

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 2011-2014	Victoria ISD	235-902
		Organization Name	County-District
		Patti Weider Middle School	235-902-044
		Campus Name	Campus Number
		746002453	3
		9-Digit Vendor ID#	ESC Region
		116107047110044	
		NOGA ID# (Assigned by TEA)	Amendment #

**Texas Title I Priority Schools Grant, Cycle 2**

**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: 08/01/2011**

**Project Ending Date: ~~06/30/2011~~ 2012 *RL***

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

*7/31/12 *JL**

Tier I  Tier II  Tier III

**Part 1: Index to the Application**

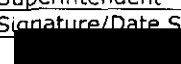
An X in the "New Application" column indicates those schedules that **must** be submitted as part of the application. The applicant must place an X in this column for each additional schedule submitted to complete the application. For amendments, the applicant must place an X in the Amendment Application 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	X
4	Program Summary and Application Requirements	X	<input type="checkbox"/>
4A	Program Abstract	X	<input type="checkbox"/>
4B	Program Description	X	<input type="checkbox"/>
4C	Model Requirements and Timeline	X	<input type="checkbox"/>
4D	Performance Assessment and Evaluation	X	<input type="checkbox"/>
4E	Program Waivers	X	<input type="checkbox"/>
4F	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
Bob		Moore	Superintendent
Phone	Fax	Email	Signature/Date Signed (blue ink preferred)
361-576-3131	361-788-9643	bob.moore@visd.com	

**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. **Tuesday, June 21, 2011:**

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

TEA **701-11-105-014**

<b>For TEA Use Only</b> Adjustments and/or annotations made on this page have been confirmed with _____  by telephone/e-mail/FAX on _____ of TEA.	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System (SAS)</b>  <b>School Years 2011-2014</b>	<u>235-902</u> County-District No. or Vendor ID  _____ Amendment No.
--	--	--

**Texas Title I Priority Schools Grant, Cycle 2**  
**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 application has been submitted. Attach all required attachments to the **back** of the application as an appendix.

1 <input type="checkbox"/>	<b>Proof of Nonprofit Status</b>
	<p><b>Open-enrollment charter schools operated by a nonprofit organization</b> must have the proper proof of nonprofit status on file with the TEA Division of Charter School Administration.  <b>Check box to indicate that the open-enrollment charter school is in compliance with the proof of nonprofit status.</b></p>
2 <input checked="" type="checkbox"/>	<b>Assurance of Compliance with Annual Financial Audit (applies to federally funded grants)</b>
	<p><b>Required for all independent school districts, open-enrollment charter schools, and education service centers:</b>  <b>Check box to indicate assurance that audit requirements have been met.</b> All public school districts, open-enrollment charter schools, and education service centers must be in compliance with submitting the required annual audit for the immediate prior fiscal year to TEA in the time and manner requested by TEA, and the audit must be determined by the TEA Division of Financial Audits to be in compliance with the applicable audit standards.</p>
3 <input checked="" type="checkbox"/>	<b>Proof of Financial Stability (applies to federally funded grants)</b>
	<p>For this particular RFA, TEA reserves the right not to award a grant to an entity that is not financially stable at the time the determination is made by TEA.          Financial stability will be considered before a grant award is issued for each year of subsequent continuation funding, and TEA reserves the right to make it a pre-condition for award.</p> <p>a. A school district or open-enrollment charter school shall demonstrate financial stability if the district's or charter school's FIRST rating for at least one of the two most recent years rated is Standard Achievement, Above Standard, or Superior Achievement.          Check box to indicate that the school district or open-enrollment charter school is in compliance with the FIRST rating demonstrating proof of financial stability.</p> <p>b. New organizations or new charter schools that have not yet had their first annual audit or are not yet rated under FIRST may submit alternate documentation as described in Part 1: General and Fiscal Guidelines, Conditions for Submission of Applications.          Check box to indicate that a copy of the most recent audit or compilation report is attached as applicable. (See Part 1: General and Fiscal Guidelines for details.)</p>

<b>For TEA Use Only</b> Adjustments and/or annotations made on this page have been confirmed with _____  by telephone/e-mail/FAX on _____ of TEA.	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System (SAS)</b>  <b>School Years 2011-2014</b>	235- <b>902-042</b> County-District-Campus No.
		Amendment No.

**Texas Title I Priority Schools Grant, Cycle 2**  
**Schedule #1—General Information**

**Part 3: Applicant Information**

**Local Educational Agency (LEA) Information**

LEA Name				
Victoria Independent School District				
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code
102 Profit Drive		Victoria	TX	77901
U.S. Congressional District Number	Primary DUNS Number	Central Contractor Registration (CCR) CAGE Code	NCES Identification Number	
TX-014	06-946-8114	4F6E6	484415005579	
Campus Name			County-District Campus Number	
Patti Weider Middle School			235-902-042	
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code
1604 E. North Street		Victoria	TX	77901

**Applicant Contacts**

**Primary Contact**

First Name	Initial	Last Name	Title	
Nancy		McCord	Assistant Superintendent	
Telephone	Fax	Email		
361-788-9330		Nancy.mccord@visd.com		
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code
102 Profit Drive		Victoria	TX	77901

**Secondary Contact**

First Name	Initial	Last Name	Title	
Susanne		Carroll	Executive Director Curriculum, Instruction and Accountability	
Telephone	Fax	E-mail		
361-788-2896		Susanne.carroll@visd.com <i>net</i>		
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code
102 Profit Drive		Victoria	TX	77901

<b>For TEA Use Only</b> Adjustments and/or annotations made on this page have been confirmed with _____	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System (SAS)</b>  <b>School Years 2011-2014</b>	235- <b>902-042</b> <small>County-District-Campus No.</small>  _____ <small>Amendment No.</small>
by telephone/e-mail/FAX on _____ of TEA.		

**Texas Title I Priority Schools Grant, Cycle 2**  
**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<br><input type="checkbox"/> Schedule #3—Purpose of Amendment<br><input type="checkbox"/> Schedule #4—Program Requirements<br><input type="checkbox"/> Schedule #4A—Program Abstract<br><input type="checkbox"/> Schedule #4B—Program Description<br><input type="checkbox"/> Schedule #4C— Performance Assessment and Evaluation<br><input type="checkbox"/> Schedule #4D—Equitable Access and Participation | <input type="checkbox"/> Schedule #5—Program Budget Summary<br><input type="checkbox"/> Schedule #5B—Payroll Costs 6100<br><input type="checkbox"/> Schedule #5C—Professional and Contracted Services 6200<br><input type="checkbox"/> Schedule #5D—Supplies and Materials 6300<br><input type="checkbox"/> Schedule #5E—Other Operating Costs 6400<br><input type="checkbox"/> Schedule #5G—Capital Outlay 6600/15XX (Exclusive of 6619 and 6629) |
|---|--|

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

**Part 2: Revised Budget - Please describe the budget changes requested in this amendment.**

Describe the budget changes requested in this amendment. Ensure the following are addressed in your description.

- Year of the Budget change,
- Class-object coded to be changed, indicating any increase or decrease in amounts budgeted, and
- Reason for the budget changes.

<b>For TEA Use Only</b> Adjustments and/or annotations made on this page have been confirmed with _____	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System (SAS)</b>  <b>School Years 2011-2014</b>	235- <b>902-042</b> County-District-Campus No.  _____ Amendment No.
by telephone/e-mail/FAX on _____ by _____ of TEA.		

**Texas Title I Priority Schools Grant, Cycle 2**  
**Schedule #3—Purpose of Amendment**

**Part 3: Reason for Amendment Request.** For all grants, regardless of dollar amount, check the appropriate box to indicate reason for amendment request.

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

**Part 4: Amendment Justification**

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

<p><b>For TEA Use Only</b> Adjustments and/or annotations made on this page have been confirmed with _____</p>	<p><b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System (SAS)</b></p> <p><b>School Years 2011-2014</b></p>	<p>235- 902-042 County-District-Campus No.</p> <p>_____ Amendment No.</p>
<p>by telephone/e-mail/FAX on _____ by _____ of TEA.</p>		

**Texas Title I Priority Schools Grant, Cycle 2**

**Schedule #4—Program Summary and Application Requirements**

**Part 1: Grant Program Information;**

**Summary of Program: Purpose and Goals**

School Improvement Grants (SIG), authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants through the Texas Education Agency (TEA) to local educational agencies (LEAs) 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 students in their lowest-performing schools. Under the final requirements published in the *Federal Register* in October 2010 school improvement funds are to be focused on each State's "Tier I" and "Tier II" schools.

Tier I schools are the lowest-achieving 5 percent of a State's Title I schools in improvement, corrective action, or restructuring, Title I secondary schools in improvement, corrective action, or restructuring with graduation rates below 60 percent over a number of years, and certain Title I eligible (and participating) elementary schools that are as low achieving as the State's other Tier I schools ("newly eligible" Tier I schools). Tier II schools are the lowest-achieving 10 percent of a State's secondary schools that are eligible for, but do not receive, Title I, Part A funds, secondary schools that are eligible for, but do not receive, Title I, Part A funds with graduation rates below 60 percent over a number of years, and certain additional Title I eligible (participating and non-participating) 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 ("newly eligible" Tier II schools). An LEA also may use school improvement funds in Tier III schools, which are Title I schools in improvement, corrective action, or restructuring that are not identified as Tier I or Tier II schools and certain additional Title I eligible (participating and non-participating) schools ("newly eligible" Tier III schools).

**In the Tier I and Tier II schools an LEA chooses to serve, the LEA must fully 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. 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.
- Tier III grantees may select and expend grant funds for the Texas Tier III Transformation model, or the Texas Designed Model for Early College High Schools (ECHS), Texas Science, Technology, Engineering and Math (T-STEM), or College for All reform initiatives. Grantees selecting one of these models may expend grant funds to support the program requirements listed below.
- 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.

The Texas Designed Model for Tier III contains the applicant's option of the Texas Early College High School (ECHS), Texas Science, Technology, Engineering and Math (T-STEM) or College for All initiatives which all focus on the basic principles and the key elements as required by the TEA Designed Model for Transformation described above. These three models are described below in further detail.

<b>For TEA Use Only</b> Adjustments and/or annotations made on this page have been confirmed with	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System (SAS)</b>  <b>School Years 2011-2014</b>	235- <u>902-042</u> County-District-Campus No.
by telephone/e-mail/FAX on _____ by _____ of TEA.		_____ Amendment No.

**Texas Title I Priority Schools Grant, Cycle 2**

**Schedule #4—Program Summary and Application Requirements**

**Part 1: Grant Program Information:**

**Allowable Activities Cont.**

- Early College High Schools (ECHS) are autonomous, small schools designed to create a seamless transition between high school and college. ECHS provide a course of study that enables students to receive both a high school diploma and either an associate's degree or at least 60 credit hours towards a baccalaureate degree. Strong collaborative partnerships between schools and the IHE are developed to ensure the ECHS design elements are met. Schools implementing the ECHS model must apply for designation status through the Early College High School designation process. The pre-implementation period is required to design, develop and prepare for implementation with the guidance of the state approved technical assistance provider.
- Texas Science, Technology, Engineering and Math (T-STEM) academies are rigorous secondary schools focusing on improving instruction and academic performance in the STEM areas. T-STEM Academies use the Design Blueprint to build and implement STEM schools that address the seven benchmarks: 1) mission driven leadership; 2) school culture and design; 3) student outreach, recruitment, and retention; 4) teacher selection, development and retention; 5) curriculum, instruction, and assessment; 6) strategic alliances; and 7) academic advancement and sustainability. Schools implementing the T-STEM model must apply for designation status through the T-STEM designation process. The pre-implementation period is required to design, develop and
- College for All infuses college-ready reforms into an LEA model that enables every student to graduate with a minimum of 12 college-level credits and prepared to earn a post-secondary credential or degree. Design elements/strategies for this model include the following: 1) comprehensive district approach; 2) college-ready curriculum and instruction program; 3) strong P-16 partnerships; 4) comprehensive academic and social supports; 5) intensive summer academy for rising ninth graders including administration of a Texas Success Initiative assessment to determine level of readiness for college-level courses; and 6) college-going culture. The pre-implementation period is required to design, develop, and prepare for implementation with the guidance of the state approved technical assistance provider.

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.

<b>For TEA Use Only</b> Adjustments and/or annotations made on this page have been confirmed with _____  by telephone/e-mail/FAX on _____ by _____ of TEA.	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System (SAS)</b>  <b>School Years 2011-2014</b>	235- <u>902-042</u> County-District-Campus No.  _____ Amendment No.
--	--	--

**Texas Title I Priority Schools Grant, Cycle 2**

**Schedule #4—Program Summary and Application 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.	Comprehensive Needs Assessment
2	The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each campus.	Project Management—Activity Timeline
3	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
4	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
5	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
6	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
7	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
8	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
9	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
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

**By submitting the application and signing Schedule #1, the applicant is certifying that all requirements are met in these program narrative component descriptions and activities.**



<b>For TEA Use Only</b> Adjustments and/or annotations made on this page have been confirmed with	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System (SAS)</b>  <b>School Years 2011-2014</b>	235- <u>902-042</u> County-District-Campus No.  _____ Amendment No.
by telephone/e-mail/FAX on _____ of TEA. by _____ of TEA.		

**Texas Title I Priority Schools Grant, Cycle 2**

**Schedule #4--Program Summary and Application Requirements**

**Part 3: Statutory Assurances**

#	Statutory Assurance Description
1	The LEA 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	The LEA provides assurance that it will use its School Improvement/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	The LEA 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	The LEA 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.
5	The LEA provides assurance that it will report to the TEA the school-level data required under section III of the final federal requirements.
6	The LEA 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.

**Statutory assurance #7 continues on next page**

<b>For TEA Use Only</b> Adjustments and/or annotations made on this page have been confirmed with _____  by telephone/e-mail/FAX on _____ of TEA. by _____ of TEA.	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System (SAS)</b>  <b>School Years 2011-2014</b>	235- <b>902-042</b> County-District-Campus No.  _____ Amendment No.
--	--	--

**Texas Title I Priority Schools Grant, Cycle 2**

**Schedule #4—Program Summary and Application Requirements**

**Part 3: Statutory Assurances**

#	Statutory Assurance Description
7	<p>If the LEA/campus selects to implement the <b>turnaround model</b>, the campus <b>must</b> implement the following federal requirements.</p> <ul style="list-style-type: none"> <li>A. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;</li> <li>B. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students;             <ul style="list-style-type: none"> <li>1. Screen all existing staff and rehire no more than 50 percent; and</li> <li>2. Select new staff.</li> </ul> </li> <li>C. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;</li> <li>D. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;</li> <li>E. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;</li> <li>F. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;</li> <li>G. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;</li> <li>H. Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and</li> <li>I. Provide appropriate social-emotional and community-oriented services and supports for students.</li> </ul>
8	<p>If the LEA/campus selects to implement the <b>turnaround model</b>, the campus <b>may</b> implement the following federal requirements.</p> <ul style="list-style-type: none"> <li>A. Any of the required and permissible activities under the transformation model; or</li> <li>B. A new school model (e.g., themed, dual language academy).</li> </ul>
9	<p>If the LEA/campus selects to implement the school <b>closure model</b>, the campus <b>must</b> implement the following requirement.</p> <ul style="list-style-type: none"> <li>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.</li> <li>B. A grant for school closure is a one-year grant without the possibility of continued funding.</li> </ul>
10	<p>If the LEA/campus selects to implement the <b>restart model</b>, the campus <b>must</b> implement the following federal requirements.</p> <ul style="list-style-type: none"> <li>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.</li> <li>B. Enroll, within the grades it serves, any former student who wishes to attend the school.</li> </ul>

<b>For TEA Use Only</b> Adjustments and/or annotations made on this page have been confirmed with _____  by telephone/e-mail/FAX on _____ by _____ of TEA.	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System (SAS)</b>  <b>School Years 2011-2014</b>	235- <b>902-042</b> County-District-Campus No. _____  Amendment No. _____
--	--	---

**Texas Title I Priority Schools Grant, Cycle 2**  
**Schedule #4—Program Summary and Application Requirements**

**Part 3: Statutory Assurances**

#	Statutory Assurance Description
11	<p>If the LEA/campus selects to implement the <b>transformation model</b>, the campus <b>must</b> implement the following federal requirements.</p> <ol style="list-style-type: none"> <li>1. Develop and increase teacher and school leader effectiveness.           <ol style="list-style-type: none"> <li>(A) Replace the principal who led the school prior to commencement of the transformation model;</li> <li>(B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--               <ol style="list-style-type: none"> <li>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</li> <li>2. Are designed and developed with teacher and principal involvement;</li> </ol> </li> <li>(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;</li> <li>(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</li> <li>(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.</li> </ol> </li> <li>2. Comprehensive instructional reform strategies.           <ol style="list-style-type: none"> <li>(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</li> <li>(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.</li> </ol> </li> <li>3. Increasing learning time and creating community-oriented schools.           <ol style="list-style-type: none"> <li>(A) Establish schedules and strategies that provide increased learning time; and</li> <li>(B) Provide ongoing mechanisms for family and community engagement.</li> </ol> </li> <li>4. Providing operational flexibility and sustained support.           <ol style="list-style-type: none"> <li>(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</li> <li>(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).</li> </ol> </li> </ol>
12	<p>An LEA <b>may</b> also implement other strategies in the <b>transformation model</b> to develop teachers' and school leaders' effectiveness, such as--</p> <ol style="list-style-type: none"> <li>(A) Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;</li> <li>(B) Institute a system for measuring changes in instructional practices resulting from professional development; or</li> <li>(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.</li> </ol>

<p><b>For TEA Use Only</b> Adjustments and/or annotations made on this page have been confirmed with</p>	<p><b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System (SAS)</b></p>	<p>235- 902-042 County-District-Campus No.</p>
<p>by telephone/e-mail/FAX on _____ by _____ of TEA.</p>	<p><b>School Years 2011-2014</b></p>	<p>Amendment No. _____</p>

**Texas Title I Priority Schools Grant, Cycle 2**

**Schedule #4--Program Summary and Application Requirements**

**Part 3: Statutory Assurances**

#	Statutory Assurance Description
13	<p>An LEA <b>may</b> also implement comprehensive instructional reform strategies in the <b>transformation model</b>, such as--</p> <ul style="list-style-type: none"> <li>(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;</li> <li>(B) Implement a school wide "response-to-intervention" model;</li> <li>(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;</li> <li>(D) Use and integrate technology-based supports and interventions as part of the instructional program; and</li> <li>(E) In secondary schools-- <ul style="list-style-type: none"> <li>(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;</li> <li>(2) Improve student transition from middle to high school through summer transition programs or freshman academies;</li> <li>(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</li> <li>(4) Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.</li> </ul> </li> </ul>
14	<p>An LEA <b>may</b> also implement other strategies that extend learning time and create community-oriented schools in the <b>transformation model</b>, such as--</p> <ul style="list-style-type: none"> <li>(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;</li> <li>(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;</li> <li>(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</li> <li>(D) Expand the school program to offer full-day kindergarten or pre-kindergarten.</li> </ul>
15	<p>The LEA <b>may</b> also implement other strategies for providing operational flexibility and intensive support in the <b>transformation model</b>, such as--</p> <ul style="list-style-type: none"> <li>(A) Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or</li> <li>(B) Implement a per-pupil school-based budget formula that is weighted based on student needs.</li> </ul>
16	<p>An LEA with nine (9) or more Tier I and Tier II schools, including both schools that are being served with Cycle 1 TTIPS funds and schools that are eligible to receive Cycle 2 TTIPS funds, may not implement the Transformation Model in more than 50 percent of those schools. For purposes of the Cycle 2 competition, the number of Tier I and Tier II schools an LEA has is based on the number of Tier I and Tier II schools the LEA <u>served</u> through the Cycle 1 competition and the number of additional Tier I and Tier II school in the LEA that are identified as <u>eligible</u> Tier I or Tier II on the State's Cycle 2 eligibility lists.</p>

**By submitting the application and signing Schedule #1, the applicant is certifying it will comply with the above assurances.**

<b>For TEA Use Only</b> Adjustments and/or annotations made on this page have been confirmed with _____	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System (SAS)</b>  <b>School Years 2010-2014</b>	235- <b>902-042</b> County-District-Campus No.  _____ Amendment No.
by telephone/e-mail/FAX on _____ by _____ of TEA.		

