |
| Total Budgeted Costs: | | \$ 2,570,970 | \$122,249 | \$ 2,693,219 |
| Administrative Cost Calculation | | | | |
| Enter total amount from Schedule #5 Budget Summary, Last Column, Total Budgeted Costs | | | | 2,693,219 |
| Multiply by .05 (8% limit) | | | | X .05 |
| Enter Maximum Allowable for Administration, including Indirect Costs | | | | \$ 134,661 |

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| Texas Title I Priority Schools Grant Schedule #5—Program Budget Summary | | |
| Budget Request by Grant Year: Enter the amount of grant funds requested for each year of the three year grant period. | | |
| Year 1: SY 2010-2011 \$1,345,573 Year 2: SY 2011-2012 \$673,823 * Year 3: SY 2012-2013 \$673,823 * / | | |
| * 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 | | |
| Budget entries are entirely based on meeting the requirements of the Texas Transformation Model. The goal is to create a 21 st century school to serve 21 st century students. | | |

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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 | Reduce Class size, add choice | 4 | | \$ | \$ 420,000 |
| 2 | Educational Aide | In class assistance | 3 | | | 168,000 |
| 3 | Tutor | Targeted instruction individualized | | 6 | | 45,000 |
| Program Management and Administration | | | | | | |
| 4 | Project Director/District Shepherd | Supervise grant activities | | | | |
| 5 | Project Coordinator | | | | | |
| 6 | Teacher Facilitator | | | | | |
| 7 | Teacher Supervisor | | | | | |
| 8 | Secretary/Administrative Assistant | | | | | |
| 9 | Data Entry Clerk | Collect and enter Grant data | 1 | | | 84,000 |
| 10 | Grant Accountant/Bookkeeper | Collect and maintain grant funds | 1 | | | 38,249 |
| 11 | Evaluator/Evaluation Specialist | | | | | |
| Auxiliary | | | | | | |
| 12 | Counselor | | | | | |
| 13 | Social Worker | TTM Requirement | 1 | | | 124,000 |
| 14 | Child Care Provider | | | | | |
| 15 | Community Liaison/Parent Coordinator | Increase parental involvement | 1 | | | 84,000 |
| 16 | Dropout Prevention/tutoring coord. | Address graduation rate, SES | 1 | | | 90,000 |
| 17 | Cafeteria Staff | | | | | |
| 18 | Librarian | | | | | |
| 19 | School Nurse | | | | | |
| Other Employee Positions | | | | | | |
| 22 | Title: Attendance Facilitator | | 1 | | | 105,000 |
| 23 | Title: | | | | | |
| 24 | Title: | | | | | |
| 25 | Title: | | | | | |
| 26 | Subtotal Employee Costs | | | | \$ | 1,158,249 |
| Substitute, Extra-Duty, Benefits | | | | | | |
| 27 | 6112 | Substitute Pay | | | \$ | \$ |
| 28 | 6119 | Professional Staff Extra-Duty Pay | | | | |
| 29 | 6149 | Teacher Incentives | | | | 226,620 |
| 30 | 6140 | Employee Benefits | | | | 138,486 |
| 31 | Subtotal Substitute, Extra-Duty, Benefits Costs | | | | \$ | 365,106 |
| 32 | Grand Total Payroll Budget (line 26 + line 31) | | | | \$ | 1,523,355 |

| | | |
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| by telephone/e-mail/FAX on <i>1/21/11</i> by <i>R. Williams</i> of TEA. | | |

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 |
|-----|---|-----------|-----------------------|
| 621 | Audit Costs (other than audits required under OMB Circular A-133) | | |
| 2 | Specify purpose: | \$ | \$ |
| 626 | Rental or Lease of Buildings, Space in Buildings, or Land | | |
| 9 | Specify purpose and provide calculation: | | |
| 629 | Contracted Publication and Printing Costs (specific approval required only for nonprofit charter schools) | | |
| 9 | Specify purpose: | | |
| 629 | Scholarships and Fellowships (not allowed for nonprofit charter schools) | | |
| 9 | Specify purpose: | | |

Subtotal

6200 - Professional and Contracted Services Cost Requiring Specific Approval

Professional and Consulting Services (6219/6239) Less than \$10,000

| # | Topic/Purpose/Service | Total Contracted Amount | Pre-Award | Total Amount Budgeted |
|-----|----------------------------------|-------------------------|-----------|-----------------------|
| 1. | Promethean Board Training | \$ 5000 | \$ | \$ 5000 |
| 2. | Dimension U Training | 2,000 | | 2,000 |
| 3. | Online Training for Software | 5,000 | | 5,000 |
| 4. | Supplemental Technology Services | 9,000 | | 9,000 |
| 5. | | | | |
| 6. | | | | |
| 7. | | | | |
| 8. | | | | |
| 9. | | | | |
| 10. | | | | |

Subtotal

Professional and Consulting Services Less than \$10,000

\$ \$ 21,000

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

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

SIRC-Texas Transformation Model Training including Summer sessions and PBIS

| Contractor's Cost Breakdown of Service to be Provided | # Positions | Total Contracted Amount | Pre-Award | Total Amount Budgeted |
|---|-------------|-------------------------|-----------|-----------------------|
| Contractor's Payroll Costs | 2 | \$ 94,000 | \$ | \$ 94,000 |
| Title: SIRC TTM training | | | | |
| Subgrants, Subcontracts, Subcontracted Services | | | | |
| Supplies and Materials | | | | |
| Other Operating Costs | | | | |
| Capital Outlay (Subgrants Only) | | | | |
| Indirect Cost (____%) | | | | |
| Total Payment: | | \$ 94,000 | \$ | \$ 94,000 |

