

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____ by telephone/e-mail/FAX on _____ by _____ of TEA.	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	Organization Name	County-District#
		Dallas County Juvenile Justice Charter School	057-814
		Campus Name	Campus Number
		Letot Center	005
		9-Digit Vendor ID#	ESC Region
		75-6000905	10
		9-Digit Vendor ID#	Amendment #
		NOGA ID# (Assigned by TEA)	

Texas Title I Priority Schools Grant

Schedule #1 - General Information

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

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

Project Beginning Date: 08/01/2010

Project Ending Date: 06/30/2013

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

Tier I ☐ Tier II ☐ Tier III ☒

Part 1: Index to the Application

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

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

Certification and Incorporation

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

Authorized Official

Typed First Name	Initial	Last Name	Title
Judge Cheryl Lee		Shannon	Charter School President
Phone	Fax	Email	
214-698-4924	214-698-4494	CSshannon@dallascounty.org	

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:

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

TEA DOCUMENT CONTROL NO.

701-10-112-252

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

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Texas Title I Priority Schools Grant Schedule #1—General Information		
Part 3: Applicant Information		
Local Educational Agency (LEA) Information		
LEA Name		
Dallas County Juvenile Justice Charter School		
Mailing Address Line - 1	Mailing Address Line - 2	City
2600 Lone Star Drive		Dallas
		TX
		75212
U.S. Congressional District Number	Primary DUNS Number	Central Contractor Registration (CCR) CAGE Code
3,4,5,6,24,26,30	798968785	5PZS3
		057814
Campus Name		County-District Campus Number
Dallas County Juvenile Justice		057-814-005
Mailing Address Line - 1	Mailing Address Line - 2	City
2600 Lone Star Drive		Dallas
		TX
		75212
Applicant Contacts		
Primary Contact		
First Name	Initial	Last Name
Virginia	L	Perry
		Education Services Administrator
Telephone	Fax	Email
214-698-5590	214-698-2228	vlperry@dallascounty.org
Mailing Address Line - 1	Mailing Address Line - 2	City
2600 Lone Star Drive		Dallas
		TX
		75212
Secondary Contact		
First Name	Initial	Last Name
Dennis	W	Vasquez
		Operations Manager
Telephone	Fax	E-mail
214-698-2200	214-698-2228	dennis.vasquez@dallascounty.org
Mailing Address Line - 1	Mailing Address Line - 2	City
2600 Lone Star Drive		Dallas
		TX
		75212

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

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

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

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

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

Part 2: Revised Budget

Complete this part if there are any budgetary changes.

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

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

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Texas Title I Priority Schools Grant

Schedule #4—Program Summary and Application Requirements

Part 1: Grant Program Information;

Summary of Program: Purpose and Goals

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

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

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

Allowable Activities

Tier I and Tier II Grantees

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

Tier III Grantees

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

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

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

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

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#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described	
14	Applicant provides assurance that it will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final federal requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the TEA) to hold accountable its Tier III schools that receive grant funds.	Program Assurances	
15	Applicant provides assurance that it will, if it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization (CMO), or education management organization (EMO) accountable for complying with the final federal requirements.	Program Assurances	
16	Applicant provides assurance that it will report to the TEA the school-level data required under section III of the final federal requirements.	Program Assurances	
17	<p>If the LEA/campus selects to implement the turnaround model, the campus must implement the following federal requirements.</p> <ol style="list-style-type: none"> Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates; Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students; <ol style="list-style-type: none"> Screen all existing staff and rehire no more than 50 percent; and Select new staff. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school; Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability; Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students; Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and Provide appropriate social-emotional and community-oriented services and supports for students. 	Program Assurances	