**Texas Title I Priority Schools Grant, Cycle 2**

**Schedule #4—Program Summary and Application Requirements**

**Part 4: TEA Program Assurances**

#	TEA Assurance Description
1	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.
2	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Texas School Improvement Conference, and sharing of best practices.
3	For the LEAs selecting the TEA Designed Models the applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA, SIRC, and/or its subcontractors.
4	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.
5	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
6	The applicant will provide access for onsite visits to the LEA and campus by TEA, SIRC and its contractors.
7	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.
8	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.
9	<p>If the LEA/Tier III campus selects to implement the <b>transformation model</b>, the campus assures that it will implement the following federal requirements:</p> <ol style="list-style-type: none"> <li>1. Develop and increase teacher and school leader effectiveness.             <ol style="list-style-type: none"> <li>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.</li> <li>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;</li> <li>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</li> <li>D. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school based on rigorous, transparent, and equitable evaluation systems for teachers and principals:                 <ol style="list-style-type: none"> <li>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</li> <li>2. Are designed and developed with teacher and principal involvement</li> </ol> </li> </ol> </li> </ol>

<b>For TEA Use Only</b> Adjustments and/or annotations made on this page have been confirmed with _____	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System (SAS)</b>	235- <b>902-042</b> County-District-Campus No.
by telephone/e-mail/FAX on _____ by _____ of TEA.	<b>School Years 2011-2014</b>	_____ Amendment No.

**Texas Title I Priority Schools Grant, Cycle 2**

**Schedule #4--Program Summary and Application Requirements**

**Part 4: TEA Program Assurances**

#	TEA Assurance Description
9	2. Comprehensive instructional reform strategies. <ul style="list-style-type: none"> <li>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</li> <li>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.</li> </ul> 3. Increasing learning time and creating community-oriented schools. <ul style="list-style-type: none"> <li>A. Establish schedules and strategies that provide increased learning time; and</li> <li>B. Provide ongoing mechanisms for family and community engagement.</li> </ul> 4. Providing operational flexibility and sustained support. <ul style="list-style-type: none"> <li>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</li> <li>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).</li> </ul>
10	An LEA <b>may</b> also implement other strategies to develop teachers' and school leaders' effectiveness, such as-- <ul style="list-style-type: none"> <li>(A) Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;</li> <li>(B) Institute a system for measuring changes in instructional practices resulting from professional development; or</li> <li>(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.</li> </ul>
11	An LEA <b>may</b> also implement comprehensive instructional reform strategies, such as-- <ul style="list-style-type: none"> <li>(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;</li> <li>(B) Implement a school wide "response-to-intervention" model;</li> <li>(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;</li> <li>(D) Use and integrate technology-based supports and interventions as part of the instructional program; and</li> <li>(E) In secondary schools--               <ul style="list-style-type: none"> <li>(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;</li> <li>(2) Improve student transition from middle to high school through summer transition programs or freshman academies;</li> <li>(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</li> <li>(4) Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.</li> </ul> </li> </ul>

<p><b>For TEA Use Only</b> Adjustments and/or annotations made on this page have been confirmed with _____</p>	<p><b>TEXAS EDUCATION AGENCY Standard Application System (SAS)</b></p> <p><b>School Years 2011-2014</b></p>	<p>235- <b>902-042</b> County-District-Campus No.</p> <p>_____ Amendment No.</p>
<p>by telephone/e-mail/FAX on _____ by _____ of TEA.</p>		

**Texas Title I Priority Schools Grant, Cycle 2**

**Schedule #4—Program Summary and Application Requirements**

**Part 4: TEA Program Assurances**

#	TEA Assurance Description
12	<p>An LEA <b>may</b> also implement other strategies that extend learning time and create community-oriented schools, such as--</p> <ul style="list-style-type: none"> <li>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;</li> <li>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;</li> <li>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</li> <li>D. Expand the school program to offer full-day kindergarten or pre-kindergarten.</li> </ul>
13	<p>The LEA may also implement other strategies for providing operational flexibility and intensive support, such as--</p> <ul style="list-style-type: none"> <li>A. Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or</li> <li>B. Implement a per-pupil school-based budget formula that is weighted based on student needs.</li> </ul>
14	<p>The LEA/campus assures TEA that data to meet the following federal requirements will be available and reported as requested.</p> <ul style="list-style-type: none"> <li>A. Number of minutes within the school year.</li> <li>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. (ethnicity, sex, disability status, LEP status, economically disadvantaged status, migrant status)</li> <li>C. Number and percentage of students completing advanced coursework (e.g., AP/IB) early-college high schools, dual enrollment classes, or advanced coursework <b>and</b> dual enrollment classes. (High Schools Only)</li> <li>D. College enrollment rates. (High Schools Only)</li> <li>E. Teacher Attendance Rate</li> <li>F. Student Attendance Rate</li> <li>G. Student Completion Rate</li> <li>H. Student Drop-Out Rate</li> <li>I. Locally developed competencies created to identify teacher strengths/weaknesses</li> <li>J. Types of support offered to teachers</li> <li>K. Types of on-going, job-embedded professional development for teachers</li> <li>L. Types of on-going, job-embedded professional development for administrators</li> <li>M. Strategies to increase parent/community involvement</li> <li>N. Types of strategies which increase student learning time</li> <li>O. Number of teachers and principals at each performance level (proficient/non-proficient) used in the district evaluation systems for assigning teacher and principal performance ratings.</li> </ul>
<p><b>By submitting the application and signing Schedule #1, the applicant is certifying it will comply with the above assurances.</b></p>	

<b>For TEA Use Only</b> Adjustments and/or annotations made on this page have been confirmed with	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System (SAS)</b>	235- 902-042 County-District-Campus No.
by telephone/e-mail/FAX on _____ by _____ of TEA.	<b>School Years 2011-2014</b>	_____ Amendment No.

**Texas Title I Priority Schools Grant, Cycle 2**  
**Schedule #4A—Program Abstract**

**Part 1: Grant Eligibility**

Tier I Eligible Campus     Tier II Eligible Campus     Tier III Eligible Campus

**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).

Fundamental Issues: Victoria ISD (VISD) and Patti Welder Middle School propose to partner with Southern Regional Education Board (SREB) to implement a comprehensive Making Middle Grades Work reform strategy that will result in substantially improved student achievement. Using TEA's Transformation Model, Patti Welder and SREB will work together to improve student achievement and increase college and career readiness by building capacity of campus leaders and teachers and by providing additional systems of support for students academic achievement; improving the campus climate through social and emotional supports; and using district support to transform the current system in place. The Making Middle Grades Work (MMGW) will be the overarching reform, but additional assistance will be provided through a reform of the current administrative staff, counselors; extensive professional development both job embedded and direct for teachers and administrators; a reading program to help struggling readers; and, intervention supports for students struggling in all content areas, and an intervention support to help student struggling with psycho-social issues in school. District staff along with an outside consultant, Ms. Joan Edmonds have been actively conducting a comprehensive needs assessment over the course of the past year. Additionally extensive research has been conducted on best practice, strategies and reform models that have worked to improve student achievement at the middle school level, particularly with students from minority and low socio-economic groups. Throughout the research and development process, and as a result of the comprehensive needs assessment conducted, the MMGW became the best fit for this campus. VISD high school campuses were already under the guidance of SREB in a High Schools That Work reform and this model would meet the needs identified as well as align vertically the efforts of reform for Patti Welder Middle School. The Transformation Model and implementation of MMGW addresses specific gaps, barrier, weaknesses and goals identified in the latest Patti Welder Campus Improvement Plan and also align with VISD's district program goals and objectives.

Rationale for Program Design: Extensive research, input from stakeholders, visits and discussions with SREB consultants and review of other MMGW identified schools led VISD to the decision to pursue a viable means of implementing a full transformation model for Patti Welder Middle School. Making Middle Grades Work (MMGW) and the High Schools That Work models, as evidenced in case studies and other schools in Texas has proven to be extremely effective in meeting the needs and raising achievement levels of at-risk students at the secondary level. With a strong partnership already in place through the HSTW model and a new partnership for a MMGW model, VISD is certain that, with adequate funding, the TEA Transformation Model, and including implementation of MMGW will produce successful results for VISD's Tier I eligible campus, Patti Welder Middle School. Patti Welder data analysis revealed significant need for improvement in the areas of student achievement, student engagement, discipline, stakeholder perception and overall morale of students and staff. The SREB MMGW Model will not only meet the established guidelines of the Transformation Model, but will provide significant opportunity for improvement of student achievement and engagement.

Specific Gaps, Barriers, Weaknesses to be Addressed: In a comprehensive assessment of Patti Welder Middle school the following gaps, barriers, and weaknesses have been identified and will be addressed through the proposed implementation of the TEA Transformation Model and MMGW reform model: Student discipline; lack of structures and systemic processes; split/unstructured/fragmented/frustrated/non-cohesive faculty; staff not on board with the mission of the school; low and inconsistent expectations for students; low achievement; poor test scores; failure to see significance of state assessments (less than 50% of students passed all sections of the TAKS); students lack motivation to complete school work; students lack of future planning and goal setting; student lack of familial or community college-going role models; lack of communication between students, teachers, parents and administration; lack of adequate academic support systems; environment not conducive to learning; lack of understanding of school goals by staff; and, lack of administrations use of data to make instructional decisions for staffing and evaluation.



<b>For TEA Use Only</b> Adjustments and/or annotations made on this page have been confirmed with _____	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System (SAS)</b>  <b>School Years 2011-2014</b>	235- <b>902-042</b> County-District-Campus No. _____  Amendment No. _____
by telephone/e-mail/FAX on _____ by _____ of TEA.		

**Texas Title I Priority Schools Grant, Cycle 2**  
**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
<b>Public School</b>	0	0	0	0	0	0	0	257	224	220	0	0	0	0	<b>701</b>
<b>Open-Enrollment Charter School</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	<b>0</b>
<b>Total Students:</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>257</b>	<b>224</b>	<b>220</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>701</b>
<b>**Current Total Instructional Staff</b>														<b>55</b>	
<b>**Current Total Support Staff</b>														<b>5</b>	

**Section B: Data Sources Reviewed or to be Reviewed in the Comprehensive Needs Assessment Process**

<b>1</b>	Academic Excellence Indicator System (AEIS) report 2010 compared to 2011 TAKS Data
<b>2</b>	Disaggregated TAKS data
<b>3</b>	Harris Poll - customer satisfaction survey sent to parents, students, and community
<b>4</b>	Organizational Health Inventory (OHI) - contracted survey of teachers and administrators correlated to student achievement
<b>5</b>	Safe and Civil School Survey - survey of school safety needs
<b>6</b>	Central Office Complaints
<b>7</b>	Reports from Problem Analysis of 6 <sup>th</sup> Grade Teacher Team "Good, Bad, Ugly"
<b>8</b>	Meeting reports from the VISD Strategic Leadership Team - includes students, teachers, staff, community members, college, business, college, and university representatives
<b>9</b>	Notes from outside consultant on interviews conducted with staff and students as well as observations on campus
<b>10</b>	District level monitoring visit notes
<b>11</b>	PEIMS Student Data
<b>12</b>	Eduphoria Benchmark Data Reports

\*2010 October Snapshot student numbers  
 \*\*Enter Current number of Instructional and Support Staff

<b>For TEA Use Only</b> Adjustments and/or annotations made on this page have been confirmed with _____	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System (SAS)</b>  <b>School Years 2011-2014</b>	235- 902-042 County-District-Campus No.  _____ Amendment No.
by telephone/e-mail/FAX on _____ of TEA.		

**Texas Title I Priority Schools Grant, Cycle 2**  
**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 to identify the needs of the campus.**

A comprehensive needs assessment was conducted for Patti Welder Middle School as a part of the annual Campus Improvement Plan process at the campus with the current administration and campus staff. This plan along with relative results were reviewed by district level administrators. An outside evaluator as well as Central Office Administrators conducted walk-through visits, reviewed academic achievement data disaggregated, reviewed Harris Poll parent, student and faculty perception survey information, analyzed the Organizational Health Inventory reports for the last two years and analyzed a number of complaints that had been received at a Central Administrative level. The Assistant Superintendent for the West Learning Community, the Executive Director of Curriculum, Instruction and Accountability analyzed a number of reform models to determine the best fit for the Patti Welder campus and alignment with other district initiatives. Additional information was provided by a group of 6<sup>th</sup> grade teachers to assist in defining issues affecting campus success. To ensure an emphasis on improving student achievement, data was reviewed and analyzed for specific areas of weakness, identifying gaps in services that create barriers to success. Those weaknesses and barriers were priority items as improvement goals were developed. Finally, professional development and other resources needed to facilitate implementation of the strategies and/or processes were identified. The resulting goals are outlined in the chart below, including a correlation to the district's Aims and alignment with TEA's Transformation Model.

<b>District AIM Alignment</b>	<b>Patti Welder Middle School Grant Goal</b>	<b>Alignment with Transformation Model</b>
<b>High Student Performance and Achievement</b>	<i>Provide opportunities for students to be actively engage and to experience success as life-long learners.</i>	Comprehensive instructional reform Increasing learning time and creating community-oriented schools
<b>Optimum Educational Resources</b>	<i>Provide materials and resources to foster student growth and skill development.</i>	Comprehensive instructional reform Provide operational flexibility and sustained support
<b>Responsive to Student Needs</b>	<i>Create and sustain an environment that recognizes and addresses the needs of all students.</i>	Increasing learning time and creating community-oriented schools Comprehensive instructional reform Develop and increase teacher and school leader effectiveness
<b>Highly Qualified and Effective Personnel</b>	<i>Increase the skill and knowledge of all campus personnel and attract and retain an effective faculty and staff.</i>	Develop and increase teacher and school leader effectiveness. Develop and increase teacher and school leader effectiveness Provide operational flexibility and sustained support
<b>Involvement of all Parents, Students and Community</b>	<i>Provide opportunities for parental and community partnerships to increase achievement for all students.</i>	Increasing learning time and creating community-oriented schools Develop and increase teacher and school leader effectiveness

<b>For TEA Use Only</b> Adjustments and/or annotations made on this page have been confirmed with _____	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System (SAS)</b>  <b>School Years 2011-2014</b>	235- <b>902-042</b> County-District-Campus No.  _____ Amendment No.
by telephone/e-mail/FAX on _____ by _____ of TEA.		

**Texas Title I Priority Schools Grant, Cycle 2**  
**Schedule #4B—Program Description**

**Part 1: Comprehensive Needs Assessment Cont.**

**Section D: Groups of Participants Contributing to the Needs Assessment Process, ensuring Parents and Community Groups were involved in the process.**

1	Patti Welder Parents – through Harris Poll results and district complaint process
2	Patti Welder Teachers
3	Patti Welder Administration
4	VISD Central Office Administration
5	Outside Consultant hired to monitor campus for TAT and low achievement
6	Organizational Health Consultants
7	
8	
9	

**Part 1: Comprehensive Needs Assessment Cont.**

**Section E: List the major needs (not to exceed the top 10) identified by the committee that will be addressed by the selected grant program.**

1	Low academic achievement of students
2	Little or no student engagement
3	Lack of instructional strategies and support systems in place to address low student achievement
4	Low expectations for students
5	Lack of responsibility for school environment by teachers and administration
6	Lack of consistent rules, structures and systemic processes
7	Unclear goals and expectations
8	Lack of use of data to make decisions
9	Limited working technology
10	Morale

<b>For TEA Use Only</b> Adjustments and/or annotations made on this page have been confirmed with	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System (SAS)</b>  <b>School Years 2011-2014</b>	235- 902-042 County-District-Campus No.  Amendment No.
by telephone/e-mail/FAX on _____ by _____ of TEA.		

**Texas Title I Priority Schools Grant, Cycle 2**  
**Schedule #4B—Program Description**

**Part 2: Project Management**

**Section A: LEA (District) Capacity** Responses are limited to **one page**, 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 selected.

Victoria Independent School District (VISD) maintains the capacity to use grant funds to provide the resources and related services/support to Patti Welder Middle School to implement, fully and effectively, the required activities of the Transformation Model and the Making Middle Grades Work (MMGW) program being proposed. The district is experienced in managing grant projects, successfully implementing approximately 10-12 state and federally funded projects each year. Additionally, VISD manages and distributes to various school projects and efforts over \$200,000 a year in donations from Booster Clubs, PTAs, PTOs, businesses and individuals. VISD has earned the Superior Achievement rating from the School Financial Integrity Rating System of Texas (FIRST) for seven years and has been awarded a Certificate of Achievement for Excellence in Financial Reporting from the Government Finance Officers Association (GFOA) for the past eleven years for its comprehensive annual financial reports.