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| Texas Title I Priority Schools Grant | | | | |
| Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval (cont.) | | | | |
| Professional and Consulting Services (6219) Greater than or Equal to \$10,000 (cont.) | | | | |
| 2. Description of Professional or Consulting Service (Topic/Purpose/Service): Contract Campus Grant Manager, Educational Results, LLC | | | | |
| Contractor's Cost Breakdown of Service to be Provided | # Positions | Total Contracted Amount | Pre-Award | Total Amount Budgeted |
| Contractor's Payroll Costs | 2 | \$ 165,000 | \$ | \$ 165,000 |
| Title: Contract Campus Grant Manager Subgrants, Subcontracts, Subcontracted Services Supplies and Materials Other Operating Costs Capital Outlay (Subgrants Only) Indirect Cost (____%) | | | | |
| Total Payment: | | \$ 165,000 | \$ | \$ 165,000 |
| 3. Description of Professional or Consulting Service (Topic/Purpose/Service): Curriculum/Content and Instructional Coach Specialists, Five Star Education Solutions, LLC. 36 days per year times 3 | | | | |
| Contractor's Cost Breakdown of Service to be Provided | # Positions | Total Contracted Amount | Pre-Award | Total Amount Budgeted |
| Contractor's Payroll Costs | 3 | \$ 129,600 | \$ | \$ 129,600 |
| Title: Curriculum/Content/Instructional Coaches Subgrants, Subcontracts, Subcontracted Services Supplies and Materials Other Operating Costs Capital Outlay (Subgrants Only) Indirect Cost (____%) | | | | |
| Total Payment: | | \$ 129,600 | \$ | \$ 129,600 |
| 4. Description of Professional or Consulting Service (Topic/Purpose/Service): Region 2, Targeted Professional Development | | | | |
| Contractor's Cost Breakdown of Service to be Provided | # Positions | Total Contracted Amount | Pre-Award | Total Amount Budgeted |
| Contractor's Payroll Costs | 1/2 | \$ 60,000 | \$ | \$ 60,000 |
| Title: Region 2, Targeted Professional Development based on periodic needs assessments. Subgrants, Subcontracts, Subcontracted Services 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: | | \$ 60,000 | \$ | \$ 60,000 |
| Subtotal of Professional and Contracted Services Costs Requiring Specific Approval: | | | | |
| Subtotal of Professional and Consulting Services or Subgrants Less than \$10,000: | | 21,000 | | 21,000 |
| Subtotal of Professional and Consulting Services Greater than or Equal to \$10,000: | | 448,600 | | 448,600 |
| Remaining 6200- Professional and Contracted Services that do not require specific approval: | | 12,000 | | 12,000 |
| Grand Total: | | 481,600 | | 481,600 |

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| by telephone/e-mail/FAX on _____ by _____ of TEA. | | School Years 2010-2013 | | Amendment No. _____ | | |
| Texas Title I Priority Schools Grant | | | | | | |
| Schedule #5D - Itemized 6300 Supplies and Materials Costs Requiring Specific Approval | | | | | | |
| Expense Item Description | | | | Pre-Award | Total Budgeted | |
| 6399 | Technology Hardware- Not Capitalized | | | \$ | \$ 393,500 | |
| | # | Type | Purpose | | | Quantity |
| | 1 | Tablet PC laptops and Cart | Provide a 1 to 1 computer to student ratio. | | | 225 |
| | 2 | Electronic B&N Nook | Electronic Book reader to engage students | | | 60 |
| | 3 | Wii Consoles | Use innovative instructional games | | | 10 |
| | 4 | Printers for each classroom | Upgrade student access to equipment for projects | | | 10 |
| 5 | Electronic Boards | Engage students | 4 | | | |
| 6399 | Technology Software- Not Capitalized | | | | 60,000 | |
| 6399 | Supplies and Materials Associated with Advisory Council or Committee | | | | 3,000 | |
| Total Supplies and Materials Requiring Specific Approval: | | | | | 456,500 | |
| Remaining 6300- Supplies and Materials that do not require specific approval: | | | | | 121,750 DW | |
| Grand Total | | | | \$ | \$ 577,750 | |

588,264 DW
1/24/11

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|---|---|--|--|---|------------------|
| Texas Title I Priority Schools Grant | | | | | |
| 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) | | | \$ | \$ 12,000 |
| | Specify purpose: | | | | |
| 6412 | Travel for Students (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools) | | | | |
| | Specify purpose: | | | | |
| 6413 | Stipends for Non-Employees (specific approval required only for nonprofit charter schools) | | | | |
| | Specify purpose: | | | | |
| 6419 | Travel for Non-Employees (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools) | | | | 2,000 |
| | Specify purpose: | | | | |
| 6411/ 6419 | Travel Costs for Executive Director (6411), Superintendents (6411), or Board Members (6419) (includes registration fees) | | | | |
| | Specify purpose: | | | | |
| 6429 | Actual losses which could have been covered by permissible insurance | | | | |
| 6490 | Indemnification Compensation for Loss or Damage | | | | |
| 6490 | Advisory Council/Committee Travel or Other Expenses (explain purpose of Committee on Schedule #4B-Program Description: Project Management) | | | | |
| | Membership Dues in Civic or Community Organizations (Not allowable for University applicants) | | | | |
| | Specify name and purpose of organization: | | | | |
| 6499 | Publication and Printing Costs- if reimbursed (specific approval required only for nonprofit charter schools) | | | | |
| | Specify purpose: | | | | |
| Total 64XX- Operating Costs Requiring specific approval: | | | | | 14,000 |
| Remaining 6400 - Other Operating Costs that do not require specific approval: | | | | | 10,000 |
| Grand Total | | | | \$ | \$ 24,000 |

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| 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 | Electronic Books and media | | | | 70,000 |
| 66XX/15XX- Technology Hardware - Capitalized | | | | | |
| 2 | Server | 6,000 | 1 | | 6,000 |
| 3 | | | | | |
| 4 | | | | | |
| 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: | | | | | 76,000 |

| | | |
|---|--|--------------------------------|
| SCHEDULE #6A GENERAL PROVISIONS & ASSURANCES | TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 | 015-801 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.