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

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

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

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25	The LEA may also implement other strategies for providing operational flexibility and intensive support, such as-- (A) Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or (B) Implement a per-pupil school-based budget formula that is weighted based on student needs.	Program Assurances	
26	An LEA that has nine or more Tier I and Tier II schools is prohibited from implementing the Tier III Modified Transformation model in more than 50% of those schools.	Program Assurances	
By submitting the application and signing Schedule #1, the applicant is certifying that all requirements are met in these program narrative component descriptions and activities.			
Part 3: Statutory Assurances			
#	Statutory Assurance Description		
1	Applicant provides assurance that financial assistance provided under the grant program will supplement, and not supplant, the amount of state and local funds allocated to the campus.		
2	Applicant provides assurance that it will use its TTIPS Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final federal requirements.		
3	Applicant provides assurance that it will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final federal requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the TEA) to hold accountable its Tier III schools that receive school improvement funds.		
4	Applicant provides assurance that it will, if it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final federal requirements.		
5	Applicant provides assurance that it will report to the TEA the school-level data required under section III of the final federal requirements.		
6	Applicant provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.		
Part 4: TEA Program Assurances			
#	TEA Assurance Description		
1	Before full implementation funds are made available, the grantee must demonstrate that all early implementation activities have been completed. Successful completion of the early implementation will be measured in the Quarterly Implementation Reports (QIR), the Model Selection and Description Report, and through participation in TEA technical assistance. <ul style="list-style-type: none"> a. The Model Selection and Description Report must be submitted to TEA no later than February 1, 2011. This report may be submitted at any time prior to the deadline. Grantees must demonstrate successful completion of the following activities: <ul style="list-style-type: none"> i. Comprehensive Needs Assessment process. ii. Establish the grant budget by the required categories. iii. Identification and Selection of the intervention model. iv. Development of activities to implement selected intervention model. v. Development of Timeline of Grant Activities. 		

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Part 4: TEA Program Assurances			
#	TEA Assurance Description		
2	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant.		
3	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, the Texas School Improvement Conference, and sharing of best practices.		
4	For the LEAs selecting the TEA Designed Models the applicant provide assurances that it will participate in and make use of technical assistance and coaching support provided by TEA, SIRC, and/or its subcontractors.		
5	The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the effectiveness of the LEA's curriculum and its alignment with instruction occurring on the campus; assesses progress on student groups' academic achievement at the campus level; and guide instructional decisions by teachers for individual students.		
6	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.		
7	The applicant will provide access for onsite visits to the LEA and campus by TEA, SIRC and its contractors.		
8	The applicant, if selecting the Restart Model, agrees to contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.		
9	The applicant, if selecting the Turnaround Model or Tier III Modified Transformation Model (Tiers I and Tiers II only) agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.		
10	If the LEA/Tier III campus selects to implement the <u>Tier III Modified Transformation model</u> , 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 Tier III Modified Transformation school based on rigorous, transparent, and equitable evaluation systems for teachers and principals: 1. Takes into account data on student growth as a a factor as well as other factors such as multiple observation-based assessments of student performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and 2. Are designed and developed and with teacher and principal involvement		

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

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

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

Part 1: Grant Eligibility

☒ Tier I Eligible Campus ☐ Tier II Eligible Campus ☐ Tier III Eligible Campus

Identify which timeline the LEA/Campus the applicant will implement.

- ☒ Option 1: LEA/campus currently engaged in aggressive reform
☐ Option 2: LEA/campus in need of foundational technical assistance

Part 2: Grant Program Summary. Provide a brief overview of the program you plan to implement on the campus. Be sure to address fundamental issues such as your local program goals and objectives that align with the RFA purpose and goals, rationale for program design, etc. Address the specific gaps, barriers, or weaknesses to be addressed by the intervention model to be selected. A response to this question must be completed in the original submission regardless of whether the LEA/campus has selected an intervention model at this time or not.

Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).

The Letot campus is a short-term, emergency shelter facility that serves both male and female at-risk students in grades 3 through 12. Residents typically have a stay of 30 days, unless lengthened by court order. The continuity of educational services becomes a major issue to this campus since the subset group, defined as those students enrolled on the PEIMS Snapshot Date and the day of the test, in many cases is not continuous with transfers in and out of the facility due to a variety of reasons. Students on the Letot campus present with an array of needs which our school attempts to meet during the short period of time they are with us. The Letot campus provides a type of substitute, educational care until students can be transitioned back to their home school. In order to transition students back to home schools, Letot campus staff endeavor to retrieve and compile a complete record of student's academic histories in order to plan for their academic success. In addition, students are given the Iowa Test of Basic Skills and the Basic Academic Skills Inventory online to determine their reading and math proficiency.