In addition to the district's resource management capacity, VISD has been actively involved in evaluating and monitoring the campus activities through local resources. VISD has utilized an outside consultant over the course of this past year to interview staff and students as well as to conduct staff meetings to address some of the identified needs for improvement. VISD has also used highly qualified Central Office staff members to assist in the observation walkthrough and data analysis review. The Assistant Superintendent and the Executive Director of Curriculum, Instruction and Accountability has had several meetings with staff to assist in initial reform at semester to carry the staff through the remainder of the school year and to assist with implementation of systems of relief. The Patti Welder Principal, Dr. Carlos Garza was hired July 2009 to oversee the campus and will continue with the implementation of this grant.

VISD began the implementation of the CSCOPE curriculum during the 2010-11 school year and has provided staff a number of training opportunities as well as opportunities for individual teachers to work with like district content teachers in planning and implementing units of study. The CSCOPE curriculum is aligned to State and National Standards and is aligned vertically from one grade level to another. The campus was provided over \$27,000 dollars to assist with implementing the curriculum and to assist with additional resources. The campus has also been provided resources through the State Compensatory Education funds to assist with providing interventions such as the HOST mentoring program, extended day tutoring, and Community in Schools programs. VISD will continue to provide these support systems along with those provided through the grant program.

VISD has utilized the Organizational Health process annually for the last six years for all campuses. Teachers and administrators are surveyed and then the campus leadership is provided support in analyzing the data and developing a plan to address the findings. The administrator then creates a campus support team to assist with implementation of the plan. The campus support team made of teachers and the campus administrator are provided training to assist in addressing the needs of the campus. Any campus needing additional support by outside consultants are provided this assistance to help change the climate of the school. The Organizational Health data is directly correlated to the .001 statistical level for academic achievement on the campus.

Three years ago, VISD began the Safe and Civil School support system on all campuses. Campuses were provided extensive professional development opportunities including training a trainer for every campus so that the program could be sustained. VISD will continue to provide support in this model to address the district Aim of providing a Safe, Secure and Nurturing Learning environment for every child. Another example of how the campus has been provided support to build capacity is through a 5<sup>th</sup> to 6<sup>th</sup> grade transition program provided by Destiny consulting that will be held in late July for students entering 6<sup>th</sup> grade. This four day transition camp will be held on the Patti Welder campus to familiarize students with the campus and provide support through tutoring and psycho-social development tools.

<b>For TEA Use Only</b> Adjustments and/or annotations made on this page have been confirmed with _____	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System (SAS)</b>	235- <u>902-042</u> County-District-Campus No.
by telephone/e-mail/FAX on _____ by _____ of TEA.	<b>School Years 2011-2014</b>	_____ Amendment No.

**Texas Title I Priority Schools Grant-CYCLE 2**  
**Schedule #4B—Program Description**

**Part 2: Project Management Cont.**

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

**Pre-Implementation Activities and Timeline** - Identify activities that the LEA will carry out using TTIPS funds beginning on the NOGA date through August 1, 2011, when the grantee begins full implementation.

January 2011 - VISD's Assistant Superintendent met with the Principal of Patti Welder Middle school in a formative conference to discuss the ongoing research review of the campus achievement data, parent complaints, and teacher and administrative concerns. The Principal and his leadership team met to develop a plan, "Activities for Success 2011", to address the concerns.

March 2011 - VISD's Assistant Superintendent began meeting with 6<sup>th</sup> grade teachers to discuss a plan for addressing numerous complaints and concerns expressed by teachers, students, and parents. The teachers had several brainstorming activities to develop a plan to carry them through the remainder of the year. The plan was presented to the Assistant Superintendent and the Patti Welder Principal and Assistant Principals. The teachers were given the authority to act upon their proposed plan.

May 2011 - VISD's Assistant Superintendent, the Executive Director of Curriculum, Instruction and Accountability, and consultant, Ms. Joan Edmond met with campus leadership and other teaching staff to discuss the outcomes of observation reports, teacher interviews, and campus data in a variety of meeting formats.

June 2011 - Summative review between VISD Assistant Superintendent and Patti Welder Principal. Notice of intent to apply for the comprehensive school reform grant and expectations that would be part of the ongoing evaluation of the principal.

June 2011-July 31 -

Current principal has only been in place since July 2009-10 school year. VISD will not replace the principal at this time, but will provide extensive monitoring and training. The campus administrator will attend the SREB National Conference this summer as well as the Professional Learning Communities Conference, and Capturing Kids Hearts. A review of the expanded grant expectations and expanded staff expectations will be reviewed with current staff. Develop a master schedule using strong data elements and consisting of highly qualified personnel. A team of Patti Welder core academic teachers, an Assistant Principal, a Counselor, and the AVID teacher will attend the AVID Conference in Dallas. Meet with campus staff to discuss the reform model and campus support systems planned through grant design. Send team of teachers and administrators to the National SREB conference in Nashville, TN. Meet with SREB consultant to develop activities for the year. Contact A reading intervention program to identify necessary resources for implementation. Identify students needing to participate in the A reading intervention program. Design the a schedule to meet the needs of student participation in the A reading intervention program. Provide parent and community meetings to provide information to parents regarding the redesign.

August 2011

Provide a transition camp for students leaving 5<sup>th</sup> entering 6<sup>th</sup> who may have struggled with TAKS or passing classes. Provide a 5<sup>th</sup> to 6<sup>th</sup> grade exploration day on the Patti Welder campus for all students entering the 6<sup>th</sup> grade. Attend required team training with SIRC. Identified the District Sheppard as Lynne Kutach, West Learning Community Curriculum Coordinator. Created a grant team that consisted of the campus principal, Dr. Carlos Garza, Mrs. Lynne Kutach (District Sheppard), Leslie Laqua (Teacher Leader), Carrie Fehlis (Teacher Leader).

*All pre-implementation activities will be implemented in year 1. [Signature]*

<b>For TEA Use Only</b> Adjustments and/or annotations made on this page have been confirmed with	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System (SAS)</b>  <b>School Years 2011-2014</b>	235- 902-042 County-District-Campus No.  Amendment No.
by telephone/e-mail/FAX on _____ by _____ of TEA.		

**Texas Title I Priority Schools Grant, Cycle 2**  
**Schedule #4B—Program Description**

**Part 2: Project Management Cont.**

**Section A: LEA (District) Capacity** Responses are limited to **one page**, 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 the school intervention model.

VISD consults with relevant stakeholders, including students, staff, parents, community members, business leaders, and college/university representatives regularly. Several groups of stakeholders have been involved in the planning and development of the grant, both directly and indirectly. In determining the need and applicability of this project on both a fiscal and programmatic basis, the following individuals have been consulted and engaged in focused discussions and/or asked for input, guidance, and feedback: VISD Assistant Superintendent, VISD Executive Director of Curriculum Instruction and Accountability, VISD Superintendent, Consultant Joan Edmonds, SREB Texas Consultant Dr. Gary Wrinkle, Patti Welder teachers, Patti Welder Principal of two years Dr. Carlos Garza, Patti Welder Assistant Principals, and Patti Welder Learning Facilitator.

VISD has also recently revised its annual comprehensive strategic plan. Through this process, a Strategic Leadership Team, including the Superintendent, School Board members, the Superintendents Senior Leadership Team, principals, students, parents, community members, college and university representatives, and business leaders meet twice a year to discuss, plan, review, analyze, and offer feedback on district initiatives. The proposed school intervention model supports the Aims and goals developed by this team as can be seen through the aligned grant goals.

The District Education Committee (DEC) meets four times a year and also includes a representative cross-section of members who provide input, critique, guidance, and support for district initiatives. The plan was shared with the DEC committee regarding the program design using the MMGW model implementation on the Patti Welder campus.

As a result of pre-defined and well-established partnerships, all grant partners will have an active role in the implementation of the project. The district's Assistant Superintendent, the Executive Director of Curriculum, Instruction and Accountability and the Patti Welder Middle School Principal will ensure that project activities commence in a timely fashion while dedicated grant personnel are hired and trained. After the Notice of Grant Award (NOGA) is issued and activities are allowed to begin, it will be the duty of the principal, grant project director, and district shepherd to communicate with each other, as well as with SREB consultants, and Patti Welder teachers, counselors and other staff on both a formal and informal basis. The existing configuration for data gathering and analysis will continue to be a collaborative process between the Patti Welder campus and the district's Department of Assessment and Accountability and incorporating relevant data obtained from SREB and other outside consultants. As an external partner, SREB will also be relied on heavily to obtain professional development for qualified staff. SREB will also provide guidance and support in developing systems of support for students through a series of technical assistance visits.

Additionally, after the notice of award, SREB will initialize a Site Development Workshop with all faculty to engage them in the improvement process. The SREB Site Development Workshop will engage all faculty members in analyzing the school's status in regard to each HSTW/MMGW Key Practice, brainstorming potential actions to take to change school and classroom practices, and organizing all faculty members into a continuous improvement framework of school improvement focus teams. SREB will provide on-site school improvement coaching support as follow-up to the workshop. The workshop leader assists focus teams in development of their improvement plans and assists leaders with implementation of plans, once finalized.

<b>For TEA Use Only</b> Adjustments and/or annotations made on this page have been confirmed with	<b>TEXAS EDUCATION AGENCY          Standard Application System (SAS)</b>  <b>School Years 2011-2014</b>	235- <b>902-042</b> County-District-Campus No.
by telephone/e-mail/FAX on _____ by _____ of TEA.		Amendment No. _____

**Texas Title I Priority Schools Grant, Cycle 2  
 Schedule #4B—Program Description**

**Part 2: Project Management Cont.**

**Section A: LEA (District) Capacity** Responses are limited to **one page**, 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.

VISD have committed to maximizing the use of resources such as space, staff and materials to provide relevant data and information needs to facilitate successful implementation of the proposed interventions. Some modifications to practices and/or policies are already in place as a result of the ongoing planning, discussion, and research that has taken place in the past year. Campus autonomy will be established after the selection of the administrative support team. Once the leadership team has been selected the campus principal will have the autonomy to implement various practices, including flexible scheduling to meet the needs of struggling learners and other innovative instructional programs such as Advancement Via Individual Determination (AVID), HOST Mentoring, A reading intervention program extended day, and a comprehensive Advisory and Counseling Program aimed at addressing the specific needs of targeted populations.

VISD began the AVID program at all middle school campuses during the 10-11 school year. This program is designed to provide support with rigorous expectations for students who have traditionally not seen college as an attainable goal or possibility. The students within the AVID programs will take advanced coursework either on campus or through the Advanced Middle School campus. Patti Welder's current program did not see as much success as the other three 8<sup>th</sup> grade programs in VISD. The VISD Advanced Learning Facilitator will be working collaboratively as the District Director for AVID with Patti Welder Administration to ensure the success and expansion of students enrolled in the Patti Welder AVID program. VISD has also expanded the AVID program into its high school campuses including the Victoria West High School, Patti Welders feeder campus from grades 9<sup>th</sup>-10<sup>th</sup>. Plans will continue to expand into the 11<sup>th</sup> grade for the 2011-12 school year and into the 12<sup>th</sup> grade during the 2012-2013 school year.

During the first year of implementation, a grant oversight committee will be established to monitor and adjust program goals. This committee will include VISD Central Office Administrators, Patti Welder Administrators, VISD Advanced Learning Facilitator, VISD Patti Welder District Shepherd, teachers, community members, and parents. In years two and three this committee will meet at least quarterly to monitor progress of grant goals and make adjustments as necessary.

VISD has provided funding through other resources to ensure the implementation of AVID, extensive professional development in the implementation of a vertically aligned rigorous curriculum, a campus based learning facilitator to assist with coaching teachers in the classroom, and support for a HOST mentoring program. The HOST mentoring program was established through a collaboration between VISD and the Victoria Business and Education Coalition and remains a strong support in Patti Welder and its feeder high school campus, Victoria West High School.

<b>For TEA Use Only</b> Adjustments and/or annotations made on this page have been confirmed with _____	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System (SAS)</b>  <b>School Years 2011-2014</b>	235- <u>902-042</u> County-District-Campus No.
by telephone/e-mail/FAX on _____ by _____ of TEA.		_____ Amendment No.

**Texas Title I Priority Schools Grant, Cycle 2**  
**Schedule #4B—Program Description**

**Part 2: Project Management Cont.**

**Section A: LEA (District) Capacity** Responses are limited to *one page*, 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.

This program including MMGW, A reading intervention program, Destiny Consulting and other interventions specifically addressing campus needs through the grant requirements will be coordinated with other district, state, and federal programs through a network between the campus principal, district leadership and community partners. During group meetings, such as those described in Schedule 4B, Section A LEA Capacity/Partnership/Involvement of Others, program staff will ensure coordination with all other district programs, as well as related programs involving external partners, such as Southern Regional Education Board, Advancement VIA Individual Determination, Victoria Business and Education Coalition Partnership, Destiny Consulting, the Organizational Health Program, and other programs that would benefit or enhance the Making Middle Grades Work experience for Patti Welder students and parents.

Information dissemination on best practices and "what works" will also be accomplished through this networking. Adequate space and equipment and materials will be provided for the Patti Welder District Shepherd and VISD's grant project director, and other grant-related personnel to best assure the success of the project. The campus principal, assistant principals, campus learning facilitator and current campus counselor positions will not have their salary paid for by the grant.

VISD Business Services Department will review and monitor the grant program for fiscal compliance. A staff accountant will be assigned to work with programmatic personnel periodically to ensure that fiscal reporting is accomplished in accordance with the grant specifications. This accounting function is also paid from district funds and will not impact the grant funds budget.

Additional resources that will assist with the implementation of the proposed project include: VISD High School Allotment funds, State Compensatory Education funds, Title II Part A funds and other local funds available and designated for school improvement use.



<b>For TEA Use Only</b> Adjustments and/or annotations made on this page have been confirmed with	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System (SAS)</b>	235- 902-042 County-District-Campus No.
by telephone/e-mail/FAX on _____ by _____ of TEA.	<b>School Years 2011-2014</b>	_____ Amendment No.

**Texas Title I Priority Schools Grant, Cycle 2**  
**Schedule #4B—Program Description**

**Part 2: Project Management Cont.**

**Section A: LEA (District) Capacity** Responses are limited to **one page**, 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.

VISD has committed to the success of the Patti Welder Transformation Project. While the leadership team consisting of the Superintendent, Assistant Superintendent, Executive Director of Curriculum, Instruction and Accountability, and a soon to be hired Principal for Patti Welder Middle School all share responsibility and a great desire for the success of the grant program, additional grant personnel, District Shepherd, will be hired to provide focused day-to-day involvement and oversight. VISD will structure and implement an assigned District Shepherd with the responsibility for supporting the Patti Welder Middle School Transformation Project.

The District Shepherd will be a full-time VISD employee assigned to the duties and responsibilities of the grant project **Required:** Master's degree with Principal Certification from an accredited university; minimum three years teaching experience; administrative experience; demonstrated and effective leadership skill; excellent written and verbal communication skills; supervisory and fiscal management experience; demonstrated sensitivity to the diverse academic socioeconomic, cultural, ethnic, and disability backgrounds of at-risk students; demonstrated ability to build effective teams; and ability to analyze data/conduct comprehensive evaluations. **Preferred:** Assistant Principal and secondary level experience; experience with federally and/or state-funded grant programs; experience with management of large projects with external partners.

The Shepherd will work closely with the campus principal, district administration and external service providers to ensure full implementation of the Transformation Model. The roles and responsibilities of this individual will include, but not be limited to:

- Ensuring operational flexibility is provided for the campus
- Ensuring effective implementation of all components of the transformation process
- Monitoring of progress of 90-day action plans established by campus and external project planners
- Maintaining regular communication with the transformation campus
- Conducting regularly scheduled meetings with the transformation campus and external project partners
- Working cooperatively with the transformation campus and the district to remove barriers that may hinder the transformation process
- Providing support and feedback to the principal, assistant principals, partner liaisons, teachers, and/or support staff when needed
- Attending campus and district leadership meetings
- Taking an active role in problem-solving with the campus principal, district leadership, project partners, and teachers
- Assisting in the recruitment of qualified staff

The District Shepherd (Transformation Specialist) will be invested in the project and view this role as integral to his/her responsibilities and will support all components of the transformation process. He/she will have a direct line of contact with the Assistant Superintendent and maintain regular contact with district-level administration, including the superintendent of schools.

All programmatic activities including quarterly reports and day-to-day functions will be the primary responsibility of campus personnel, including the principal. Program activities will be monitored through both formal reports and informal observations of instructional practices, materials and classroom environments. Programmatic amendments will originate at the campus level and will be processed through the district hierarchy according to policy. It will be the job of everyone affiliated with the project to ensure continuous adjustments to improve the program. Fiscal activities, monitoring and reports will be the responsibility of the District Shepherd, in coordination with the VISD Business Services Department. Working in tandem with the Business Services Department, the Shepherd will ensure that all fiscal reporting is conducted in a timely manner and meets TEA's stated timeline.