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

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

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

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

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

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

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

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

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

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

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- W. Agency Property (terms):** In the event of loss, damage or destruction of any property owned by or loaned by Agency while in the custody or control of Contractor, its employees, agents, consultants or subcontractors, Contractor shall indemnify Agency and pay to Agency the full value of or the full cost of repair or replacement of such property, whichever is the greater, within 30 days of Contractor's receipt of written notice of Agency's determination of the amount due. This applies whether the property is developed or purchased by Contractor pursuant to this contract or is provided by Agency to Contractor for use in the contract project. If Contractor fails to make timely payment, Agency may obtain such money from Contractor by any means permitted by law, including but not limited to offset or counterclaim against any money otherwise due to Contractor by Agency.
- X. Travel Costs:** Amounts authorized for maximum recovery for travel and per diem costs against any state or federal funding source are restricted to those amounts which are approved in the State of Texas Appropriations Bill in effect for the particular funding period. Any amount over this limit must come from local funding sources. Applicant must recover funds at a lesser rate if local policy amounts are less than the maximum allowed by the state. Out-of-state travel may not exceed the federal government rate for the locale. Travel allowances are not allowable costs.
- Y. Funds for Religious Worship, Instruction:** No funds will be used to pay for religious worship, instruction, or proselytization, or for any equipment or supplies for such, or for any construction, remodeling, repair, operation, or maintenance of any facility or part of a facility to be used for religious worship, instruction, or proselytization (34 CFR 76.532 and P. L. 107-110, section 9505).
- Z. Disclosure of Gifts and Campaign Contributions:** The grantee shall file disclosures of gifts and campaign contributions as required by State Board of Education Operating Rule 4.3, which is incorporated as if set out in full. The grantee has a continuing obligation to make disclosures through the term of the contract. Failure to comply with State Board of Education Operating Rule 4.3 is grounds for canceling the grant.
- AA. Submission of Audit Reports to TEA:** Grantees which are public school districts and open enrollment charter schools agree to submit the required annual audit report, including the reporting package required under OMB Circular A-133, if an audit is required to be conducted in accordance with OMB Circular A-133, to the TEA Division of School Financial Audits in the time and manner requested by the Agency.
- Grantees which are **nonprofit organizations (other than charter schools) and universities/colleges** that expend \$500,000 or more total in federal awards in any fiscal year and are thus required to conduct a Single Audit or program-specific audit in accordance with the requirements in OMB Circular A-133, agree to submit a copy of such audit to TEA when the schedule of findings and questioned costs disclosed audit findings relating to any federal awards provided by TEA. A copy of such audit shall also be submitted to TEA if the summary schedule of prior audit findings reported the status of any audit findings relating to any federal awards provided by TEA.
- A **nonprofit organization or university/college** grantee shall provide written notification to TEA that an audit was conducted in accordance with OMB Circular A-133 when the schedule of findings and questioned costs disclosed no audit findings related to any federal awards provided by TEA or when the summary schedule of prior audit findings did not report on the status of any prior audit findings related to any federal awards provided by TEA. Nonprofit organizations (other than charter schools) and universities/colleges shall submit the audit report to the TEA Division of Discretionary Grants. Audit reports must be submitted to TEA within 30 days of receipt of the report from the auditor. Failure to submit a copy of the audit to TEA could result in a reduction of funds paid to the grantee, a refund to TEA, termination of the grant, and/or ineligibility to receive additional grant awards from TEA.
- BB. Federal Rules, Laws, and Regulations That Apply to all Federal Programs:** Contractor shall be subject to and shall abide by all federal laws, rules and regulations pertaining to the contract project, including but not limited to:
- 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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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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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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LL. High-Risk Status, Special Conditions, and Enforcement Actions: Pursuant to the provisions in 34 CFR 80.12 and 74.14, a grantee may be identified by TEA as high-risk if the grantee has a history of unsatisfactory performance; is not financially stable; has a financial management system that does not meet federal financial management standards or the requirements in TEA's Financial Accounting and Reporting (FAR) module; has not conformed to terms and conditions of previous awards; or is otherwise not responsible. TEA may impose one or more special conditions or restrictions on a high-risk grantee, including payment on a reimbursement basis; withholding authority to proceed to the next phase until receipt of evidence of acceptable performance within a given funding period; requiring additional, more detailed financial reports; additional project monitoring; requiring the grantee to obtain technical or management assistance; establishing additional prior approvals; or other conditions that may be legally available. A grantee identified as high-risk will be notified in writing by TEA of the special conditions imposed and the process for removing the high-risk status and special conditions.

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

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

Rev. 03/2010

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

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| SCHEDULE #6 B Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions | TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 | 015-801 County-District No. |
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This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.11.

Terms defined: As used in these Provisions and Assurances

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

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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 | 015-801 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>015-801</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>015-801</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 <i>(if individual, last name, first name, MI):</i> | | 10. b. Individuals Performing Services <i>(including address if different from No. 10a; last name, first name, MI):</i> | |
| (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 | Standard Application System School Years 2010-2013 | _____ County-District No. 015-801 |
| 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 | 015-801 County-District No. |
| 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 | 015-801 County-District No. |
| 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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| SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES | TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 | <u>015-801</u> County-District No. |
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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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| SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES | TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 | <u>015-801</u> County-District No. |
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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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| SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES | TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 | 015-801 County-District No. |
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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 it implement the following federal requirements.
 1. Develop and increase teacher and school leader effectiveness.
 - A. Evaluate the effectiveness of the current principal and use the results of the evaluation to determine whether the principal should be replaced, be retained on the campus, or be provided leadership coaching or training.
 - B. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;
 - C. Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and
 - D. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school based on rigorous, transparent, and equitable evaluation systems for teachers and principals:
 1. Takes into account data on student growth as a factor as well as other factors such as multiple observation-based assessments of student performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
 2. Are designed and developed and with teacher and principal involvement
 2. Comprehensive instructional reform strategies.
 - A. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and
 - B. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
 3. Increasing learning time and creating community-oriented schools.
 - A. Establish schedules and strategies that provide increased learning time; and
 - B. Provide ongoing mechanisms for family and community engagement.
 4. Providing operational flexibility and sustained support.
 - A. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and
 - B. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).
- 11) An LEA **may** also implement other strategies to develop teachers' and school leaders' effectiveness, such as--
 - A. Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;
 - B. Institute a system for measuring changes in instructional practices resulting from professional development; or
 - C. Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.

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- 12) An LEA **may** also implement comprehensive instructional reform strategies, such as--
- 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 on 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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| SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES | TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013 | 015-801 County-District No. |
| Texas Title I Priority Schools Grant | | |

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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| SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES | TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013 | 015-801 County-District No. |
| Texas Title I Priority Schools Grant | | |

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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| SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES | TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013 | 015-801 County-District No. |
| Texas Title I Priority Schools Grant | | |

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.

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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 |
|---|

Internal Revenue Service

Department of the Treasury

**P. O. Box 2508
Cincinnati, OH 45201**

Date: April 20, 2001

Person to Contact:
Robert Molloy 31-04023
Customer Service Representative
Toll Free Telephone Number:
8:00 a.m. to 9:30 p.m. EST
877-829-5500

**Por Vida, Inc.
1135 Mission Road
San Antonio, TX 78210-4505**

Fax Number:
513-263-3756
Federal Identification Number:
74-2792474

Dear Sir or Madam:

This is in response to the amendment to your organization's Articles of Incorporation filed with the state on February 5, 2001. We have amended our records to reflect the name change as indicated above.