The mission of the Dallas County Juvenile Department is to assist referred youth in becoming productive, law abiding citizens, while promoting public safety and victim restoration. The education department believes that providing high quality educational services will help achieve the department's goals for youth served. The reality of our situation is that our students will return to society. We believe it is in the best interest of the students we serve and society that our students return to their home districts with the academic and pro-social skills necessary to succeed. In order to succeed in our aspirations for academic success, we will focus on the following:

- 1) By the year 2013-2014, the Letot campus shall meet or exceed federal, state, and local academic mandates. The campus will utilize a continuous improvement model to increase learning, exemplified by implementation of research, to help students academically.
- 2) By the year 2013-2014, Letot campus staff and principals will increase school effectiveness, as evidenced by student growth and responsive initiatives to parental concerns.
- 3) Letot Center will continue to improve the teaching and leadership capacity of all staff by exposing them to high quality, relevant professional development.
- 4) The Letot campus will promote a safe, engaging, collaborative environment in which students, parents and staffs effectively interact while cultivating productivity and accountability.
- 5) The Letot campus will improve student transition back to home schools in an efficient manner so that students will continue their educational goals upon withdrawal.
- 6) The Letot campus will increase the utilization of data to drive instruction and curriculum campus decisions.

In order to reach the objectives above, the Letot Campus has chosen the Tier III Modified Transformation Intervention model. The Planning Committee, consisting of direct stakeholders, feels this model will allow the flexibility within our environment needed to be effective change agents. The Tier III Modified Transformation model will allow campus staff to develop appropriate skills with data and continue to build on knowledge gained well after the grant has ended. Also, the Tier III Modified Transformation model calls for instruction that reflects a deeper understanding of the community served by the school. Letot campus staff will benefit greatly from the improvement possible to the culture of the campus community. The Letot community is comprised of instructional staff, probation officers, caseworkers, therapists, and a host of other juvenile justice officials. In addition, the Letot campus seeks to work more closely with area school districts to improve the transition of students back to their home school districts upon completion of their program.

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Texas Title I Priority Schools Grant Schedule #4B—Program Description															
Part 1: Comprehensive Needs Assessment															
Section A: Campus Grade Levels															
Type of School	Number of Students Enrolled in Grade Levels on the Campus to be Served with Grant														
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Open-Enrollment Charter School	0	0	0	0	0	0	0	1	5	12	11	2	1	0	32
Total Students:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	32
Total Instructional Staff														5	
Total Support Staff														2	
Section B: Data Sources Reviewed or to be Reviewed in the Comprehensive Needs Assessment Process															
1	TAKS data from 2005-2006 to 2008-2009 school years														
2	AEIS reports from 2005-2006 to 2008-2009 school years & PBMAS reports														
3	Federal Accountability data for AYP 2005-2006 to 2008-2009 school years														
4	District PEIMS reports for 2005-2006 to 2009-2010 school years														
5	District / Campus Parent Meetings & surveys														
6	District discipline referral or offense data														
7	District drop out data report														
8	Professional Development / Training Surveys and Evaluations														
9	RF Monitoring reports														
10	District Texas STAR Chart survey results														

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Schedule #4B—Program Description		
Part 1: Comprehensive Needs Assessment Cont.		
Section C: Process Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Describe, in detail, the process the LEA and campus followed/will follow to identify the needs of the campus.		
<p>A Comprehensive Needs Assessment Team, representative of both district and campus staff, conducted a comprehensive needs assessment for the 2009-2010 school year. These members, along with their colleagues, discussed and reviewed primary areas of concern by using various data sources to generate their comprehensive needs assessment. Staff examined data such as the disaggregated 2008-2009 TAKS data results to identify the needs of the campus as it relates to each content area subject in student performance and achievement. In addition, sources such as the 2007-2008 and 2008-2009 AEIS report and 2007-2008 and 2008-2009 AYP results, and their own generated list of identified needs assisted these individuals to identify specific campus needs. The team reviewed attendance data, student ethnicity data, staff ethnicity data, and special programs population data. Additionally, campus student offense data was also reviewed.</p> <p>District staff disaggregated 8th grade student performance data received for the 2009-2010 school year for campus review. Campus content area teams reviewed the 8th grade student performance data.</p> <p>Significant student learning gaps exist for all students regardless of ethnicity, special education, limited English proficiency or grade level.</p>		

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Schedule #4B—Program Description			
Part 1: Comprehensive Needs Assessment Cont.			
Section D: Groups of Participants Contributing/to Contribute to Needs Assessment Process, ensuring Parents and Community Groups were involved in the process.			
1	Assistant Principal		
2	Core Content Instructional Teams – Math, Social Studies, Science, ELAR		
3	SBDM Committee (Probation Officers, Case Workers, Community members, Teachers, Clerical Staff)		
4	Facility Superintendent		
5	District Leadership Team Members – HSEP Coordinator, Instructional Specialist, Operations Manager, Instructional Manager, SES Analyst, PEIMS Coordinator, Testing Coordinator		
6	Quality Assurance Department		
7	Special Populations Departments – ESL & SPED		
8	Parents and Guardians		
9	Letot Foundation		
10			