<p><b>For TEA Use Only</b> Adjustments and/or annotations made on this page have been confirmed with _____</p>	<p align="center"><b>TEXAS EDUCATION AGENCY Standard Application System (SAS)</b></p>	<p align="center">235- <u>902-042</u> County-District-Campus No.</p>
<p>by telephone/e-mail/FAX on _____ by _____ of TEA.</p>		<p align="center">_____ Amendment No.</p>
<p align="center"><b>Texas Title I Priority Schools Grant, Cycle 2</b></p>		
<p align="center"><b>Schedule #4B—Program Description</b></p>		
<p><b>Part 2: Project Management Cont.</b></p>		
<p><b>Section A: LEA (District) Capacity</b> Responses are limited to <i>one page</i>, front side only, with a font size no smaller than 9 point (Arial or Verdana).</p>		
<p><b>Program Continuation and Sustainability</b> – Describe how the LEA will sustain the campus reforms after the funding period ends.</p>		
<p>VISD is committed to sustaining the Patti Welder Middle School Transformation Project through the ongoing support of SREB and the Making Middle Grades Work program. Continuation of successful research-based activities/strategies and partnerships beyond the grant period will be thoroughly explored and evaluated. VISD served its high school campuses using the SREB High Schools That Work Program under grant funds and because of the significant reform model and great strategies that provide success for students, VISD has continued to provide funding for the HSTW under local funds. Within the final year of the grant-funded project, a sustainability plan that addresses the Critical Success Factors/Milestones outlined below will be employed. Each topic/sub-topic will be evaluated according to progress made throughout the grant period and given a numerical score to judge the progress and feasibility of sustainability.</p> <p><b>Improve Academic Performance</b> – evidence of data-driven instruction; evidence students complete an academic core curriculum aligned with high school readiness standards and provide career exploration opportunities; reports on monitored instruction including walk-through summaries; student improvement on state mandated assessments; expanded use of technology throughout the curriculum</p> <p><b>Increase Teacher Quality</b> – review of grant-funded professional development activities and evidence of implementation of new strategies, activities, delivery methods, etc: review of student achievement records, including state mandated assessments, course mid-term (benchmark) and final grades, and completion of evaluation of effectiveness of recruitment/retention strategies, including financial incentives</p> <p><b>Improve School Climate</b> – increase attendance; decreased discipline referrals; increased involvement in extra-curricular activities and school intervention activities; participation in orientation activities; evaluation on campus climate surveys and increased positive perception of campus as indicated on Harris Poll</p> <p><b>Increase Leadership Effectiveness</b> – review and evaluation of grant-funded professional development activities; review and evaluation of Organizational Health results; evaluation of operational flexibility; review of Harris Poll parent and student perception data; evaluation of resource and data usage</p> <p><b>Increase the Use of Quality Data to Drive Instruction</b> – review and analyze Professional Learning Communities implementation – evaluation of data shared during common planning time through Eduphoria reports, including common assessment measures; review and analyze teacher value added data through Eduphoria reports and INOVA data on value added measures</p> <p><b>Increase Parent/Community Involvement</b> – evaluation of campus-developed surveys and Harris Interactive Poll data; review of attendance and participation records for all parent and community events (open house, Parent Teacher Organization Meetings, parent/student center usage, campus visitor logs)</p> <p><b>Increase Learning Time</b> – review and analyze effectiveness of flexible scheduling options offered before/after school, advisory, Saturday, double blocked for Reading programs and content intervention supports; course passing rates; student improvement on state mandated assessments</p> <p>Each activity related to one of the critical success factors will be evaluated at each scheduled interval based on the scale below. Once given a rating, assessment teams will work to develop plans to improve, continue, revise, replace, or discontinue the activity.</p> <p>Scale: 0 = Important, but not feasible now  1 = Able to develop  2 = Partially in place, under development  3 = Already in place</p> <p>VISD Grant team members will meet regularly to review the results of the sustainability plan and work towards establishing the necessary partnerships and means to sustain successful components.</p>		

<b>For TEA Use Only</b> Adjustments and/or annotations made on this page have been confirmed with	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System (SAS)</b>  <b>School Years 2011-2014</b>	235- 902-042 County-District-Campus No.  Amendment No.
by telephone/e-mail/FAX on _____ by _____ of TEA.		

**Texas Title I Priority Schools Grant, Cycle 2**  
**Schedule #4B—Program Description**

**Part 2: Project Management Cont.**

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

**External Providers -- Describe how the LEA will recruit, screen, and select external providers to ensure their quality.**

VISD has identified Southern Regional Education Board as an external partner for the Patti Welder Middle School Transformation Project. Factors for selecting the Making Middle Grades Work program included:

- Established partnership with district through the High School That Work program at VISD high schools
- Vertical Alignment with current program in place
- Research-based program implemented nationally
- State support through identified consultants
- Reform components aligned with VISD's Mission, Vision, Aims and Goals including – Governance Reform; Curriculum Reform; Instructional Reform; Supporting Students Reform; Grading Practices Reform; Leadership Reform; Transitions Reform; Community Collaboration Reform; Data Reform; Response to Intervention Reform

Destiny Consulting will provide assistance in building relationships with students and their families. Destiny Consulting will address the needs of Patti Welder School by providing programs designed for students, parents, teachers and administrators of the campus. These intense programs, along with continuous evaluation components, will change the climate and culture of the school in years to come. Phase I will provide extensive Administrator training to increase positive parent involvement. Phase II will consist of a Social Skills Program for Students including character development. Integrity, punctuality, honesty and loyalty will be instilled in our students. Destiny will also teach the 5D's, discipline, determination, diligence, desire, and dedication. Phase III will consist of teacher staff development with a focus on 21<sup>st</sup> Century Learning Environments, How Poverty Effects 21<sup>st</sup> Century Learning Environments, and Dealing with Disruptive Students. Phase IV consists of a call center for parents and Phase V is a Parental Involvement component.

Partnership for Excellence will provide assistance with the High Performance Model and implementation of Quality Tools within the classrooms. The purpose will be to institute an integrated and ongoing PDSA (Plan, Do, Study, Act) process which is critical as the school continues its ongoing implementation of an overall plan for improvement. The collection of information related to measure results and then analyze strengths and weaknesses and successes and failures is crucial in order to make educated and research-based decisions about next steps. It will be important for the school to establish these procedures as ongoing process in support of their strategic plan. 1. Provide on-going on-site mentoring and coaching of principal and teachers within a variety of settings. 2. Attend campus improvement team meetings, staff meetings, professional learning community meetings, etc. for the purpose of analyzing and improving communication strategies. 3. Provide and model collaborative tools for analyzing data of school core processes and aligning the work to the school's plans. 4. Work with the campus improvement team to identify school-wide core processes (grant, school and district sponsored) to identify strengths and areas for improvement on an ongoing basis as it relates to school culture and the learning and work environment. 5. Introduce "student as leader of learning" concept as it relates to students setting goals and collecting and monitoring data (use of data notebooks, classroom data centers, etc.) Introduce and help deploy: PDSA assessment of the processes involved in achieving school goal success; Processes for continuous data collection and analysis of the effectiveness of the school's efforts as they relate to the overall district strategic plan.

As the project progresses, if the need for additional external providers is necessary, VISD will carefully evaluate their level of experience in meeting the needs of at-risk student populations, alignment of their organizational goals with those of the project, past experience working with the group, if applicable, and the organization's willingness to actively participate in the ongoing evaluation, revision, and sustainability of the project.

<b>For TEA Use Only</b> Adjustments and/or annotations made on this page have been confirmed with	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System (SAS)</b>	235- <b>902-042</b> County-District-Campus No.
by telephone/e-mail/FAX on _____ by _____ of TEA.	<b>School Years 2011-2014</b>	_____ Amendment No.

**Texas Title I Priority Schools Grant, Cycle 2**  
**Schedule #4B—Program Description**

**Part 2: Project Management Cont.**

**Section A: LEA (District) Capacity** Responses are limited to **one page**, 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/s.

VISD has reviewed case studies of the SREB High Schools That Work program, but have not seen the Making Middle Grades Work program in action. VISD will consult with the State assigned SREB representative to identify Middle Schools implementing the model in Texas for possible site visits. The campus profiles will be studied to determine with schools closely match the demographic profile of Patti Welder Middle School. Performance data from AEIS will be reviewed on identified MMGW sites. Campuses will be contacted for site reviews in the early fall and possibly Spring of the first year. Campus leaders and teams of teachers will be making site visits to review program components, successes, and issues of concern.

Expected outcomes include: increased understanding and awareness of an experienced MMGW school; explore a variety of instructional delivery methods for increased student performance; identify best practices and areas of concern based on the experience of the site visited; explore student intervention models; talk to teachers, administrators, and students about the MMGW program components implemented and any evaluation; talk to teachers, administrators, and students about campus climate; learn about additional funding sources.

<p><b>For TEA Use Only</b> Adjustments and/or annotations made on this page have been confirmed with</p>	<p align="center"><b>TEXAS EDUCATION AGENCY Standard Application System (SAS)</b></p> <p align="center"><b>School Years 2011-2014</b></p>	<p align="center">235- <u>902-042</u> County-District-Campus No.</p> <p align="center">_____ Amendment No.</p>
<p>by telephone/e-mail/FAX on _____ by _____ of TEA.</p>		

**Texas Title I Priority Schools Grant, Cycle 2  
Schedule #4B--Program Description**

**Part 2: Project Management Cont.**

**Section A: LEA (District) Capacity** Responses are limited to *one page*, 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. If the LEA is applying to serve all Tier I campuses or the LEA has no Tier I campuses, enter 'N/A'

N/A

<p><b>For TEA Use Only</b> Adjustments and/or annotations made on this page have been confirmed with</p>	<p><b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System (SAS)</b></p> <p><b>School Years 2011-2014</b></p>	<p>235- 902-042 County-District-Campus No.</p> <p>Amendment No.</p>
<p>by telephone/e-mail/FAX on _____ by _____ of TEA.</p>		

**Texas Title I Priority Schools Grant, Cycle 2**  
**Schedule #4B—Program Description**

**Part 3: Intervention Model**

**Section A: Intervention Model Selection Process**

**1. Tier I or Tier II Intervention Model to be Implemented** - Indicate the model **selected** by the LEA/campus for implementation. (For Tier I and Tier II campuses only. Tier III campuses leave blank.)

- Transformation
- Turnaround
- Restart
- Closure

**2. Tier III Intervention Model to be Implemented** - Indicate the model **selected** by the LEA/campus for implementation. Choose one of the 8 options below. (For Tier III campuses only. Tier I and Tier II campuses leave blank.)

- |   |   |
|---|---|
| <input type="checkbox"/> Transformation (Full Implementation) | <input type="checkbox"/> Tier III Transformation                                  |
| <input type="checkbox"/> Turnaround                           | <input type="checkbox"/> Texas Early College High School (ECHS)                   |
| <input type="checkbox"/> Restart                              | <input type="checkbox"/> Texas Science, Technology, Engineering and Math (T-STEM) |
| <input type="checkbox"/> Closure                              | <input type="checkbox"/> College for All  |

**3. Model Implementation Option** -- Indicate below whether the LEA/campus will participate in the TEA Approved Model with Technical Assistance provided by the TEA-funded School Improvement Resource Center (SIRC) or other TEA approved technical assistance provider or the LEA/campus will implement its own intervention design within the final requirements of the grant program. (For all campuses.)

- TEA Designed Model with Technical Assistance Provided by the School Improvement Resource Center or other TEA approved technical assistance providers for Tier III grants  
*Note: Applying to implement the TEA Designed Model with Technical Assistance Provided by the School Improvement Resource Center or other TEA approved technical assistance providers in no way implies or guarantees funding.*

**OR**

- The LEA/campus will implement its own intervention design, within the parameters required by the final federal regulations released by USDE

**4. Incorporate or Expand SES Services on Campus** -- Selection of SES will require the LEA/campus to meet all federal requirements for providing SES on the campus including, but not limited to, implementation of EZSES system, parent selection of providers, student enrollment procedures, student learning plans, and invoicing procedures. If checked below, campuses not required to implement SES under Title I would be required to add SES to their grant program and campuses currently implementing SES under Title I would be required to expand SES services on the campus by expending additional funds, either through serving additional students or providing additional tutoring to existing students beyond the student's PPA under Title I. Grant funds should be budgeted for SES services if selected. (For all campuses)

- Supplemental Education Services (SES) incorporated into the intervention model  
*Note: Selecting SES in no way implies or guarantees funding.*

<b>For TEA Use Only</b> Adjustments and/or annotations made on this page have been confirmed with _____  by telephone/e-mail/FAX on _____ by _____ of TEA.	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System (SAS)</b>  <b>School Years 2011-2014</b>	235- 902-042 County-District-Campus No.  _____ Amendment No.
--	--	---

**Texas Title I Priority Schools Grant, Cycle 2**  
**Schedule #4B—Program Description**

**Part 3: Intervention Model**

**Section B: Model Selection Process –Describe in detail:**

1. The process the LEA and campus followed to select a school intervention model that aligns to the identified needs of the campus.

Responses are limited to **three pages**, front side only, with a font size no smaller than 9 point (Arial or Verdana).

The Transformation School Intervention Model was selected through a systematic and collaborative process involving stakeholders at various levels of the education continuum including; VISD Administration, faculty, staff, parents, students; community members and business leaders; and external consultant evaluators. Throughout the 2010-11 school year, Patti Welder has been under review as part of the TEA’s Technical Assistant Team intervention process. The TAT required for this campus was due to low academic achievement of students on state assessments. VISD’s Assistant Superintendent has also been monitoring the current principal who was hired just two years ago to replace the previous administrator. The Superintendent and the Assistant Superintendent have received numerous complaints from both parents and staff regarding the leadership on this campus for the past two years. Based on concerns and the TAT requirements, VISD hired an outside evaluator to conduct a thorough investigation of this campus. The consultant has interviewed teachers, students, and administrators to determine the issues that have been brought forward to both the Superintendent and the Assistant Superintendent. These issues go beyond the low academic achievement and include morale, discipline, lack of expectations by staff of students, instruction or lack of instruction in the classroom, parent involvement and community perceptions. Based on the consultant’s findings during the interviews the initial concern was validated. An additional qualifying factor for seeking a reform model include the identification as a Tier I Texas Title I Priority School (included in the lowest 5%), Patti Welder Middle School became eligible to seek the Texas Title I Priority Schools Grant funding.

VISD’s Superintendent, Assistant Superintendent and the Executive Director of Curriculum, Instruction and Accountability began to explore and research options for a school reform model that would match Patti Welder Middle School’s needs and that would meet the requirements of the Transformation School Intervention Model. Through extensive exploration of reform models and VISD’s current programs and services already provided to the campus the Transformation Model and the Southern Regional Education Board’s Making Middle Grades Work program emerged.

Additional work was conducted as the TTIPS grant program RFP was published in order to identify whether the MMGW would be a good fit for any of the intervention models identified by TEA. Using the Patti Welder Campus Improvement Plan and Comprehensive Needs Assessment documents, the comparison between major goals/objectives and components of the Transformation Model and the MMGW program were made and correlated with the needs of Patti Welder Middle school. Below is a chart identifying the significant alignment between the two models.

Identified/Targeted Gaps, Barrier and Weaknesses	Goals for Improvement through Alignment with Transformation Model/Making Middle Grades Work
Split/fragmented/unhappy/stressed staff Low expectations for students Staff limited feeling of responsibility for what happens in the classroom Lack of use of data to make decisions Limited instruction in classroom Inconsistency in content PLC meetings Unclear goals Staff morale	<u>Transformation Model (TM) Required Activities:</u> Implement comprehensive instructional reform strategies; Develops and increases teacher and school leader effectiveness; provides operational flexibility and sustained support; increases learning time and creates community-oriented schools  <u>Making Middle Grades Work (MMGW) Required Activities:</u> Create a continuous improvement framework of teacher and leader focus teams; Provide the support needed to ensure all student meet raised expectations; Create a transformation leadership team that takes ownership of the improvement effort by analyzing data and engaging faculty in developing and implementing an improvement plan.

<p><b>For TEA Use Only</b> Adjustments and/or annotations made on this page have been confirmed with _____</p>	<p><b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System (SAS)</b></p> <p><b>School Years 2011-2014</b></p>	<p>235- <u>902-042</u> County-District-Campus No.</p> <p>_____ Amendment No.</p>
<p>by telephone/e-mail/FAX on _____ by _____ of TEA.</p>		

**Texas Title I Priority Schools Grant, Cycle 2**  
**Schedule #4B—Program Description**

**Part 3: Intervention Model**

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

Identified/Targeted Gaps, Barrier and Weaknesses	Goals for Improvement through Alignment with Transformation Model/Making Middle Grades Work
<p>Low academic achievement on state assessments</p> <p>Low expectations for students</p> <p>Staff limited feeling of responsibility for what happens in the classroom</p> <p>Lack of use of data to make decisions</p> <p>Limited instruction in classroom</p>	<p><u>Transformation Model (TM) Required Activities:</u> Implement comprehensive instructional reform strategies; Develops and increases teacher and school leader effectiveness; increases learning time and creates community-oriented schools; provide operational flexibility and sustained support</p> <p><u>Making Middle Grades Work (MMGW) Required Activities:</u> Create a continuous improvement framework of teacher and leader focus teams; Provide the support needed to ensure all student meet raised expectations; Create a transformation leadership team that takes ownership of the improvement effort by analyzing data and engaging faculty in developing and implementing an improvement plan; Change classroom instruction to engage students intellectually, emotionally, socially and behaviorally in completing rigorous assignments; Provide the support needed to ensure all student meet raised expectations; Create a standards-based grading framework for all courses.</p>
<p>Lack of family/community support system</p> <p>Inconsistent attendance at school</p> <p>Failure to see significance of test – not tied to future goals</p> <p>Lack of motivation</p> <p>Lack of future planning/goal setting</p> <p>Lack of preparation for future grade levels</p>	<p><u>Transformation Model (TM) Required Activities:</u> Develops and increases teacher and school leader effectiveness; provides operational flexibility and sustained support; increases learning time and creates community-oriented schools</p> <p><u>Making Middle Grades Work (MMGW) Required Activities:</u> Create a continuous improvement framework of teacher and leader focus teams; Provide the support needed to ensure all student meet raised expectations; Create a transformation leadership team that takes ownership of the improvement effort by analyzing data and engaging faculty in developing and implementing an improvement plan; Expand community collaboration via multiple formats; Ensure all students complete an academic core aligned with high school readiness standards and provide career exploration opportunities</p>



<p><b>For TEA Use Only</b> Adjustments and/or annotations made on this page have been confirmed with _____</p>	<p><b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System (SAS)</b></p> <p><b>School Years 2011-2014</b></p>	<p>235- 902-042 County-District-Campus No.</p> <p>_____ Amendment No.</p>
<p>by telephone/e-mail/FAX on _____ by _____ of TEA.</p>		

**Texas Title I Priority Schools Grant, Cycle 2**  
**Schedule #4B—Program Description**

**Part 3: Intervention Model**

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

Identified/Targeted Gaps, Barrier and Weaknesses	Goals for Improvement through Alignment with Transformation Model/Making Middle Grades Work
<p>Lack of structures and systemic processes Negative tone by leadership Unclear goals Limited use of data to make decisions Inconsistent processes and procedures</p>	<p><u>Transformation Model (TM) Required Activities:</u> Adopt a new governance structure; Implement comprehensive instructional reform strategies; Develops and increases teacher and school leader effectiveness; provides operational flexibility and sustained support; increases learning time and creates community-oriented schools</p> <p><u>Making Middle Grades Work (MMGW) Required Activities.</u> Create a transformation leadership team that takes ownership of the improvement effort by analyzing data and engaging faculty in developing and implementing an improvement plan; Create a continuous improvement framework of teacher and leader focus teams; Use the Middle Grade Assessment and Surveys to move beyond achievement data and analyze school and classroom practices that have the greatest impact on student achievement.</p>
<p>Low academic achievement Lack of motivation Lack of future planning/goal setting Lack of preparation for future grade levels</p>	<p><u>Transformation Model (TM) Required Activities:</u> Develops and increases teacher and school leader effectiveness; provides operational flexibility and sustained support; increases learning time and creates community-oriented schools</p> <p><u>Making Middle Grades Work (MMGW) Required Activities:</u> Create a transformation leadership team that takes ownership of the improvement effort by analyzing data and engaging faculty in developing and implementing an improvement plan; Create a continuous improvement framework of teacher and leader focus teams; Use the Middle Grade Assessment and Surveys to move beyond achievement data and analyze school and classroom practices that have the greatest impact on student achievement; Change classroom instruction to engage students intellectually, emotionally, socially, and behaviorally in completing rigorous assignments; Provide the support needed to ensure all students meet raised expectations.</p>

<b>For TEA Use Only</b> Adjustments and/or annotations made on this page have been confirmed with	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System (SAS)</b>  <b>School Years 2011-2014</b>	235- 902-042 County-District-Campus No.  _____ Amendment No.
by telephone/e-mail/FAX on _____ by _____ of TEA.		