In December 1996, we issued a letter that recognized your organization as exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code. That letter is still in effect.

Based on information submitted with the application, we classified your organization as one that is not a private foundation within the meaning of section 509(a) of the Code because it is an organization described in sections 509(a)(1) and 170(b)(1)(A)(ii). That classification was based on the assumption that your organization's operations would continue as stated in the application. If your organization's purposes, character, method of operations, or sources of support have changed, please let us know so we can consider the effect of the change on the organization's exempt status and foundation status.

Revenue Procedure 75-50, published in Cumulative Bulletin 1975-2 on page 587, sets forth guidelines and record keeping requirements for determining whether private schools have racially nondiscriminatory policies as to students. Your organization must comply with this revenue procedure to maintain its tax-exempt status.

Your organization is required to file Form 990, Return of Organization Exempt from Income Tax, only if its gross receipts each year are normally more than \$25,000. If a return is required, it must be filed by the 15th day of the fifth month after the end of the organization's annual accounting period. The law imposes a penalty of \$20 a day, up to a maximum of \$10,000, when a return is filed late, unless there is reasonable cause for the delay.

All exempt organizations (unless specifically excluded) are liable for taxes under the Federal Insurance Contributions Act (social security taxes) on remuneration of \$100 or more paid each employee during a calendar year. Your organization is not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

Organizations that are not private foundations are not subject to the excise taxes under Chapter 42 of the Code. However, they are not automatically exempt from other federal excise taxes.

Por Vida, Inc.
74-2792474

Donors may deduct contributions to your organization as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to your organization or for its use are deductible for federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.

Your organization is not required to file federal income tax returns unless it is subject to the tax on unrelated business income under section 511 of the Code. If your organization is subject to this tax, it must file an income tax return on the Form 990-T, Exempt Organization Business Income Tax Return. In this letter, we are not determining whether any of your organization's present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

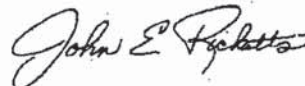
The law requires you to make your organization's annual return available for public inspection without charge for three years after the due date of the return. You are also required to make available for public inspection a copy of your organization's exemption application, any supporting documents and the exemption letter to any individual who requests such documents in person or in writing. You can charge only a reasonable fee for reproduction and actual postage costs for the copied materials. The law does not require you to provide copies of public inspection documents that are widely available, such as by posting them on the Internet (World Wide Web). You may be liable for a penalty of \$20 a day for each day you do not make these documents available for public inspection (up to a maximum of \$10,000 in the case of an annual return).

Because this letter could help resolve any questions about your organization's exempt status and foundation status, you should keep it with the organization's permanent records.

If you have any questions, please call us at the telephone number shown in the heading of this letter.

This letter affirms your organization's exempt status.

Sincerely,



John E. Ricketts, Director, TE/GE
Customer Account Services

INTERNAL REVENUE SERVICE
DISTRICT DIRECTOR
DISTRICT DIRECTOR
1100 COMMERCE STREET
DALLAS, TX 75242-0000

DEPARTMENT OF THE TREASURY

Date: JAN 29 1997

BLESSED SACRAMENT ACADEMY SECOND
CHANCE HIGH SCHOOL
C/O MR. JOHN CISNEROS
1135 MISSION ROAD
SAN ANTONIO, TX 78212

Employer Identification Number:
74-2792474

Case Number:
756271044

Contact Person:
CUSTOMER SERVICE DIVISION

Contact Telephone Number:
(800) 829-1040

Accounting Period Ending:
Aug. 31

Form 990 Required:
Yes

Addendum Applies:
No

Dear Applicant:

Based on information supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from federal income tax under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3).

We have further determined that you are not a private foundation within the meaning of section 509(a) of the Code, because you are an organization described in sections 509(a)(1) and 170(b)(1)(A)(ii).

If your sources of support, or your purposes, character, or method of operation change, please let us know so we can consider the effect of the change on your exempt status and foundation status. In the case of an amendment to your organizational document or bylaws, please send us a copy of the amended document or bylaws. Also, you should inform us of all changes in your name or address.

As of January 1, 1984, you are liable for taxes under the Federal Insurance Contributions Act (social security taxes) on remuneration of \$100 or more you pay to each of your employees during a calendar year. You are not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

Since you are not a private foundation, you are not subject to the excise taxes under Chapter 42 of the Code. However, you are not automatically exempt from other federal excise taxes. If you have any questions about excise, employment, or other federal taxes, please let us know.

Grantors and contributors may rely on this determination unless the Internal Revenue Service publishes notice to the contrary. However, if you lose your section 509(a)(1) status, a grantor or contributor may not rely on this determination if he or she was in part responsible for, or was aware of, the act or failure to act, or the substantial or material change on the part of the organization that resulted in your loss of such status, or if he or she acquired knowledge that the Internal Revenue Service had given notice that you would no longer be classified as a section 509(a)(1) organization.

Letter 947 (DO/CG)

BLESSED SACRAMENT ACADEMY SECOND

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for federal estate and gift tax purposes if they meet the applicable provisions of Code sections 2055, 2106, and 2522.

Contribution deductions are allowable to donors only to the extent that their contributions are gifts, with no consideration received. Ticket purchases and similar payments in conjunction with fundraising events may not necessarily qualify as deductible contributions, depending on the circumstances. See Revenue Ruling 67-246, published in Cumulative Bulletin 1967-2, on page 104, which sets forth guidelines regarding the deductibility, as charitable contributions, of payments made by taxpayers for admission to or other participation in fundraising activities for charity.

In the heading of this letter we have indicated whether you must file Form 990, Return of Organization Exempt From Income Tax. If Yes is indicated, you are required to file Form 990 only if your gross receipts each year are normally more than \$25,000. However, if you receive a Form 990 package in the mail, please file the return even if you do not exceed the gross receipts test. If you are not required to file, simply attach the label provided, check the box in the heading to indicate that your annual gross receipts are normally \$25,000 or less, and sign the return.

If a return is required, it must be filed by the 15th day of the fifth month after the end of your annual accounting period. A penalty of \$10 a day is charged when a return is filed late, unless there is reasonable cause for the delay. However, the maximum penalty charged cannot exceed \$5,000 or 5 percent of your gross receipts for the year, whichever is less. This penalty may also be charged if a return is not complete, so please be sure your return is complete before you file it.

You are not required to file federal income tax returns unless you are subject to the tax on unrelated business income under section 511 of the Code. If you are subject to this tax, you must file an income tax return on Form 990-T, Exempt Organization Business Income Tax Return. In this letter we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

You need an employer identification number even if you have no employees. If an employer identification number was not entered on your application, a number will be assigned to you and you will be advised of it. Please use that number on all returns you file and in all correspondence with the Internal Revenue Service.

This determination is based on evidence that your funds are dedicated to the purposes listed in section 501(c)(3) of the Code. To assure your continued exemption, you should keep records to show that funds are expended only for those purposes. If you distribute funds to other organizations, your records should show whether they are exempt under section 501(c)(3). In cases

BLESSED SACRAMENT ACADEMY SECOND

where the recipient organization is not exempt under section 501(c)(3), there should be evidence that the funds will remain dedicated to the required purposes and that they will be used for those purposes by the recipient.

If distributions are made to individuals, case histories regarding the recipients should be kept showing names, addresses, purposes of awards, manner of selection, relationship (if any) to members, officers, trustees or donors of funds to you, so that any and all distributions made to individuals can be substantiated upon request by the Internal Revenue Service. (Revenue Ruling 56-304, C.B. 1956-2, page 306.)

Since you have not indicated that you intend to finance your activities with the proceeds of tax exempt bond financing, in this letter, we have not determined the effect of such financing on your tax exempt status.

If we have indicated in the heading of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

Because this letter could help resolve any questions about your exempt status and foundation status, you should keep it in your permanent records.

If you have any questions, please contact the person whose name and telephone number are shown in the heading of this letter.

Sincerely yours,

A handwritten signature in cursive script, appearing to read "Bobby E. Scott".

Bobby E. Scott
District Director

TTIPS Review and Negotiation Criteria for Model Selection and Description Report

TTIPS Staff: *Rwillis*

| | |
|--|--------------------------|
| LEA Name: <i>Por Vida, Inc</i> | CD #: <i>015801</i> |
| Campus Name: <i>Cesar Chavez Academy</i> | Campus Number: <i>03</i> |

Directions:

1. Please review each Campus application using the provided rubric.
2. Ensure the LEA/campus submits the CNA section and the appropriate Model section.
3. In order to be able to approve the report and release the remainder of the LEA/campus' first year grant award, the applicant must score a "3" or above on 33% of the review indicators with no less than a rating of "2" on any indicator. If this score is not met, the TEA staff must contact the LEA/campus to negotiate the report.

Program Information -- Please complete the following regarding the campus application for TTIPS funds .

A. Persistently Lowest Achieving School

☐ Tier I

☒ Tier II

☐ Tier III

OR

Additional Schools Identified

☐ Tier I

☐ Tier II

☐ Tier III

B. Student Population

1. Indicate grade levels that the campus serves.

☐ K

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

☐ 6

☐ 7

☐ 8

☒ 9

☒ 10

☒ 11

☒ 12

C. Number of Students Served *200*

D. Intervention Model Selected

☐ Turnaround

☐ Restart

☐ Closure




☒ Transformation

☐ Tier III Transformation




Part I: Comprehensive Needs Assessment (CNA) To be submitted by all grantees.

| | 0 | 1 | 2 | 3 | 4 |
|---|-------------|---|--|--|---|
| General Ratings | No Response | Response lacks clarity and does not explain any connections | Response is brief, provides little detailed information, limited explanation surrounding connections | Response is clearly written, includes some detailed information, includes some explanation surrounding connections | Response is clear and extensive, includes detailed information, explains connections thoroughly |
| <ul style="list-style-type: none"> Multiple sources of data reviewed in planning and decision-making Data are analyzed over time Feeder campus and LEA data addressed All grade levels addressed | | | | ✓ | |
| <ul style="list-style-type: none"> Significant time devoted to the CNA and the plan allows time to set <ul style="list-style-type: none"> Priorities Provide focus Goals | | | | ✓ | |
| <ul style="list-style-type: none"> Deliberate questioning to encourage extensive dialogue Almost 100% staff participation Surveys include <ul style="list-style-type: none"> Staff Students Parents Community | | | | ✓ | |
| <ul style="list-style-type: none"> Models selected matches needs identified in CAN | | | | ✓ | |

Part II: Transformation Model Selected: To be submitted by all grantees selecting to implement the Transformation Model.

| | 0 | 1 | 2 | 3 | 4 |
|--|-------------|--|--|--|---|
| General Ratings | No Response | Response lacks clarity and does not explain any connections | Response is brief, provides little detailed information, limited explanation surrounding connections | Response is clearly written, includes some detailed information, includes some explanation surrounding connections | Response is clear and extensive, includes detailed information, explains connections thoroughly |
| Part I: Teachers and Leaders <ul style="list-style-type: none"> Replace principal unless he/she has been on campus for less than two years and school is involved in various reform activities Provide embedded PD for new Principal if on campus less than two years prior to funding and document growth | | | | ✓ | |
| <ul style="list-style-type: none"> Implement new evaluation system developed with Staff Follow up procedures for evaluation system should be clear and detailed Uses student growth as a significant factor <ul style="list-style-type: none"> Instructional achievement/student growth Cohort graduation rate | |  | ✓  |  | |
| <ul style="list-style-type: none"> Provide staff ongoing, high-quality, job-embedded professional development equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies <ul style="list-style-type: none"> External consultants Internal consultants Professional Learning Communities <ul style="list-style-type: none"> Subject content Grade level Interdisciplinary teams Teachers/Leaders are required to observe other teacher/leaders | | | | ✓ | |