**Texas Title I Priority Schools Grant, Cycle 2**  
**Schedule #4B--Program Description**

**Part 3: Intervention Model**

**Section C: Groups of Participants** - List the groups of participants who will actively assisted in the process to select a school intervention model that aligns to the identified needs of the campus.

<b>1</b>	Superintendent
<b>2</b>	Assistant Superintendent
<b>3</b>	Executive Director of Curriculum, Instruction and Accountability
<b>4</b>	Campus Leadership and staff
<b>5</b>	External Consultant
<b>6</b>	
<b>7</b>	
<b>8</b>	
<b>9</b>	
<b>10</b>	

<b>For TEA Use Only</b> Adjustments and/or annotations made on this page have been confirmed with	<b>TEXAS EDUCATION AGENCY Standard Application System (SAS)</b>	235- <u>902-042</u> County-District-Campus No.
by telephone/e-mail/FAX on _____ by _____ of TEA.	<b>School Years 2011-2014</b>	_____ Amendment No.

**Texas Title I Priority Schools Grant, Cycle 2**

**Schedule # 4C—Model Requirements and Timeline**

**Reform/Improvement Activity Timeline for Implementation**

**Instructions** –Complete the charts below using the Model Requirement Numbers and the Critical Success Factor (CSF)/Milestone Codes from *Part 3: Schedule Instructions* of the RFA for the intervention model selected. Briefly list the reform/improvement activities to be implemented in the grant program and enter the beginning and ending dates for the activity. Activities should be entered in relative date order to reflect the order in which the activities will be implemented (to the extent possible). Note that all Model Requirements must be addressed and each CSF must be addressed, although not each milestone must be addressed.

<b>Reform/Improvement Activity</b>	<b>Begin Date MM/YY</b>	<b>End Date MM/YY</b>	<b>Model Requirement Number</b>	<b>CSF/ Milestone Code</b>
<b>Example:</b> Screen existing staff using district determined competencies to determine which staff will be replaced due to lack of student performance.	3/10	6/10	TU-2	7A, 7C

<b>Reform/Improvement Activity</b>	<b>Begin Date MM/YY</b>	<b>End Date MM/YY</b>	<b>Model Requirement Number</b>	<b>CSF/ Milestone Code</b>
Review grant expectations with Patti Welder campus principal hired during the 2009-10 school year.	June 2011	July 2011	TR-1	1A, 1C, 2A, 2B, 2C, 3A, 3B, 3C, 4A, 4B, 4C, 5B
Improve student achievement in Reading ELA	August 2011	June 2014	TR-2	1A, 1B, 1C
Improve student achievement in Mathematics	August 2011	June 2014	TR-2	1A, 1B, 1C
Improve student achievement in Science	August 2011	June 2014	TR-2	1A, 1B, 1C
Improve student achievement in Social Studies	August 2011	June 2014	TR-2	1A, 1B, 1C
Develop and increase teacher and school leader effectiveness	August 2011	June 2014	TR-2	1C , 2B, 4B
Create a continuous improvement framework of teacher and leader focus teams. Focus teams engage teachers in taking ownership of the problems and the improvement efforts at the school	September 2011	June 2014	TR-4	1A, 2C, 3B, 3C, 4B, 4C, 5A
Develop and implement campus-specific evaluation systems for teachers and principals that : <ol style="list-style-type: none"> <li>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 collection of professional practice reflective of student achievement and increased passing rates.</li> <li>2. Are designed and developed with teacher and principal involvement.</li> <li>3. Implement the newly designed evaluation system for teachers and principals.</li> </ol>	January 2012	May 2012	TR-6, TR-2	7A, 7C
	January 2012	August 2012		
	September 2012	June 2014		

<b>For TEA Use Only</b> Adjustments and/or annotations made on this page have been confirmed with _____	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System (SAS)</b>	235- 902-042 County-District-Campus No.
by telephone/e-mail/FAX on _____ by _____ of TEA.	<b>School Years 2011-2014</b>	Amendment No. _____

**Schedule # 4C—Model Requirements and Timeline**

**Reform/Improvement Activity Timeline for Implementation-continued.**

Reform/Improvement Activity	Begin Date MM/YY	End Date MM/YY	Model Requirement Number	CSF/Mile stone Code
Provide staff ongoing, high quality, job-embedded professional development that is aligned with the school's comprehensive instructional program.	August 2011	June 2014	TR-7	3A, 7B
Implement financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions designed to recruit, place, retain staff with skills necessary to meet the needs of students in a transformation school.	August 2011	June 2014	TR-8	7A, 7C
Implement comprehensive instructional reform strategies	January 2012	June 2014	TR-3	1B, 2A, 2B
Implement a Making Middle Grades Work Program on the Patti Welder campus	August 2011	June 2014	TR-3, TR-4, TR-5, TR-6, TR-7	1A, 1C, 2A 2B, 2C, 3A 3B, 3C, 4A 4B, 4C, 5A 5B, 5C, 6A 6B, 6C, 7B
Ensure all student complete an academic core aligned with high school readiness standards and provide career exploration opportunities a) Align middle grades curriculum with high school readiness standards. b) Expand the middle grades career exploratory program. c) Expand the use of technology throughout the curriculum.	September 2011	June 2014	TR-3	1A, 1B, 1C
Change classroom instruction to engage student intellectually, emotionally, socially and behaviorally in completing rigorous assignments	January 2012	June 2014	TR-3, TR-4, TR-7	1A, 1B, 1C 4A, 4B, 4C 6A, 6B, 6C
Implement a Literacy Across the Curriculum focus.	January 2012	June 2014	TR-3	1A, 1B, 1C
Use project-based/problem-based learning as a primary instructional strategy.	August 2012	June 2014	TR-3, TR-5	1A, 1B, 1C 4A, 4B, 6A, 6B, 6C
Redesign instruction in rigorous mathematics classrooms.	August 2011	June 2014	TR-3	1A, 1B, 1C
Create lab-based instruction in rigorous science classrooms.	August 2011	June 2014	TR-3	1A, 1B, 1C
Embed strategies to help student develop habits of success in core academic classrooms such as those found in the AVID program	January 2012	June 2014	TR-3, TR-5	1A, 1B, 1C, 4A, 4B, 6A, 6B, 6C

<b>For TEA Use Only</b> Adjustments and/or annotations made on this page have been confirmed with _____	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System (SAS)</b>  <b>School Years 2011-2014</b>	235- 902-042 County-District-Campus No. _____  Amendment No. _____
by telephone/e-mail/FAX on _____ by _____ of TEA.		

**Schedule # 4C—Model Requirements and Timeline**

**Reform/Improvement Activity Timeline for Implementation-continued.**

Reform/Improvement Activity	Begin Date MM/YY	End Date MM/YY	Model Requirement Number	CSF/Mile stone Code
Provide the support needed to ensure all students meet raised expectations.	August 2011	June 2014	TR-5	1A, 1C, 4A 4B, 5A, 5B 5C, 6A, 6B 6C
Implement an Advisor-Advisee Program for all students	August 2011	June 2014	TR-5	1A, 1C, 4A 4B, 5A, 5B 5C, 6A, 6B 6C
Expand Extra Help Opportunities by: a) Creating extra help time within the school day, week and year. b) Expand use of on-line tools for extra help. c) Increase access to virtual courses such as those through TXVSN. d) Create a summer bridge program for at-risk students. e) Use 10 Elements for Effective Extended Time Programs to ensure quality.	August 2011	June 2014	TR-5	1A, 1C, 4A 4B, 5A, 5B 5C, 6A, 6B 6C
Create a standards-based grading framework for all courses. a) Require student to redo work not meeting standards. b) Require student not meeting standards to attend extra help. c) Base grading on students' mastery of standards.	August 2012	June 2014	TR-3	1A, 1C, 2B 4A, 4B
Create an effort-based culture focused on changing school and classroom practices.	August 2011	June 2014	TR-3, TR-4, TR-6, TR-8	1A, 1C, 2A, 2B, 2C, 3A, 3B, 3C, 4C, 7A, 7B, 7C
Use root-cause analysis to effectively use data for improvement.	August 2011	June 2014	TR-3, TR-4, TR-6, TR-8	1A, 1C, 2A, 2B, 2C, 3A, 3B, 3C, 4C, 7A, 7B, 7C
Use effective leadership strategies to increase rigor in classrooms.	August 2011	June 2014	TR-3, TR-4, TR-6, TR-8	1A, 1C, 2A, 2B, 2C, 3A, 3B, 3C, 4C, 7A, 7B, 7C
Align curriculum, instruction and assessment to high school readiness standards.	August 2011	June 2014	TR-3, TR-4, TR-8	1A, 1B, 2A, 2B, 2C, 2A, 2C
Use multiple data points to collect and analyze instructional practices.	August 2011	June 2014	TR-6	1A, 1C, 2A, 2B, 2C, 3C, 7B

<b>For TEA Use Only</b> Adjustments and/or annotations made on this page have been confirmed with _____	<b>TEXAS EDUCATION AGENCY Standard Application System (SAS)</b>	235- <b>902-042</b> County-District-Campus No.
by telephone/e-mail/FAX on _____ by _____ of TEA.	<b>School Years 2011-2014</b>	Amendment No. _____

**Schedule # 4C—Model Requirements and Timeline**

**Reform/Improvement Activity Timeline for Implementation-continued.**

Reform/Improvement Activity	Begin Date MM/YY	End Date MM/YY	Model Requirement Number	CSF/Mile stone Code
Use the SREB Getting Students Ready for High School guides to reform the transition from middle grades to high school.	August 2012	June 2014	TR-3, TR-5	1A, 1B, 1C 4A, 4B, 4C
Develop and implement a plan to redesign the sixth-grade experience to improve the transition from the elementary grades to the middle grades.	July 2011	June 2014	TR-3, TR-5	1A, 1B, 1C 4A, 4B, 4C 6A, 6B, 6C
Expand community collaboration via multiple formats.	January 2012	June 2014	TR-9	5A, 5B, 5C 6A, 6B, 6C
Involve parents, at least once a year, in reviewing their child's program of study.	August 2012	June 2014	TR-9	5A, 5B, 5C 6A, 6B, 6C
Create collaborative opportunities between feeder elementary schools, the middle school and receiving high school.	January 2012	June 2014	TR-3, TR-5	1A, 1B, 1C 4A, 4B, 4C 5A, 5B, 5C 6A, 6B, 6C
Use the Middle Grades Assessment and Surveys to move beyond achievement data and analyze school and classroom practices that have the greatest impact on student achievement at Patti Welder.	November 2011	June 2014	TR-6	1A, 1C, 2A 2B, 2C, 3C 7B
Use key elements of the MMGW Framework to support student at each of the tiers of intervention.	August 2011	June 2014	TR-3, TR-5	1A, 2A, 2B 4A, 5C
Institute an integrated and ongoing PDSA (Plan, Do, Study, Act) process which is critical as the school continues its ongoing implementation of an overall plan for improvement.	September 2011	June 2014	TR-3, TR-4, TR-6, TR-8	1A, 1C, 2A 2B, 2C, 3A, 3B, 3C, 4C 7A, 7B, 7C
Introduce "student as leader of learning: concept as it relates to students setting goals and collecting and monitoring data (use of data notebooks, classroom data centers, etc)	August 2012	June 2014	TR-3, TR-4, TR-6, TR-8	1A, 1C, 2A, 2B, 2C, 3A, 3B, 3C, 4C, 7A, 7B, 7C

<b>For TEA Use Only</b> Adjustments and/or annotations made on this page have been confirmed with	<b>TEXAS EDUCATION AGENCY          Standard Application System (SAS)</b>	235- <u>902-042</u> County-District-Campus No.
by telephone/e-mail/FAX on _____ by _____ of TEA.	<b>School Years 2011-2014</b>	_____ Amendment No.

**Texas Title I Priority Schools Grant, Cycle 2**

**Schedule #4D—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, 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**

Feedback will be solicited and progress will be monitored on an ongoing basis through the collection of the following multiple measures of data as described in the Data Analysis for Continuous School Improvement (Bernhardt,2004) model and related to each Critical Success Factor: Demographics; Perceptions: Student Learning; and Processes.

Specific areas to be assessed include the identified Critical Success Factors: Academic Performance; Use of Quality Data to Drive Instruction; Leadership Effectiveness; Learning Time: Parent/Community Involvement; School Climate; and Teacher Quality.

The District Shepherd will serve as the liaison between campus leadership and District Leadership teams monitoring for a continuous improvement cycle.

Mid-Course Corrections: The information collected will be used to identify and correct program deficiencies as they are encountered and to provide for continuous improvement of the project. Modifications will be made to district/campus improvement plans throughout the school year as deemed necessary. In years two and three a committee will meet quarterly to review data and make recommendations for improvement.

Annual monitoring of data and review for continuous improvement will include the following information:

- 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.(ethnicity, sex, disability status, LEP status, economically disadvantaged status, migrant status)
- C. Number and percentage of students completing advanced coursework (pre-AP)
- D. Teacher Attendance Rate
- E. Student 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. Types of strategies which increase student learning time
- N. Number of teachers and principals at each performance level (proficient/non-proficient) used in the district evaluation systems for assigning teacher and principal performance ratings.

TEXAS EDUCATION AGENCY  
Standard Application System (SAS)

235-  
902-042  
County-District-Campus No.

by telephone/e-mail/FAX on \_\_\_\_\_  
by \_\_\_\_\_ of TEA.

School Years 2011-2014

Amendment No. \_\_\_\_\_

**Texas Title I Priority Schools Grant, Cycle 2**

**Schedule #4D—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, 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

The program's efficacy and progress to meet its objectives will be measured at quarterly intervals after the planning period. Formative assessment topics will encompass:

- Extent program is implemented as planned
- Impact of teacher, administrator professional development on classroom practices and student outcomes
- Efficacy of professional development based on scientifically-based research
- Efficacy of instructional programs/materials in providing high school readiness
- Efficacy of technical assistance provided by partners
- Efficacy of implementation of the Making Middle Grades Work program
- Increases in proficiency on assessments
- Increases in students taking advance coursework and participation in the AVID program
- Increases in students taking part of the transition programs
- Efficacy of intervention services provided to students and academic effects
- Reduction of students requiring tutoring/remediation
- Reduction of rates at-risk of failure
- Participation by District/Campus and SREB Leadership
- Quality of products and documents developed
- Strengths and weaknesses of programs and materials
- Recommendations for improving program



<b>For TEA Use Only</b> Adjustments and/or annotations made on this page have been confirmed with	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System (SAS)</b>	235- <b>902-042</b> County-District-Campus No.
by telephone/e-mail/FAX on _____ by _____ of TEA.	<b>School Years 2011-2014</b>	_____ Amendment No.
<b>Texas Title I Priority Schools Grant, Cycle 2</b>		
<b>Schedule #4D—Performance Assessment and Evaluation</b>		
<b>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, font size no smaller than 9 pt, Arial or Verdana)</b>		
<b>Section C: Qualitative and Quantitative Data Collection Methods-</b> Describe the LEA/campus' process for data collection methods to be implemented. Explain the following in the space provided: 1) How the data will be disaggregated; 2) How the results will be used to improve instruction; and 3) How continuous improvement will result from ongoing data analysis.		
Both qualitative and quantitative data related to the performance measures will be collected and analyzed through the use of the following methods:		
<ol style="list-style-type: none"> <li>1. How the data will be disaggregated -           <ul style="list-style-type: none"> <li>• Disaggregation of student data (i.e. STAAR test results, AEIS reports, campus report cards, common course assessments, benchmark assessments, Middle Grades Assessments and Surveys, etc.)</li> <li>• Disaggregation of teacher data (i.e. STAAR test results and student growth reviews, campus report cards, benchmark assessments, etc.)</li> <li>• Attendance Rates of Students</li> <li>• Attendance Rates of Teachers</li> <li>• Administrator/Teacher/Parent Surveys and Informal Interviews conducted to assess school climate, attitudes, expectations, needs (Harris Poll Interactive, Consultant Interviews, Organizational Health Inventory, etc.)</li> <li>• Classroom Observations and Walkthroughs</li> <li>• Analysis of PEIMS and district -based Eduphoria database data collection and analysis</li> <li>• Analysis of PDAS reports of teachers (Eduphoria)</li> <li>• Analysis of Professional Development received by staff (Eduphoria)</li> <li>• Fiscal Audits</li> </ul> </li>   <li>2. How the results will be used to improve instruction            The campus will utilize a Professional Learning Community framework to assist teams of teachers meeting to discuss the disaggregated results. As teams of teachers meet by content to discuss student results opportunities for improvement of instructional strategies or interventions for students will be discussed. The PLC Leader will also guide the team discussion to determine areas for professional growth of teachers needed based on results of student disaggregated data. The teams will meet regularly using not only district benchmark data from Eduphoria, but will share Unit data from the curriculum by bringing in examples of student work. Interventions will be set up or professional development provided to assist teachers in developing instructional strategies.         </li>   <li>3. How continuous improvement will result from ongoing data analysis            As campus teams meet to develop instructional strategies and identify interventions necessary for student success a cycle of continuous improvement will evolve. As student achievement increases the campus morale will improve, communication will improve, systems of support will emerge.         </li> </ol>		

<b>For TEA Use Only</b> Adjustments and/or annotations made on this page have been confirmed with _____	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System (SAS)</b>  <b>School Years 2011-2014</b>	235- 902-042 County-District-Campus No.  _____ Amendment No.
by telephone/e-mail/FAX on _____ of TEA.		