| Transformation Continued | 0 | 1 | 2 | 3 | 4 |
|--|-------------|---|--|--|---|
| General Ratings | No Response | Response lacks clarity and does not explain any connections | Response is brief, provides little detailed information, limited explanation surrounding connections | Response is clearly written, includes some detailed information, includes some explanation surrounding connections | Response is clear and extensive, includes detailed information, explains connections thoroughly |
| <ul style="list-style-type: none"> Identify and reward staff who are increasing student outcomes <ul style="list-style-type: none"> Compensation Flexible Scheduling Other rewards allowable by law Remove staff who are negatively affecting student outcomes Implement strategies to recruit, place and retain staff <ul style="list-style-type: none"> Additional compensation No school is required to accept a teacher without mutual consent of the teacher and principal, regardless of teacher's seniority | | | | ✓ | |
| Part II: Instructional and Support Strategy <ul style="list-style-type: none"> Use data to select and implement an instructional model that is: <ul style="list-style-type: none"> Research based Vertically and horizontally aligned Based on student needs Ensure continuous use of data to inform and differentiate instruction Assessments used <ul style="list-style-type: none"> Formative Interim Summative Built-in Response-to-Intervention plans will be implemented | | | | ✓ | |

| Transformation Continued | 0 | 1 | 2 | 3 | 4 |
|--|-------------|---|--|--|---|
| General Ratings | No Response | Response lacks clarity and does not explain any connections | Response is brief, provides little detailed information, limited explanation surrounding connections | Response is clearly written, includes some detailed information, includes some explanation surrounding connections | Response is clear and extensive, includes detailed information, explains connections thoroughly |
| <u>Part III: Time and Support</u> <ul style="list-style-type: none"> • Provide <i>increased learning time</i> for <ul style="list-style-type: none"> ○ Staff ○ Students • Establish class schedules and strategies that increase learning time • Provide ongoing mechanism for community and family engagement <ul style="list-style-type: none"> ○ Parent/teacher meetings ○ Parent/Teacher Organizations ○ LEA/Campus Advisory Committees ○ Site-based committees ○ Higher Education Partners ○ Public meetings to discuss and review school performance ○ Parent education classes, etc, | | | |  | |
| <ul style="list-style-type: none"> • Partner to provide social-emotional and community oriented services and support systems to meet student/family needs | | | |  | |
| <u>Part IV: Governance</u> <ul style="list-style-type: none"> • Provide sufficient operating flexibility to implement reform • Ensure ongoing technical assistance | | | |  | |

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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) School Years 2010-2013 | Por Vida, Inc LEA Name | 015801 County-District# |
| by telephone/e-mail/FAX on _____ by _____ of TEA. | | Cesar Chavez Academy Campus Name | 003 Campus Number |
| | | 74-2792474 9-Digit Vendor ID# | 2 ESC Region |
| | | NOGA ID# (Assigned by TEA) | 09/06/2010 Date of Report |
| | | | |

Texas Title I Priority Schools Grant

Tier I and Tier II Model Selection and Description Report - TRANSFORMATION

Option 1 Timeline Due to TEA no later than August 31, 2010.

Option 2 Timeline Due to TEA no later than February 1, 2011.

May be submitted any time prior to deadline.

For each area, enter applicable information for the identified Critical Success Factor (CSF) and milestones from this table.

- 1 -- Improve Academic Performance
 - A. Data-driven instruction
 - B. Curriculum Alignment (both horizontal and vertical)
 - C. On-going Monitoring of Instruction
- 2 -- Increase the Use of Quality Data to Drive Instruction
 - A. Data Disaggregation /Training
 - B. Data-driven Decisions
 - C. On-going Communication
- 3 -- Increase Leadership Effectiveness
 - A. On-going Job Embedded Professional Development
 - B. Operational Flexibility
 - C. Resource/Data Utilization
- 4 -- Increase Learning Time
 - A. Flexible Scheduling
 - B. Instructionally-focused Calendar
 - C. Staff Collaborative Planning
- 5 -- Increase Parent/Community Involvement
 - A. Increased Opportunities for Input
 - B. Effective Communication
 - C. Accessible Community Services
- 6 -- Improve School Climate
 - A. Increased Attendance
 - B. Decreased Discipline Referrals
 - C. Increased Involvement in Extra/Co-Curricular Activities
- 7 -- Increase Teacher Quality
 - A. Locally Developed Appraisal Instruments
 - B. On-going Job Embedded Professional Development
 - C. Recruitment/Retention Strategies

Part 1: Identified Needs

List the local needs identified in each Milestone to be addressed by the Intervention Model selected as it relates to the Critical Success Factors (CSF).

1. Improve Academic Performance

| | | |
|-------------------|----------|--|
| Milestones | A | Utilize the CSCOPE resource to give a TEKS based, comprehensive and cohesive curriculum model for each of the core disciplines. |
| | B | Utilize CSCOPE to establish a minimal scope and sequence of the instructional resources, timelines, assessments, and extensive teacher notes. |
| | C | Students will own their learning through the management of the content assessment results throughout the school year. |

| | | |
|---|----------|---|
| 2. Increase the Use of Quality Data to Drive Instruction | | |
| Milestones | A | Data disaggregation will be shared with all staff. Data conversations will result from data disaggregated questions developed by small groups of teachers, facilitated by teacher leaders. |
| | B | Increase the use of quality data to drive instructional decisions for all content areas. |
| | C | Review the individual student results summative and formative assessments. Share the results with the student as they compile their content assessment materials to meet the expectations of the state and federal accountability systems. |
| 3. Increase Leadership Effectiveness | | |
| Milestones | A | Increase school and teacher leadership effectiveness through job embedded professional development |
| | B | Increase understanding and support among stakeholders through more transparency |
| | C | Establish a solid foundation of high expectations for all learners, having leadership at various levels, and encouraging collaboration |
| 4. Increase Learning Time | | |
| Milestones | A | Increase learning time by devising plans for advisory time. lengthening class periods, alternative configuration of school organization to maximize learning |
| | B | Focus upon student interest through the use of Interest Surveys to study/explore various career options |
| | C | Provide mandatory learning labs until critical elements of learning are acquired |
| 5. Increase Parent / Community Involvement | | |
| Milestones | A | Increase opportunities for parent and community input |
| | B | Increase parent and community involvement through accessible community services |
| | C | Increase parent/community involvement through effective printed/audible communication. |
| 6. Improve School Climate | | |
| Milestones | A | Increase attendance and school climate by using various researched techniques for effective group management and personal control. |
| | B | Improve school climate and increase attendance by using research-based strategies for Every Teacher consistently. |
| | C | Improve school climate by honoring choices, privileges and consequences. |
| 7. Increase Teacher Quality | | |
| Milestones | A | Increase teacher quality by trainings that lead to understanding the 21st century learners. |
| | B | Increase teacher quality by incorporating ongoing, embedded PD. |
| | C | Increase teacher quality of capacity building through various initiatives, including teacher incentives |
| Other Identified Needs (not listed above) | | |
| A | | |
| B | | |

| | |
|---|-----|
| Part 2: Budget by Identified Needs | |
| Enter the percent of the "Total Grant Funds" budgeted for each of the following categories. | |
| Improve Academic Performance | 57% |
| Increase the Use of Quality Data to Drive Instruction | 3% |
| Increase Leadership Effectiveness | 5% |
| Increase Learning Time | 5% |
| Increase Parent / Community Involvement | 5% |
| Improve School Climate | 10% |
| Increase Teacher Quality | 15% |
| Other Remaining Costs | 0% |
| Enter the percent of the State or Local Funds budgeted for each of the following categories in support of this grant program. <i>Note: Matching State or Local Funds are not required. If none, enter "0" on each line.</i> | |
| Improve Academic Performance | 85% |
| Increase the Use of Quality Data to Drive Instruction | 1% |
| Increase Leadership Effectiveness | 3% |
| Increase Learning Time | 0% |
| Increase Parent / Community Involvement | 0% |
| Improve School Climate | 3% |
| Increase Teacher Quality | 5% |
| Other Remaining Costs | 3% |

| |
|--|
| Part 3: Intervention Model |
| <input checked="" type="checkbox"/> Transformation |
| <input type="checkbox"/> TEA Approved Model with technical assistance provided by the School Improvement Resource Center <input type="checkbox"/> The LEA will implement its own intervention design, within the parameters required by the final regulations released by USDE |
| <p>Intervention Description –Describe the intervention model selected and how it will be implemented consistent with the final regulations released by USDE for this grant program. Include all major activities of the model.</p> <p>Responses are limited to <i>eight pages</i>, front side only, with a font size no smaller than 9 point (Arial or Verdana).</p> <p>Complete the appropriate model pages below.</p> |

Part 3: Intervention Description – TRANSFORMATION MODEL

Describe how the LEA/campus has/will address each of the following requirements of the model.

I. Develop and increase teacher and school leader effectiveness.

- A. Replace the principal who led the school prior to commencement of the transformation model; or list when in the past two years the principal was replaced and describe the intervention in which the principal was replaced.**

The principal was replaced in May, 2010. High quality leaders help make working conditions energizing and makes school improvement exciting. The instructional leader sets the tone of the organizational energy.

B. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--

- i. Take into account data on student growth (as defined below) 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 graduations rates; and**

- ii. Are designed and developed with teacher and principal involvement;**

Administrative support is a nonnegotiable item for systemic change. documents created will define and detail rigorous expectations, transparent expectations and equitable evaluation systems for teachers and principals. After the Campus Snapshot, a principal/leader competency review will take place, with leadership coaching for five identified leaders within the campus. Instructional coaching for the content teachers, and a clearly defined and discussed system of possible incentives based upon specific criteria supporting the high performance expectations for faculty and staff.

- 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;**

As previously mentioned, Instructional coaching for the content teachers, and a clearly defined and discussed system of incentives based upon specific criteria supporting the student high performance expectations for faculty and staff. Initially, a representative committee of campus staff will meet to discuss various incentives found in literature and from information gathered. Their recommendation will be given to the central office/shepherd for future discussions and consideration.

- 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**

Opportunities will be provided for high quality, job-embedded professional development that includes subject specific teaching and learning strategies, content deepening, and ways to meet the needs of all students through diverse and differentiated methodologies. Book studies will be lead by the administration and teacher leaders, based upon topics of interest, suggestion from consultants and supporting agencies and books addressing win-win situations for identified achievement needs among the campus learners of all ages.

- 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 transitional school.

Por Vida will identify and craft a reward system to better retain and promote high quality staff member. Clearly defined and discussed system of possible incentives based upon specific criteria supporting the high performance expectations for faculty and staff.

II. 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

CSCOPE has been adopted to give a TEKS based, comprehensive and cohesive curriculum model for each of the core disciplines. CSCOPE provides a vertical alignment to keep our students on track for competency in all content areas. It also supplies a scope and sequence instructional guidelines, assessments, and extensive teacher notes.

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.

Technology based curriculum packages will be used to help students who are struggling with learning, missed a critical foundational piece of learning as indicated by student results within the spiraling of the standards, and/or those who have poor learning outcomes. Technology has the flexibility of diagnostic, prescriptive, flexible programming that allows students to be successful as the software adjusts the intensity and nature of the interventions

III. Increase learning time and create community-oriented schools.

A. Establish schedules and strategies that provide increased learning time (as defined below);

*Increased learning time means using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for (a) instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography; (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations; and (c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects. Research supports the effectiveness of well-designed programs that expand learning time by a minimum of 300 hours per school year. (See Frazier, Julie A.; Morrison, Frederick J. "The Influence of Extended-year Schooling on Growth of Achievement and Perceived Competence in Early Elementary School." *Child Development*. Vol. 69 (2), April 1998, pp.495-497 and research done by Mass2020.) Extending learning into before- and after-school hours can be difficult to implement effectively, but is permissible under this definition with encouragement to closely integrate and coordinate academic work between in school and out of school. (See James-Burdumy, Susanne; Dynarski, Mark; Deke, John. "When Elementary Schools Stay Open Late: Results from The National Evaluation of the 21st Century Community Learning Centers Program." *Educational Evaluation and Policy Analysis*, Vol. 29 (4), December 2007, Document No. PP07-121.) http://www.mathematica-mpr.com/publications/redirect_PubsDB.asp?strSite=http://epa.sagepub.com/cgi/content/abstract/29/4/296*

The campus will receive ongoing and intensive technical assistance from the charter district for leadership team operational flexibility with staffing, scheduling, and budget allocations with the goal of substantially improving student achievement and graduation rate. Sustained support will become initially an operational imperative, but over time with campus success, the support will become habit of mind due to the positive feedback and success of the learners.

B. Provide ongoing mechanisms for family and community engagement.

Following the guidelines and topics of J. Epstein, Por Vida will increase opportunities for effective communication, and accessible community services. There will be increased opportunities for parent engagement as a school reform strategy as documented by H. Giles.

IV. Provide 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;**

The charter system superintendent has agreed to leadership team operational flexibility with staffing, scheduling, and budget allocations with the goal of substantially improving student achievement and graduation rate. Sustained support will become initially an operational imperative, but over time with campus success, the support will become habit of mind due to the positive feedback and success of the learners.