**Texas Title I Priority Schools Grant, Cycle 2**  
**Schedule # 4D—Performance Assessment and Evaluation**

**Part 2: Process for Development of Performance Goals**

**Describe** the process used 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).

In order to establish specific performance goals for the implementation of the Patti Welder Middle School Transformation Project, review of the comprehensive needs assessment was conducted by a project development team. The resulting plan was analyzed to further refine the performance goals as they related to and aligned with the TEA Transformation Model. This plan along with relative results were reviewed by district level administrators. An analysis of the campus current plan included a review of all key processes in place to address each district aim and campus goal. The Assistant Superintendent for the West Learning Community, the Executive Director of Curriculum, Instruction and Accountability analyzed a number of reform models to determine the best fit for the Patti Welder campus and alignment with other district initiatives. The Making Middle Grades Work Program supported by the Southern Regional Educational Board emerged as a good fit for a program reform model. Upon implementation of the reform model campus staff will work toward development of processes to address the refined goals developed to align with district Aims and goal measures. To ensure an emphasis on improving student achievement, data was reviewed and analyzed for specific areas of weakness, identifying gaps in services that create barriers to success. Those weaknesses, gaps, and barriers were priority items as the project plan was developed. The general outline of the Patti Welder Making Middle Grades Transformation Project is outlined through the following goals below.

<b>District AIM Alignment</b>	<b>Patti Welder Middle School Grant Goal</b>	<b>Alignment with Transformation Model</b>
<b>High Student Performance and Achievement</b>	<i>Provide opportunities for students to be actively engage and to experience success as life-long learners.</i>	Comprehensive instructional reform Increasing learning time and creating community-oriented schools
<b>Optimum Educational Resources</b>	<i>Provide materials and resources to foster student growth and skill development.</i>	Comprehensive instructional reform Provide operational flexibility and sustained support
<b>Responsive to Student Needs</b>	<i>Create and sustain an environment that recognizes and addresses the needs of all students.</i>	Increasing learning time and creating community-oriented schools Comprehensive instructional reform Develop and increase teacher and school leader effectiveness
<b>Highly Qualified and Effective Personnel</b>	<i>Increase the skill and knowledge of all campus personnel and attract and retain an effective faculty and staff.</i>	Develop and increase teacher and school leader effectiveness. Develop and increase teacher and school leader effectiveness Provide operational flexibility and sustained support
<b>Involvement of all Parents, Students and Community</b>	<i>Provide opportunities for parental and community partnerships to increase achievement for all students.</i>	Increasing learning time and creating community-oriented schools Develop and increase teacher and school leader effectiveness

<b>For TEA Use Only</b> Adjustments and/or annotations made on this page have been confirmed with	<p style="text-align: center;"><b>TEXAS EDUCATION AGENCY Standard Application System (SAS)</b></p> <p style="text-align: center;"><b>School Years 2011-2014</b></p>	<p style="text-align: center;">235- 902-042</p> County-District-Campus No. _____ Amendment No. _____
by telephone/e-mail/FAX on _____ by _____ of TEA.		

**Texas Title I Priority Schools Grant, Cycle 2**  
**Schedule # 4D—Performance Assessment and Evaluation**

**Part 2: Process for Development of Performance Goals (cont.)**  
 Describe the process used 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).

<b>For TEA Use Only</b> Adjustments and/or annotations made on this page have been confirmed with _____  by telephone/e-mail/FAX on _____ by _____ of TEA.	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System (SAS)</b>  <b>School Years 2011-2014</b>	235- 902-042 County-District-Campus No. _____  Amendment No. _____
--	--	--

**Texas Title I Priority Schools Grant, Cycle 2**  
**Schedule # 4D—Performance Assessment and Evaluation**

**Part 3: Annual Performance Goals – Performance goals should be tied to the activities identified in Schedule # 4C – Part 2-Reform/Improvement Activity** 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. Each year’s progress goal must increase from the prior year. Goals may not be amended or modified at a later date. Each column must be completed.

**1. 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. Each year’s progress goal must increase from the prior year. Goals may not be amended or modified at a later date.

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance (2010)	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Improve Student Achievement in Reading/ELA (Required)*	STAAR, District CSCOPE Benchmarks, A reading intervention program	85%	88%	90%	92%
2	Improve Student Achievement in Mathematics (Required)*	STAAR, District CSCOPE Benchmarks, EOC	69%	75%	80%	85%
3	Improve Student Achievement in Science	STAAR, District CSCOPE Benchmarks	65%	70%	80%	85%
4	Improve Student Achievement in Social Studies	STAAR, District CSCOPE Benchmarks	92%	94%	96%	98%
5	Improve College Readiness Standards	STAAR	8%	20%	50%	75%

**2. 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 (2010)	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase performance in school and classroom performance	Middle School Assessment and Survey, STAAR	0	70%	80%	90%
2	Increase in teacher adding value to student achievement	Eduphoria, STAAR, INOVA	50%	70%	80%	100%
3	Increase effectiveness and usage of data disaggregation methods and targeted instructional strategies	Eduphoria, INOVA	25%	50%	75%	100%
4	Decrease number of students failing courses	PEIMS	6	4	2	0

<b>For TEA Use Only</b> Adjustments and/or annotations made on this page have been confirmed with _____	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System (SAS)</b>  <b>School Years 2011-2014</b>	235- <b>902-042</b>  County-District-Campus No. _____  Amendment No. _____
by telephone/e-mail/FAX on _____ by _____ of TEA.		

**Texas Title I Priority Schools Grant, Cycle 2**

**Schedule # 4D—Performance Assessment and Evaluation**

**Part 3: Annual Performance Goals**

**3. 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 (2010)	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase job-embedded professional development	Evaluation reports for job embedded PD, # opportunities each year	0	4	6	8
2	Decrease in number of students requiring accelerated instruction (AI)	# students requiring (AI), STAAR, PEIMS Failure rates	36%	25%	15%	5%
3	Increase in the ten dimensions of the Organizational Health Inventor	OHI Assessment	45%	70%	80%	90%
4	Decrease in discipline incidents	PEIMS	1800	1500	1000	800
5	Increase in student attendance	PEIMS	92.9%	94%	96%	98%

**4. 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 (2010)	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase availability & student usage of summer scheduling options	Attendance	0	50	100	150
2	Increase availability and student usage of before/after school scheduling	Flexible Scheduling Records	100	150	200	250
3	Increase participation in co-curricular and extra-curricular activities.	Extra Curricular Tracking	903	1000	1200	1300
4	Decrease time out of classroom due to disciplinary consequences	# days out of class, OSS, ISS & DAEP PEIMS	750	500	300	200
5	Increase academic performance on all tests	STAAR, AEIS	80%	85%	88%	90%

<b>For TEA Use Only</b> Adjustments and/or annotations made on this page have been confirmed with _____  by telephone/e-mail/FAX on _____ by _____ of TEA.	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System (SAS)</b>  <b>School Years 2011-2014</b>	235- 902-042 County-District-Campus No.  _____ Amendment No.
--	--	---

**Texas Title I Priority Schools Grant, Cycle 2**  
**Schedule # 4D—Performance Assessment and Evaluation**

**Part 3: Annual Performance Goals**

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance (2010)	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase # of parents in attendance at orientation and open house events	Attendance records	200	300	500	600
2	Improved effectiveness of school-parent-community communication	Surveys at end of semesters, <i>Counselor logs</i>	0	50%	75%	100%
3	Increase in # of parents attending and community members participating in parent information and academic focused nights	Attendance and participation records	50	100	150	200
4	Increased utilization of campus-based parent/community resources (i.e. parent/student center, educational resource materials and classes)	Parent Student Center Attendance Logs	0	50	100	200
5	Improved accessibility and availability of community services	Surveys at end of fall and spring semesters	0	50%	75%	100

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance (2010)	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increased student attendance	AEIS report	92.9%	94%	96%	98%
2	Decreased discipline referrals	Campus referral records	1800	1500	1000	800
3	Increased the # of student participatin in e co-curricular and extracurricular activities	# activities offered, participation records	903	1000	1200	1300
4	Increase in student/parent/counselor conferences and development of six year plans	PGP	50%	60%	75%	100%

<b>For TEA Use Only</b> Adjustments and/or annotations made on this page have been confirmed with _____	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System (SAS)</b>  <b>School Years 2011-2014</b>	235- <b>902-042</b> County-District-Campus No. _____  Amendment No. _____
by telephone/e-mail/FAX on _____ by _____ of TEA.		

**Texas Title I Priority Schools Grant, Cycle 2**  
**Schedule # 4D—Performance Assessment and Evaluation**

**Part 3: Annual Performance Goals**

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance (2010)	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Decrease the # of teachers in growth plans based on PDAS measures	PDAS evaluation instrument, Eduphoria	4	3	2	1
2	Improvement in counselor evaluation results	VISD Counselor Evaluation Instrument	2.75	3.0	4.0	5.0
3	Increased effectiveness of leadership	OHI Instrument	45%	70%	80%	90%
4	Increased recruitment and retention of teachers with Master degree or higher	Personnel and recruitment records	7	8	10	12
5						

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance (2010)	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Decrease in reports of bullying incidents	PEIMS	31	15	5	0
2	Decrease in parent complaints to Central Office	Phone Logs	75	50	25	0
3						
4						
5						

<b>For TEA Use Only</b> Adjustments and/or annotations made on this page have been confirmed with	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System (SAS)</b>  <b>School Years 2011-2014</b>	235- 902-042 County-District-Campus No.
by telephone/e-mail/FAX on _____ by _____ of TEA.		_____ Amendment No.

**Texas Title I Priority Schools Grant, Cycle 2**  
**Schedule #4E—Program Waivers**

**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. In addition, if funds are requested for a second and third year on the budget schedule, the LEA/campus is requesting this waiver.

"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.*



<b>For TEA Use Only</b> Adjustments and/or annotations made on this page have been confirmed with _____	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System (SAS)</b>  <b>School Years 2011-2014</b>	235- <b>902-042</b> County-District-Campus No.  _____ Amendment No.
by telephone/e-mail/FAX on _____ by _____ of TEA.		

**Texas Title I Priority Schools Grant, Cycle 2**

**Schedule # 4F—Equitable Access and Participation: Barriers and Strategies**

<b>No Barriers</b>				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Gender-Specific Bias</b>				
#	Strategies for Gender-specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Cultural, Linguistic, or Economic Diversity</b>				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" 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 checked="" 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 checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input checked="" 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 checked="" 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"/>

<b>For TEA Use Only</b> Adjustments and/or annotations made on this page have been confirmed with _____  by telephone/e-mail/FAX on _____ by _____ of TEA.	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System (SAS)</b>  <b>School Years 2011-2014</b>	235- <b>902-042</b> County-District-Campus No.  _____ Amendment No.
--	--	--

**Texas Title I Priority Schools Grant, Cycle 2**

**Schedule # 4F—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 checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide Counseling.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities.	<input checked="" 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 checked="" type="checkbox"/>
C06	Provide mentor program.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C08	Provide community service programs/activities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C10	Strengthen school/parent compacts.	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institution of higher education.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D02	Provide Counseling.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>For TEA Use Only</b> Adjustments and/or annotations made on this page have been confirmed with _____  by telephone/e-mail/FAX on _____ by _____ of TEA.	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System (SAS)</b>  <b>School Years 2011-2014</b>	235- 902-042 County-District-Campus No.  _____ Amendment No.
--	--	---

**Texas Title I Priority Schools Grant, Cycle 2**

**Schedule # 4F--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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D15	Seek Collaboration/assistance from business, industry, or institution of higher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide Program materials/information in Braille.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E03	Provide program materials/information in large type.	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities.	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies.	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>
H99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>For TEA Use Only</b> Adjustments and/or annotations made on this page have been confirmed with _____  by telephone/e-mail/FAX on _____ of _____ by _____ of TEA.	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System (SAS)</b>  <b>School Years 2011-2014</b>	235- <b>902-042</b> County-District-Campus No.  _____ Amendment No.
---	--	--

**Texas Title I Priority Schools Grant, Cycle 2**

**Schedule # 4F—Equitable Access and Participation: Barriers and Strategies**

<b>Barrier: Absenteeism/Truancy</b>				
#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K02	Develop and implement a truancy intervention plan.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K03	Conduct home visits by staff.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K05	Provide mentor program.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community partnerships.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K11	Coordinate with the juvenile justice system.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institution of higher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: High Mobility Rates</b>				
#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L02	Establish partnerships with parents of highly mobile families.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transfer system.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Lack of Support from Parents</b>				
#	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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M03	Recruit volunteers to actively participate in school activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>
M08	Provide program materials/information in home language.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" 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 checked="" 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 checked="" type="checkbox"/>
M99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>For TEA Use Only</b> Adjustments and/or annotations made on this page have been confirmed with _____		<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System (SAS)</b>  <b>School Years 2011-2014</b>	235- <b>902-042</b> County-District-Campus No.		
by telephone/e-mail/FAX on _____ by _____ of TEA.			_____ Amendment No.		
<b>Texas Title I Priority Schools Grant, Cycle 2</b> <b>Schedule # 4F—Equitable Access and Participation: Barriers and Strategies</b>					
<b>Barrier: Shortage of Qualified Personnel</b>					
#	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 checked="" type="checkbox"/>	
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
N03	Provide mentor program for new teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
N04	Provide intern program for new teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
N05	Provide professional development in a variety of formats for personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
N06	Collaborate with colleges/universities with teacher preparation programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
N99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Barrier: Lack of Knowledge Regarding Program Benefits</b>					
#	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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
P03	Provide announcements to local radio stations & newspapers about program activities/benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
P99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Barrier: Lack of Transportation to Program Activities</b>					
#	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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Q03	Conduct program activities in community centers and other neighborhood locations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Q04	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Barrier: Other Barrier</b>					
#	Strategies for Other Barrier	Students	Teachers	Others	
Z99	Other Barrier:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Other Strategy:				

**For TEA Use Only**  
 Adjustments and/or annotations made on this page have been confirmed with  
*Nancy McCord*  
 by telephone/e-mail/FAX on *2/3/12*  
 by *W.T.* of TEA.

**TEXAS EDUCATION AGENCY**  
**Standard Application System (SAS)**  
**School Year 2011-2014**

235-  
 902-  
 042  
 County-District -Campus No  
 Amendment No.

**Texas Title I Priority Schools CYCLE 2**  
**Schedule #5—Program Budget Summary**

**Program Authority:**  
 P.L. 107-110, Section 1003(g), as amended by ARRA, P.L. 111-5  
 CFDA # 84.388A & 84.377A

**Fund Code**  
 ARRA (CFDA# 84.388A): 286  
 Regular (CFDA# 84.377A): 276

Project Period: August 1, 2011 through June 30, ~~2012~~ *2012 RT*

Class/Object Code and Description	Pre-Implementation	Year 1			Year 2		Year 3		TOTAL
		Program Costs	Admin	Program Costs	Admin	Program Costs	Admin	Total Budget	
1 Payroll Costs	0	573,162	15,000	630,119	15,500	680,070	16,000	1,929,851	
2 Professional and Contracted Services	0	497,086	0	423,822	0	399,312	0	1,320,220	
3 Supplies and Materials	0	178,447	0	53,165	0	54,888	0	286,500	
4 Other Operating Costs	0	75,000	0	68,000	0	67,000	0	210,000	
5 Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only)	0	14,700	0	14,700	0	0	0	\$29,400	
6 Total Direct Costs	\$0	\$1,338,395	\$15,000	\$1,189,806	\$15,500	\$1,201,270	\$16,000	\$3,775,969	
7 1.924% Indirect Costs			\$25,466		\$21,826		\$22,306	\$69,598	
8 Total Budgeted Costs	\$0	\$1,338,395	\$40,466	\$1,189,806	\$37,326	\$1,201,270	\$38,306	\$3,845,569	
9 Total Costs by Year		<sup>1</sup> \$1,378,861		<sup>2</sup> \$1,227,132		<sup>3</sup> \$1,239,576		<sup>4</sup> \$3,845,569	
	1—Total Costs for Pre-Implementation and Year 1 may not exceed \$2,000,000.			2—Total Costs for Year 2 may not exceed \$2,000,000.		3—Total Costs for Year 3 may not exceed \$2,000,000.		4—The total requested may not exceed \$6,000,000.	

Applicants may request any amount between \$50,000 and \$2,000,000 per year based on the model selected, the size of the campus, and the needs identified in the comprehensive needs assessment process. Guidance provided in the instructions by TEA is for example only.

For TEA Use Only  
Adjustments and/or annotations made  
on this page have been confirmed with

*Nancy McCloud*  
by telephone/e-mail/FAX on *2/3/12*  
by *BP* of TEA.

TEXAS EDUCATION AGENCY  
Standard Application System (SAS)

School Year 2011-2014

235-  
902-  
042

County-District -Campus No.

Amendment No.

Texas Title I Priority Schools CYCLE 2

Schedule #5B—Payroll Costs (6100)

Employee Position Titles	Justification	# Full-Time Effort	# Part-Time Effort	Pre-Implementation	Year 1 Costs	Year 2 Costs	Year 3 Costs	Total Budgeted Amount	
<b>Instruction</b>									
1	Teacher								
2	Educational Aide								
3	Tutor								
<b>Program Management and Administration</b>									
4	District Shepherd	Provide oversight of the transformation process and direct line of communication to the Assistant Superintendent and other critical LEA Leadership		1	0	15,000	15,500	16,000	46,500
5	Data Entry Clerk								
6	Grant Accountant/Bookkeeper								
7	Evaluator/Evaluation Specialist								
<b>LEA and Campus Level Positions</b>									
8									
9	Project Coordinator	Provide coordination and management of the grant activities and evaluation requirements	1		0	60,000	60,000	60,000	180,000
10	Teacher Facilitator/Supervisor/Leader	2 Teacher Facilitators to serve as coaches in and out of the classroom	2		0	100,000	110,000	114,000	324,000
11	Counselor	1 Counselor positions to assist with the development of advisory lessons, 6 year plans and focused on addressing the needs of students	1		0	60,000	60,500	61,000	181,500
12	Social Worker	Contracted through Destiny Consulting Contracted Community in School			0				
13	Community Liaison/Parent Coordinator								
<b>Other Employee Positions (Add additional page if needed)</b>									
14	Title: Drug Prevention Counselor		1		19,250	19,250	19,250	57,750	
15	Title:								
16	Title:								
17	Title:								
18	<b>Subtotal Employee Costs</b>				\$ 0	\$ 254,250	\$ 265,250	\$ 270,250	\$ 789,750
<b>Substitute, Extra-Duty, Benefits</b>									

			Specify (rate, # of days, etc.)					
19	6112	Substitute Pay	Training for 55 teachers 4 days each year \$75/day Capturing Kids Hearts Professional Learning Communities - Anthony Mahomad Making Middle Grade Work(MMGW) Site Visit and Planning Conscious Discipline Quality Tools - Judy Phillips Destiny Consulting - Willie Pickens MMGW Literacy and Mathematics Training Concept Based Understanding - Region III Curriculum Planning Response to Intervention	0	16,500	16,500	16,500	49,500
20	6119	Professional Staff Extra-Duty Pay	Tutoring @ \$25/hr for 1 hour 160 days for 24 core teachers, 5 Staff Development days for 55 teachers @ \$200/day Curriculum Planning and Differentiated Instruction Training Tutoring - Mathematics, Science, ELAR, Social Studies	0	151,000	151,000	151,000	453,000
21	6121	Support Staff Extra-Duty Pay	Tutoring @ \$10/hr; 5 days staff development @ \$100/day Curriculum Planning and Differentiated Instruction Training Tutoring - Mathematics, Science, ELAR, Social Studies	0	5,000	5,000	5,000	15,000
22	6140	Employee Benefits	Medicare, W/Comp, TRS, Insurance	0	81,412	87,869	93,320	262,601
23	61XX	Incentive Pay	Teachers tutoring/sending at-risk students will receive \$300 for each student passing STAAR and \$500 for each student receiving a Commended Level on STAAR	0	80,000	120,000	160,000	360,000
24	<b>Subtotal Substitute, Extra-Duty, Benefits Costs</b>			\$ 0	\$ 333,912	\$ 380,369	\$ 425,820	\$ 1,140,101
25	<b>Grand Total Payroll Budget (line 18 + line 24)</b>			\$ 0	\$ 588,162	\$ 645,619	\$ 696,070	\$ 1,929,851



<b>For TEA Use Only</b> Adjustments and/or annotations made on this page have been confirmed with _____  by telephone/e-mail/FAX on _____ by _____ of TEA.	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System (SAS)</b>  <b>School Year 2011-2014</b>	235- 902- 042 County-District - Campus No.  _____ Amendment No.
--	---	---

**Texas Title I Priority Schools CYCLE 2**

**Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval**

	Expense Item Description	Pre-Implementation	Year 1 Costs	Year 2 Costs	Year 3 Costs	Total Budgeted Amount
6212	Audit Costs (other than audits required under OMB Circular A-133) Specify purpose: _____	\$	\$	\$	\$	\$
6269	Rental or Lease of Buildings, Space in Buildings, or Land Specify purpose and provide calculation: _____					
6299	Contracted Publication and Printing Costs (specific approval required only for nonprofit charter schools) Specify purpose: _____					
6299	Scholarships and Fellowships (not allowed for nonprofit charter schools) Specify purpose: _____					
<b>Subtotal</b>		<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>

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

Line #	Topic/Purpose/Service					
1.	Evaluation and campus planning <b>10 days each year @ \$700/day</b> on campus administration and staff on campus	0	7,000	7,000	7,000	21,000
2.	Classroom Instruction That Works Training for all teachers 4 days twice in year 1 and 4 days once in year 2 @ 550/day on campus (on-campus daily rate 11.25 staff members)	0	4,400	2,200	0	6,600
3.	Concept Based Instruction 3 days@ \$550/day for teachers summer	0	0	1,650	0	1,650
4.						
5.						
6.						
7.						
8.						
9.		0				
10.						
<b>Professional and Consulting Services Less than \$10,000 Subtotal</b>		<b>\$ 0</b>	<b>\$ 11,400</b>	<b>\$ 10,850</b>	<b>\$ 7,000</b>	<b>\$ 29,250</b>

**For TEA Use Only**  
Adjustments and/or annotations made on this page have been confirmed with \_\_\_\_\_

**TEXAS EDUCATION AGENCY  
Standard Application System (SAS)**

235-  
902-  
042  
County-District - Campus No.

**School Year 2011-2014**

by telephone/e-mail/FAX on \_\_\_\_\_  
by \_\_\_\_\_ of TEA.

Amendment No. \_\_\_\_\_

**Texas Title I Priority Schools CYCLE 2**

**Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval**

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

**1. Description of Professional or Consulting Service (Topic/Purpose/Service):** *Include # of days/rate per day*  
Making Middle Grades Work (Southern Region Education Board) – Comprehensive School Reform Model to include extensive training, Coaching support, technical assistance, Literacy Across the Curriculum Workshop, Leadership Module #1- Creating a Failure is Not an Option School, Onsite Professional Development. 1 consultant site development workshop two day workshop for all faculty. 25 days with additional support for On-Site Coaching. Three days review for Technical Assistance. Six days of Literacy Across The Curriculum Workshop, Leadership Module #1- Creating a Failure is Not an Option School. 2 two day workshops and six days of on topic of schools choice based on Technical Assistance Visit needs assessment

Contractor's Cost Breakdown of Service to be Provided		# Positions	Pre-Implementation	Year 1 Costs	Year 2 Costs	Year 3 Costs	Total Budgeted Amount
Contractor's Payroll Costs		3	\$				
Title: HSTW	Consultants		0	91,762	94,941	81,081	267,784
Subgrants, Subcontracts, Subcontracted Services							
Supplies and Materials							
Other Operating Costs							
Capital Outlay (Subgrants Only)							
Indirect Cost (____%)							
<b>Total Payment to Contractor</b>			0	91,762	94,941	81,081	267,784

**2. Description of Professional or Consulting Service (Topic/Purpose/Service):** *Include # of days/rate per day*  
Partnership for Excellence – High Performance Model, Student Leaders, Quality Tools Year 1 – 20 days @ \$4,200/day, Year 2 – 10days at \$4,200/day, Year 3 – 6 days at \$4,200/day1

Contractor's Cost Breakdown of Service to be Provided		# Positions	Pre-Implementation	Year 1 Costs	Year 2 Costs	Year 3 Costs	Total Budgeted Amount
Contractor's Payroll Costs		1					
Title:	Consultant		0	84,000	42,000	25,200	151,200
Subgrants, Subcontracts, Subcontracted Services							
Supplies and Materials							
Other Operating Costs							
Capital Outlay (Subgrants Only)							
Indirect Cost (____%)							
<b>Total Payment to Contractor</b>			0	84,000	42,000	25,200	151,200

**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 Year 2011-2014**

235-  
 902-  
 042  
 County-District -Campus No.  
 Amendment No.

**Texas Title I Priority Schools CYCLE 2**

**Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval**

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

**3. Description of Professional or Consulting Service (Topic/Purpose/Service):** \$1500 / days approximately 112  
 Destiny Consulting - Building relationship and capacity with parents, students

Contractor's Cost Breakdown of Service to be Provided		# Positions	Pre-Implementation	Year 1 Costs	Year 2 Costs	Year 3 Costs	Total Budgeted Amount
Contractor's Payroll Costs		1	0	160,000	160,000	160,000	480,000
Title: Consultant							
Subgrants, Subcontracts, Subcontracted Services							
Supplies and Materials							
Other Operating Costs							
Capital Outlay (Subgrants Only)							
Indirect Cost (____%)							
<b>Total Payment to Contractor</b>			<b>0</b>	<b>160,000</b>	<b>160,000</b>	<b>160,000</b>	<b>480,000</b>

**4. Description of Professional or Consulting Service (Topic/Purpose/Service):** Include # of days/rate per day  
 Safe and Civil Schools - Training on safety measures Year 1 - 4 days @\$2,500/day, Year 2 - 2 days @\$2,500/day, Year 3 - 2 days @ \$2,500/day

Contractor's Cost Breakdown of Service to be Provided		# Positions	Pre-Implementation	Year 1 Costs	Year 2 Costs	Year 3 Costs	Total Budgeted Amount
Contractor's Payroll Costs		1	0	10,000	5,000	5,000	20,000
Title: Consultant							
Subgrants, Subcontracts, Subcontracted Services							
Supplies and Materials							
Other Operating Costs							
Capital Outlay (Subgrants Only)							
Indirect Cost (____%)							
<b>Total Payment to Contractor</b>			<b>0</b>	<b>10,000</b>	<b>5,000</b>	<b>5,000</b>	<b>20,000</b>

**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 Year 2011-2014**

235-  
 902-  
 042  
 County-District - Campus No.  
 Amendment No.

**Texas Title I Priority Schools CYCLE 2**

**Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval**

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

**5. Description of Professional or Consulting Service (Topic/Purpose/Service):** *Include # of days/rate per day*  
 Conscious Discipline – Creating a culture of learning 4 days in Year 1, 1 day in Year 2 and 1 day in Year 3 @\$4,500/day

Contractor's Cost Breakdown of Service to be Provided		# Positions	Pre-Implementation	Year 1 Costs	Year 2 Costs	Year 3 Costs	Total Budgeted Amount
Contractor's Payroll Costs		1	0	18,000	4,500	4,500	27,000
Title: Consultant							
Subgrants, Subcontracts, Subcontracted Services							
Supplies and Materials							
Other Operating Costs							
Capital Outlay (Subgrants Only)							
Indirect Cost (____%)							
<b>Total Payment to Contractor</b>			0	18,000	4,500	4,500	27,000

**6. Description of Professional or Consulting Service (Topic/Purpose/Service):** *Include # of days/rate per day*  
 SIRC – Campus Snapshot, Principal/Leader Competency Review Process, Leadership Coaching @ \$125/hr x 24 hours/year, Membership in TTP, PBSI,

Contractor's Cost Breakdown of Service to be Provided		# Positions	Pre-Implementation	Year 1 Costs	Year 2 Costs	Year 3 Costs	Total Budgeted Amount
Contractor's Payroll Costs		5	\$0	63,500	50,000	60,000	173,500
Title: SIRC Consultants or Providers							
Subgrants, Subcontracts, Subcontracted Services							
Supplies and Materials							
Other Operating Costs							
Capital Outlay (Subgrants Only)							
Indirect Cost (____%)							
<b>Total Payment to Contractor</b>			\$0	63,500	50,000	60,000	173,500

**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 Year 2011-2014**

235-  
 902-  
 042  
 County-District - Campus No.  
 \_\_\_\_\_  
 Amendment No.

**Texas Title I Priority Schools CYCLE 2**

**Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval**

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

**7. Description of Professional or Consulting Service (Topic/Purpose/Service):** *Include # of days/rate per day*  
 READ 180 Reading Intervention Program for struggling readers. In-Classroom Support Visit 6 @ \$1,999 and Implementation Training

Contractor's Cost Breakdown of Service to be Provided		# Positions	Pre-Implementat tion	Year 1 Costs	Year 2 Costs	Year 3 Costs	Total Budgeted Amount
Contractor's Payroll Costs		1	\$0	\$14,893	13,000	13,000	\$40,893
Title:	Consultant						
Subgrants, Subcontracts, Subcontracted Services							
Supplies and Materials							
Other Operating Costs							
Capital Outlay (Subgrants Only)							
Indirect Cost (____%)							
<b>Total Payment to Contractor</b>			\$0	\$14,893	13,000	13,000	\$40,893

**8. Description of Professional or Consulting Service (Topic/Purpose/Service):** *187 days*  
 Community in Schools

Contractor's Cost Breakdown of Service to be Provided		# Positions	Pre-Implementat tion	Year 1 Costs	Year 2 Costs	Year 3 Costs	Total Budgeted Amount
Contractor's Payroll Costs		1	\$	\$ 43, 531	\$ 43, 531	\$ 43, 531	\$ 130,593
Title:	Community in Schools Provider						
Subgrants, Subcontracts, Subcontracted Services							
Supplies and Materials							
Other Operating Costs							
Capital Outlay (Subgrants Only)							
Indirect Cost (____%)							
<b>Total Payment to Contractor</b>			\$	\$ 43, 531	\$ 43, 531	\$ 43, 531	\$ 130,593

**Subtotal: Professional and Consulting Services Greater Than or Equal to \$10,000:** \$ 0    \$ 485,686    \$ 412,972    \$ 392,312    \$ 1,290,970

**Subtotal of Professional and Contracted Services Costs Requiring Specific Approval**    \$    \$    \$    \$    \$

**Subtotal of Professional and Consulting Services or Subgrants Less than \$10,000**    \$ 0    11,400    10,850    7,000    29,250

**Subtotal of Professional and Consulting Services Greater than or Equal to \$10,000**    \$ 0    485,686    412,972    392,312    1,290,970

**Remaining 6200- Professional and Contracted Services that do not require specific approval\***    \$    \$    \$    \$    \$

**Grand Total**    \$ 0    \$ 497,086    \$ 423,822    \$ 399,312    \$ 1,320,220

\*If more than 20% of the year's grant allocation is budgeted in this line item, TEA may require additional information.

**For TEA Use Only**  
Adjustments and/or annotations made on this page have been confirmed with \_\_\_\_\_

**TEXAS EDUCATION AGENCY  
Standard Application System (SAS)**

235-  
902-  
042  
County-District - Campus No.

**School Year 2011-2014**

by telephone/e-mail/FAX on \_\_\_\_\_  
by \_\_\_\_\_ of TEA.

Amendment No. \_\_\_\_\_

**Texas Title I Priority Schools CYCLE 2  
Schedule #5D - Itemized 6300 Supplies and Materials Costs Requiring Specific Approval**

Expense Item Description					Pre-Implemen- tation	Year 1 Costs	Year 2 Costs	Year 3 Costs	Total Budgeted Amount
6321	Textbooks				\$	\$	\$	\$	\$
6329	Reading Materials Classroom Reading Library \$500/class year 1, \$250/class year 2 & 3				0	27,500	13,750	13,750	55,000
6330	Testing Materials				0	3,000	3,000	3,000	9,000
<b>Technology Hardware- Not Capitalized</b>									
6399	#	Type	Purpose	Quantity	Unit Price				
	1	No hardware requested							
	2								
	3								
	4								
	5								
<b>Technology Software- Not Capitalized</b>									
6399	#	Type	Purpose	Quantity	Unit Price				
	1	ACHIEVE 300	Intervention Program	60 licenses	55	0	3,300	3,300	3,300
	2								
	3								
	4								
	5								
6399	*				0				
<b>Total Supplies and Materials Requiring Specific Approval</b>					0	\$33,800	\$20,050	\$20,050	\$73,900
<b>Remaining 6300- Supplies and Materials that do not require specific approval*</b>					\$ 0	144,647	33,115	34,838	212,600
<b>Grand Total</b>					\$ 0	\$178,447	\$53,165	\$54,888	\$286,500

\*If more than 20% of the year's grant allocation is budgeted in this line item, TEA may require additional information.

**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 Year 2011-2014**

235-  
 902-  
 042  
 County-District - Campus No.  
 Amendment No.

**Texas Title I Priority Schools CYCLE 2**

**Schedule #5E - Itemized 6400 Other Operating Costs Requiring Specific Approval**

Expense Item Description		Pre-Implementation	Year 1 Costs	Year 2 Costs	Year 3 Costs	Total Budgeted Amount
6410	In-state Travel for Employees (includes registration Fees)* AVID(10 people), PLC (10 People), SREB (10 People), Site Visits (6-8 persons) Approximately \$842 / person	\$ 0	\$ 32,000	\$ 25,000	24,000	\$ 81,000
6411	Out of State Travel for Employees (includes registration fees) Specify purpose: SREB (10 People), Learning Forward (4 people), PLC (10 people) Approximately \$1400 / person		35,000	35,000	35,000	105,000
6412	Travel for Students (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools) Specify purpose: AVID College and Career Exploration (20-25 per exploration) Student Field Trips related to core content (ex. Wetlands) (60 per exploration) Transition Activities for High School Readiness (60 per exploration) For example College campuses such as A & M, Victoria College, University of Houston-Victoria		8,000	8,000	8,000	24,000
6413	Stipends for Non-Employees (specific approval required only for nonprofit charter schools) Specify purpose:					
6419	Travel for Non-Employees (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools) Specify purpose:					
<b>Total 64XX- Operating Costs Requiring specific approval</b>			<b>\$ 75,000</b>	<b>\$ 68,000</b>	<b>\$ 67,000</b>	<b>\$ 210,000</b>
<b>Remaining 6400 - Other Operating Costs that do not require specific approval**</b>		0	0	0	0	0
<b>Grand Total</b>		<b>\$ 0</b>	<b>\$ 75,000</b>	<b>\$ 68,000</b>	<b>\$ 67,000</b>	<b>\$ 210,000</b>

\*In-State Travel for Employees must be budgeted in 6410.

\*\*If more than 20% of the year's grant allocation is budgeted in this line item, TEA may require additional information.

**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 Year 2011-2014**

235-  
 902-  
 042  
 County-District -Campus No.  
 \_\_\_\_\_  
 Amendment No.