- 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).**

Letter of Agreement (LOA) and Memorandums of Understanding (MOU) are being developed and signed for commitment to the TIPPS grant- Transformation for the Por Vida charter.

The LEA/campus may also implement other strategies within the four components. Describe any other strategies to be implemented. Enter "N/A" if a particular optional strategy is not to be implemented.

I. Develop and increase teacher and school leader effectiveness.

- A. Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school**

N.A. at this point in time.

- B. Institute a system for measuring changes in instructional practices resulting from professional development;**

A locally developed evaluation tool will be developed.

- 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.**

N.A.

II. Comprehensive instructional reform strategies.

- 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;**

Walk throughs according to Downey, lesson plan review by teacher and admin leaders and monitoring of formative assessments developed and given to measure "what" was taught and to "what" degree of understanding did the learner achieve?

- B. Implement a schoolwide "response-to-intervention" model;**

RTI will be used in conjunction with the technology curriculum to provide "just in time" intervention in the Tier II and more intensive, one-to-one dialogue in the Tier III.

- 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;**

Job-Embedded Pd and active research will be a new adventure and opportunity to explore "why" certain strategies are not working for all learners; GT, Spec ED, ELL and high At Risk.

- D. Use and integrate technology-based supports and interventions as part of the instructional program;**

The electronic curriculum will allow flexibility for learning, unique needs identified in the diagnostic and when reflective dialogue takes place at the end of the learning session, the instructional program is strengthened.

E. In secondary schools--

- i. 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;**

The Individual Graduation Plan and the course offerings as the charter expands will definitely prepare Por Vida students for college and career readiness.

- ii. Improve student transition from middle to high school through summer transition programs or freshman academies;**

Summer transition, advertising summer orientation, inviting the parents on the first evening for an overview of the orientation and the last night for the welcoming of the student into the school environment are just a few possibilities being explored to facilitate and support the transitions within the secondary levels.

iii. 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;

The electronic curriculum, student portfolios and SES are a few opportunities afforded the student to keep them in school and to help them be successful.

iv. Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.

All staff members will be trained on early indicators for potential challenges through the PBIS and resulting strategies from the committee work.

III. Increase learning time and create community-oriented schools.

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;

social services support to create a community-oriented school, develop partnerships with the local community colleges so students can begin to take early college courses and gain dual credit, offer service learning and establish Intern and Apprenticeships within the surrounding areas.

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;

Advisory time, lengthening class periods and priority is given to the design most supportive of continuous progress of student achievement.

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;

Positive Behavior Intervention and Support with supporting programs such as Harry Wong, Love & Logic or Capturing Kids Hearts will be finalized.

Expand the school program to offer full-day kindergarten or pre-kindergarten.

N.A.

IV. Provide operational flexibility and sustained support.

A. Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA;

N.A.

B. Implement a per-pupil school-based budget formula that is weighted based on student needs.

NA 2010-2011 budget will consolidate funds as appropriate

Part 4: Activity Timeline – Describe the timeline delineating the steps the campus will take to implement the selected intervention model and additional improvement activities chosen.

| Critical Success Factor | Milestone | Improvement Activity | Begin Date MM / YY | End Date MM / YY |
|--------------------------------|------------------|--|-------------------------------|-----------------------------|
| 1 | A | Utilize the CSCOPE resource to give a TEKS based, comprehensive and cohesive curriculum model for each of the core disciplines. | 08/2010 | 06/2014 |
| | B | Utilize CSCOPE to establish a minimal scope and sequence of the instructional resources, timelines, assessments, and extensive teacher notes | 08/2010 | 06/2014 |
| | C | Students will own their learning through the management of the content assessment results throughout the school year | 08/2010 | 06/2014 |
| 2 | A | Data disaggregation will be shared with all staff. Data conversations will result from data disaggregated questions developed by small groups of teachers, facilitated by teacher leaders | 09/2010 | 06/2014 |
| | B | Increase the use of quality data to drive instructional decisions for all content areas | 09/2010 | 06/2014 |
| | C | Review the individual student results summative and formative assessments. Share the results with the student as they compile their content assessment materials to meet the expectations of the state and federal accountability systems. | 09/2010 | 06/2014 |
| 3 | A | Increase school and teacher leadership effectiveness through job embedded professional development | 09/2010 | 06/2014 |
| | B | Increase understanding and support among stakeholders through more transparency | 09/2010 | 06/2014 |
| | C | Establish a solid foundation of high expectations for all learners, sharing leadership at various levels, and encouraging collaboration | 09/2010 | 06/2014 |
| 4 | A | Increase learning time by devising plans for advisory time. lengthening class periods, alternative configuration of school organization to maximize learning | 08/2010 | 06/2014 |
| | B | Focus upon student interest through the use of Interest Surveys to study/explore various career options | 09/2011 | 06/2014 |
| | C | Provide mandatory learning labs until critical elements of learning are acquired | 09/2011 | 06/2014 |
| 5 | A | Increase opportunities for parent and community input | 09/2010 | 06/2014 |
| | B | Increase parent and community involvement through accessible community services | 01/2011 | 06/2014 |
| | C | Increase parent/community involvement through effective printed/audible communication | 08/2010 | 06/2014 |
| 6 | A | Increase attendance and school climate by using various researched techniques for effective group management and personal control | 08/2011 | 06/2014 |
| | B | Improve school climate and increase attendance by using research-based strategies for Every Teacher consistently | 08/2011 | 08/2014 |
| | C | Improve school climate by honoring choices, privileges and consequences. | 08/2011 | 08/2014 |
| 7 | A | Increase teacher quality by trainings that lead to understanding the 21st century learners. | 08/2010 | 08/2014 |

| | | | | |
|---|----------|--|----------------|----------------|
| | B | Increase teacher quality by incorporating ongoing, embedded PD | 07/2010 | 08/2014 |
| | C | Increase teacher quality of capacity building through various initiatives, including teacher incentives based on student performance. | 07/2010 | 08/2014 |
| GRANT FUNDS WILL BE USED TO PAY ONLY FOR ACTIVITIES OCCURRING BETWEEN THE BEGINNING AND ENDING DATES OF THE GRANT AS SPECIFIED ON THE NOTICE OF GRANT AWARD. | | | | |