**Texas Title I Priority Schools, Cycle 2**

**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	Justification	Unit Cost	Quantity	Pre-Implemen- tation	Year 1 Costs	Year 2 Costs	Year 3 Costs	Total Budgeted Amount	
<b>6699/15XX- Library Books and Media (capitalized and controlled by library)</b>									
1		\$	\$	\$	\$	\$	\$	\$	
<b>66XX/15XX- Technology Hardware - Capitalized</b>									
2	1 Computer Labs	One computer lab for core content intervention support in grades levels 6-8	\$588	50	0	\$14,700	\$14,700	0	\$29,400
3									
4									
5									
6									
7									
8									
9									
10									
<b>66XX/15XX- Technology Software- Capitalized</b>									
11									
12									
13									
14									
15									
16									
17									
18									
<b>66XX/15XX- Equipment and Furniture</b>									
19									
20									
21									
22									
23									
24									
27	Capital expenditures for improvements to land, buildings, or equipment which materially increase their value or useful life.								
<b>Grand Total</b>					<b>\$ 0</b>	<b>\$14,700</b>	<b>\$14,700</b>	<b>0</b>	<b>\$ 29,400</b>



<b>SCHEDULE #6A</b> GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Year 2011-2014</b>	<u>235-902</u> County-District No. or Vendor ID
<b>Texas Title I Priority Schools, Cycle 2</b>		

Statement of provisions and assurances for the program(s) in this application:

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

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

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

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

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

<b>SCHEDULE #6A – cont.</b> GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b>  <b>Standard Application System</b>  <b>School Year 2011-2014</b>	<u>235-902</u> County-District No. or Vendor ID
<b>Texas Title I Priority Schools, Cycle 2</b>		

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

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

**TEXAS EDUCATION AGENCY**  
**Standard Application System**  
**School Year 2011-2014**

235-902  
County-District No. or Vendor ID

**Texas Title I Priority Schools, Cycle 2**

- 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 subcontractor awards.
- P. Time and Effort Recordkeeping:** For those personnel whose salaries are prorated between or among different funding sources, time and effort records will be maintained by Applicant that will confirm the services provided within each funding source. Applicant must adjust payroll records and expenditures based on this documentation. This requirement applies to all projects, regardless of funding source, unless otherwise specified. For federally funded projects, time and effort records must be in accordance with the requirements in the applicable OMB cost principles.
- Q. Forms, Assurances, and Reports:** Contractor shall timely make and file with the proper authorities all forms, assurances and reports required by federal laws and regulations. Agency shall be responsible for reporting to the proper authorities any failure by Contractor to comply with the foregoing laws and regulations coming to Agency's attention, and may deny payment or recover payments made by Agency to Contractor in the event of Contractor's failure so to comply.
- R. Intellectual Property Ownership:** Contractor agrees that all Works are, upon creation, works made for hire and the sole property of TEA. If the Works are, under applicable law, not considered works made for hire, Contractor hereby assigns to TEA all worldwide ownership of all rights, including the Intellectual Property Rights, in the Works, without the necessity of any further consideration, and TEA can obtain and hold in its own name all such rights to the Works. Contractor agrees to maintain written agreements with all officers, directors, employees, agents, representatives and subcontractors engaged by Contractor for the Contract Project, granting Contractor rights sufficient to support the performance and grant of rights to TEA by Contractor. Copies of such agreements shall be provided to TEA promptly upon request.

<b>SCHEDULE #6A – cont.</b> GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Year 2011-2014</b>	<u>235-902</u> County-District No. or Vendor ID
<b>Texas Title I Priority Schools, Cycle 2</b>		

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

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

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

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

**S. Unfair Business Practices: 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.

<b>SCHEDULE #6A - cont.</b> GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b>  <b>School Year 2011-2014</b>	<u>235-902</u> County-District No. or Vendor ID
<b>Texas Title I Priority Schools, Cycle 2</b>		

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

<b>SCHEDULE #6A – cont.</b> GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b>  <b>Standard Application System</b>  <b>School Year 2011-2014</b>	<u>235-902</u> County-District No. or Vendor ID
---	---	--

**Texas Title I Priority Schools, Cycle 2**

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-8 (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-8 (Cost Principles), A-133 (Audits), and A-102 (Uniform Administrative Requirements);

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

**TEXAS EDUCATION AGENCY**  
**Standard Application System**  
**School Year 2011-2014**

235-902

County-District No. or Vendor ID

**Texas Title I Priority Schools, Cycle 2**

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)).
  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.

<b>SCHEDULE #6A - cont.</b> GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Year 2011-2014</b>	<u>235-902</u> County-District No. or Vendor ID
<b>Texas Title I Priority Schools, Cycle 2</b>		

- 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.
- 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. 05/2010

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



**SCHEDULE #6 B**

Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions

**TEXAS EDUCATION AGENCY****Standard Application System****School Years 2011-2014**

235-  
902-042

County-District-Campus No.

**Texas Title I Priority Schools Grant, Cycle 2**

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.11.

**Terms defined:** As used in these Provisions and Assurances

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

<b>SCHEDULE #6B</b> Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2011-2014</b> Required for all federal grants regardless of the dollar amount	235-902-042 County-District-Campus No.
<b>Texas Title I Priority Schools Grant, Cycle 2</b>		

6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled **Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions**, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Non-procurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

**Certification**

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

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

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

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

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

<b>SCHEDULE #6C.</b> Lobbying Certification	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2011-2014</b> Required for all federally funded grants greater than \$100,000.	235- <u>902-042</u> County-District-Campus No.
<b>Texas Title I Priority Schools Grant, Cycle 2</b>		

Submission of this certification covers all federal programs in this application, is required by the U. S. Department of Education and Section 1352, Title 31, of the United States Code, and is a prerequisite for making or entering into a subgrant or subcontract over \$100,000 with any organization. (Read instructions for this schedule for further information.)

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

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

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

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

11/89  
 03/90

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

**SCHEDULE #6D -**

Disclosure of Lobbying Activities

**TEXAS EDUCATION AGENCY  
Standard Application System  
School Years 2011-2014**

235-  
902-042

County-District-Campus No.

**Texas Title I Priority Schools Grant, Cycle 2**

Complete this form to disclose lobbying activities for lobbying services procured (pursuant to 31 U.S.C. 1352). This disclosure form is required for any federal grant/contract received in excess of \$100,000 and on any subgrant/subcontract made by the grantee/contractor. (Read the instructions for this schedule for further information.)  
**Do not sign and submit this disclosure form unless lobbying activities are being disclosed.**

Federal Program: \_\_\_\_\_

Name: \_\_\_\_\_

**1. Type of Federal Action**  
 a. Contract  
 b. Grant

**2. Status of Federal Action:**  
 a. Bid/Offer/Application  
 b. Initial award  
 c. Post-award

**3. Report Type:**  
 a. Initial filing  
 b. Material change  
For Material Change Only:  
Year: \_\_\_\_\_  
Quarter: \_\_\_\_\_  
Date of last Report: \_\_\_\_\_

**4. Name and Address of Reporting Entity:**  
 Subawardee  
Tier (if known): \_\_\_\_\_  
Congressional District (if known): \_\_\_\_\_

**5. If Reporting Entity in No. 4 is Subawardee, Enter Name and Address of Prime:**  
Texas Education Agency  
1701 N. Congress Avenue  
Austin, Texas 78701  
Congressional District (if known): 21

**6. Federal Department/Agency:**

**7. Federal Program Name/Description:**  
CFDA Number, if applicable: \_\_\_\_\_

**8. Federal Action Number, if known:**

**9. Award Amount, if known:**  
\$ \_\_\_\_\_

**10. a. Name and Address of Lobbying Registrant (if individual, last name, first name, MI):**

**10. b. Individuals Performing Services (including address if different from No. 10a; last name, first name, MI):**

(Attach Continuation Sheet(s), if necessary)

**[ITEMS 11-15 REMOVED]**

**16. Information requested through this form is authorized by Title 31 U.S.C. Section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.**

Signature: \_\_\_\_\_  
Name: \_\_\_\_\_  
Title: \_\_\_\_\_  
Telephone#: \_\_\_\_\_  
Date: \_\_\_\_\_

**Federal Use Only:** \_\_\_\_\_ Standard Form: \_\_\_\_\_

<b>SCHEDULE #6E</b> NCLB ACT PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2011-2014</b>	235- 902-042 County-District-Campus No.
<b>Texas Title I Priority Schools Grant, Cycle 2</b>		

The following special provisions apply to all programs funded under the Elementary and Secondary Education Act, as amended by P. L. 107-110, No Child Left Behind (NCLB) Act of 2001. By signing Schedule #1 of this SAS, the applicant is assuring it is in compliance with the following provisions:

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

**SCHEDULE #6E – cont.**  
NCLB ACT PROVISIONS &  
ASSURANCES

**TEXAS EDUCATION AGENCY**  
**Standard Application System**  
**School Years 2011-2014**

235-  
902-042  
County-District-Campus No.

**Texas Title I Priority Schools Grant, Cycle 2**

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

**SCHEDULE #6E – cont.**  
NCLB ACT PROVISIONS &  
ASSURANCES

**TEXAS EDUCATION AGENCY**  
**Standard Application System**  
**School Years 2011-2014**

235-  
902-042  
County-District-Campus No.

**Texas Title I Priority Schools Grant, Cycle 2**

- 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 in order to meet the same challenging State student academic achievement standards to which all students are held.
- V. Definitions:** The following terms shall be defined as follows for programs authorized and carried out under the No Child Left Behind Act of 2001:
1. **Charter School:** An open enrollment charter school receiving federal funds of any type must meet the federal definition of a charter school as provided in P. L. 107-110, Section 5210(1). The term "charter school" means a school that:
    - (A) is created by a developer as a public school, or is adapted by a developer from an existing public school, and is **operated under public supervision and control;**
    - (B) operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency [i.e., the State Board of Education (SBOE)];
    - (C) provides a program of elementary or secondary education, or both;
    - (D) is **nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious instruction;**
    - (E) **does not charge tuition;**
    - (F) **complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act;**
    - (G) is a school to which parents choose to send their children, and that **admits students on the basis of a lottery, if more students apply for admission than can be accommodated;**
    - (H) **agrees to comply with the same Federal and State audit requirements** as do other elementary schools and secondary schools in the State, unless such requirements are specifically waived for the purpose of this program;
    - (I) **meets all applicable Federal, State, and local health and safety requirements;**
    - (J) operates in accordance with State law; and
    - (K) has a written performance contract with the authorized public chartering agency in the State (i.e., SBOE) that includes a description of how student performance will be measured pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the SBOE.
  2. **Community-Based Organization:** A public or private nonprofit organization of demonstrated effectiveness that is representative of a community or significant segment of a community and that provides educational or related services to individuals in the community.
  3. **Core Academic Subjects:** English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, art, history, and geography.

<b>SCHEDULE #6E - cont.</b> NCLB ACT PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2011-2014</b>	235- 902-042 <hr/> County-District-Campus No.
<b>Texas Title I Priority Schools Grant, Cycle 2</b>		

**4. Highly Qualified:**

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

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



**Texas Title I Priority Schools Grant, Cycle 2**

**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;

**SCHEDULE #6E – cont.**  
NCLB ACT PROVISIONS &  
ASSURANCES

**TEXAS EDUCATION AGENCY**  
**Standard Application System**  
**School Years 2011-2014**

235-  
902-042  
County-District-Campus No.

**Texas Title I Priority Schools Grant, Cycle 2**

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

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

(A) consist of structured guidance and regular and ongoing support for teachers, especially beginning teachers, that-

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

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

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

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

Revised 03/03

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

<b>SCHEDULE #6F</b> PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b>  <b>School Year 2010-2014</b>	235- 902-042 <hr/> County-District-Campus No.
<b>Texas Title I Priority Schools Grant, Cycle 2</b>		

**Federal Statutory Requirements**

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

<b>SCHEDULE #6F</b> PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Year 2010-2014</b>	235- <u>902-042</u> County-District-Campus No.
<b>Texas Title I Priority Schools Grant, Cycle 2</b>		

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

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

<b>SCHEDULE #6F</b> PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b>  <b>School Year 2010-2014</b>	235- 902-042 County-District-Campus No.
<b>Texas Title I Priority Schools Grant, Cycle 2</b>		

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

<b>SCHEDULE #6F</b> PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Year 2010-2014</b>	235- 902-042 County-District-Campus No.
<b>Texas Title I Priority Schools Grant, Cycle 2</b>		

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

**Statutory Program Assurances**

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

**TEA Program Assurances**

1. Before full implementation funds are made available, the grantee must demonstrate that all early implementation activities have been completed. Successful completion of the early implementation will be measured in the **Quarterly Implementation Reports**, the ~~Model Selection and Description Report~~, and through participation in TEA technical assistance. Copies of the above named reports can be found on the TTIPS website at the following link: [http://www.tea.state.tx.us/index4.aspx?id=7354&menu\\_id=798](http://www.tea.state.tx.us/index4.aspx?id=7354&menu_id=798)
  - a. ~~The Model Selection and Description Report must be submitted to TEA no later than February 1, 2011. This report may be submitted at any time prior to the deadline. Grantees must demonstrate successful completion of the following activities:~~
    - ~~i. Comprehensive Needs Assessment process.~~
    - ~~ii. Establish the grant budget by the required categories.~~
    - ~~iii. Identification and Selection of the intervention model.~~
    - ~~iv. Development of activities to implement selected intervention model.~~
    - ~~v. Development of Timeline of Grant Activities.~~
- 1) 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.
- 2) 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.

VOID

11/27/12

<b>SCHEDULE #6F</b> PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Year 2010-2014</b>	235- 902-042 County-District-Campus No.
<b>Texas Title I Priority Schools Grant, Cycle 2</b>		

- 3) 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.
- 4) 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.
- 5) The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
- 6) The applicant will provide access for onsite visits to the LEA and campus by TEA, SIRC and its contractors.
- 7) 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.
- 8) 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.
- 9) 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 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).
- 10) An LEA **may** also implement other strategies to develop teachers' and school leaders' effectiveness, such as--
  - A. Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;
  - B. Institute a system for measuring changes in instructional practices resulting from professional development; or
  - C. Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.

<b>SCHEDULE #6F</b> PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b>  <b>School Year 2010-2014</b>	235- <u>902-042</u> County-District-Campus No.
<b>Texas Title I Priority Schools Grant, Cycle 2</b>		

- 11) 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.
- 12) 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.
- 13) 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.
- 14) The LEA/campus assures TEA that data to meet the following federal requirements will be available and reported as requested.
- a. Number of minutes within the school year.
  - b. Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup.
  - c. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools or dual enrollment classes. (High Schools Only)
  - d. College enrollment rates. (High Schools Only)
  - e. Teacher Attendance Rate
  - f. Student Completion Rate
  - g. Student Drop-Out Rate
  - h. Locally developed competencies created to identify teacher strengths/weaknesses
  - i. Types of support offered to teachers
  - j. Types of on-going, job-embedded professional development for teachers
  - k. Types of on-going, job-embedded professional development for administrators
  - l. Strategies to increase parent/community involvement
  - m. Strategies which increase student learning time



<b>SCHEDULE #6F</b> PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b>  <b>School Year 2010-2014</b>	235- 902-042 <hr/> County-District-Campus No.
<b>Texas Title I Priority Schools Grant, Cycle 2</b>		

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). **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.**

**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 2014. 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:

**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.

**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.**

<b>SCHEDULE #6F</b> PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Year 2010-2014</b>	235- 902-042 County-District-Campus No.
<b>Texas Title I Priority Schools Grant, Cycle 2</b>		

**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 subrecipient 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 definitions of terms and data elements as used by the federal Office of Management and Budget (OMB) as related to reporting requirements under ARRA are incorporated by reference.

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. **School-by-School Listing of Per-Pupil Educational Expenditures:** Each local educational agency that receives ARRA funds for use under Title I Part A funds (including Title I Part A Improving Basic Programs and Title I SIP Academy Grant) must file with the TEA, no later than December 1, 2009, a school-by-school listing of per-pupil educational expenditures from State and local sources during the 2008-2009 academic year. The format for collecting this information has not yet been determined by TEA. Subsequent instructions will be provided to grantees for reporting this information. By submitting this application, the grantee agrees to submit this information in the time, form, and manner requested by TEA. TEA must report the information to the Secretary of Education by March 31, 2010 (ARRA, Title VIII, Department of Education, Education for the Disadvantaged).
2. **Separate Tracking and Monitoring of ARRA Funds:** ARRA funds must be separately tracked and monitored independently of any non-Recovery Act funding. Funds shall not be commingled with non-Recovery Act funds. 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.
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.

**SCHEDULE #6F**PROGRAM-SPECIFIC PROVISIONS  
& ASSURANCES**TEXAS EDUCATION AGENCY****Standard Application System****School Year 2010-2014**235-  
902-042

County-District-Campus No.

**Texas Title I Priority Schools Grant, Cycle 2**

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>). By submitting this application, the grantee agrees to submit the information to TEA in the time, form, and manner requested.

**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. (If applicable, 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 (pending final adoption by OMB):

- 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)

<b>SCHEDULE #6F</b> PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Year 2010-2014</b>	235- 902-042 County-District-Campus No.
<b>Texas Title I Priority Schools Grant, Cycle 2</b>		

5. **Posting the Section 1512 Reporting 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 the Section 1512 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.

**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](http://www.recovery.gov) website, except that portions of reports may be redacted to the extent the portions would disclose information that is protected from public disclosure under sections 552 and 552a of Title 5, United States Code (Section 1514).
4. **Access of Offices of Inspector General to Certain Records and Employees:** With respect to each contract or grant awarded using ARRA funds, any representative of an Inspector General of the U.S. Department of Education or other appropriate federal agency is authorized to examine any records of the contractor or grantee, any of its subcontractors or subgrantees, or any State or local agency administering such contract, that pertain to, and involve transactions relating to, the contract, subcontract, grant, or subgrant, and to interview any officer or employee of the contractor, grantee, subgrantee, or agency regarding such transactions (Section 1515).
5. **Recovery Accountability and Transparency Board:** Section 1521 of the ARRA establishes the Recovery Accountability and Transparency Board to coordinate and conduct oversight of ARRA funds to prevent fraud, waste, and abuse. The Board shall submit "flash reports" on potential management and funding problems that require immediate attention; quarterly reports; and annual reports to the President and Congress, including the Committees on Appropriations of the Senate and House of Representatives, summarizing the findings on the use of ARRA funds. The Board may conduct its own independent audits and reviews of ARRA funds. All reports shall be made publicly available on the [www.recovery.gov](http://www.recovery.gov) website established by the Board. See paragraphs J and K below with regard to reports of suspected fraud or abuse (Sections 1523 and 1524).
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.

<b>SCHEDULE #6F</b> PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Year 2010-2014</b>	235- 902-042 County-District-Campus No.
<b>Texas Title I Priority Schools Grant, Cycle 2</b>		

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

**SCHEDULE #6F**

PROGRAM-SPECIFIC PROVISIONS  
& ASSURANCES

**TEXAS EDUCATION AGENCY**  
**Standard Application System**  
**School Year 2010-2014**

235-  
902-042  
County-District-Campus No.

**Texas Title I Priority Schools Grant, Cycle 2**

7. **Wage Rate Requirements for Contracted Laborers and Mechanics- Compliance with the Davis-Bacon Act:** Notwithstanding any other provision of law and in a manner consistent with other provisions of ARRA, all laborers and mechanics employed by contractors and subcontractors on projects funded directly by or assisted in whole or in part by and through the Federal Government pursuant to this award shall be paid wages at rates not less than those prevailing on projects of a character similar in the locality as determined by the Secretary of Labor in accordance with subchapter IV of chapter 31 of title 40, United States Code. With respect to the labor standards specified in this section, the Secretary of Labor shall have the authority and functions set forth in Reorganization Plan Numbered 14 of 1950 (64 Stat. 1267; 5 U.S.C. App.) and section 3145 of title 40, United States Code (Section 1606).

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

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

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