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Part 2: Project Management		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Capacity -- Describe the LEA's capacity to use grant funds to provide adequate resources and related services/support to the campus to implement, fully and effectively, the required activities of the school intervention model.		
<p>The LEA will provide its' school board with a proposal for grant expenditures and receive school board approval and permission to expend monies associated with the grant. The LEA will engage in on-going collaboration with the Dallas County's Purchasing and Auditing Departments to streamline grant purchases. The LEA will train all campus administrative staff and clerical staff on properly completing and submitting Dallas County's Purchase Order Authorization forms.</p>		
<p>With the support of Dallas County's Purchasing and Auditing departments, the LEA feels extremely capable of using grant funds to provide adequate resources and related services / support to the campus to implement, fully and effectively, the required activities of the school intervention model.</p>		
<p>As with all federally funded programs, the charter school must abide by federal (OMB) cost principals and guidelines. The school must also adhere to program specific guidelines, as spelled out in the Provisions and Assurances of each grant application. For FY 2010, the charter school is responsible for implementing the program requirements for 15 different federal grants. Dallas County serves as the fiscal agent for 10 of the 15 grants, with the remaining 5 utilizing Region 10 as the fiscal agent. Our successful management of these grant programs over the past 5 years gives us the capacity to use the TTIPS-SIG funds to support the campus during the Tier III Modified Transformation process.</p>		
<p>Since the TTTIPS-SIG grant is funded under Section 1003 (g) of the Elementary and Secondary Education Act, it is similar to other Title I, Part A programs and will focus heavily on increased student performance, professional development to ensure highly qualified teachers are providing instruction, and increased parental involvement. Since the charter school currently operates its' Title I, Part A program as a school-wide campus, we believe that the addition of the TTIPS-SIG funds would only strengthen our program and the grant activities will closely align with other activities underway through Title I, Part A and Title I, Part D, Subpart 2 activities.</p>		
<p>Our current status as a Tier 3 campus and the following application for TTIPS-SIG funds demonstrates our capacity and willingness to fully and actively implement the activities needed for the Tier III Modified Transformation school intervention model.</p>		

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Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Partnership/Involvement of Others – Describe how the LEA/campus consulted with relevant stakeholders (students, staff, parents, community) regarding this application and proposed implementation of a school intervention model.		
<p>On Friday, May 7, 2010 the Education Service Administrator and Operations Manager met with other district staff members, who would become members of the District Decision Making Team, to provide a grant overview, review and narrow selection models, and schedule subsequent meetings with the Campus Decision Making Team members.</p> <p>On Tuesday, May 18, 2010, at 5pm, District Decision Making Team members conducted a meeting with parents to get input on the reform options and seek guidance on how best to implement reform.</p> <p>On Thursday, May 20, 2010 District Decision Making Team met with Campus staff to discuss results from Parent Meeting and form Campus Teams. The teams also discussed reform options.</p> <p>On Friday, May 21, 2010, District and Campus Teams met to decide on a reform option and discuss plans to get information from campus teachers, staff, and facility stakeholders.</p> <p>On Tuesday, May 25, 2010, District and Campus Teams met to review input gained from parent meeting, teacher and staff meetings, 2009-2010 Needs Assessment, and facility surveys.</p> <p>Community Collaboration The Dallas County Juvenile Justice Charter (DCJJCS) school is actively engaged in partnerships with various aspects of the communities. In addition to area school districts, we work closely with the Dallas County Juvenile Department and Probation officers to ensure that student's educational needs are met.</p> <p>Collaboration with adult literacy service providers We are very well informed of the adult literacy services that our respective independent school districts provide. We can provide parents with materials and information regarding current adult providers and where they can seek the training they may need or desire. We know that our school's location limits the accessibility to literacy services and that the demographic profile of our families indicates many of the families do not have the capacity to utilize technology to learn from home. We will seek to have the literacy providers to conduct outreach to the parents when we open our night classes. Dallas LIFT is one agency who we may partner with to provide adult literacy for parents.</p> <p>Dallas County Juvenile Department Volunteer Services In addition to working closely with the Dallas County Juvenile Department and Probation Officers, we also work closely with various faith-based organizations in order to get volunteers and tutors to work with students.</p> <p>Extended Hours of Instruction In addition to the increased community involvement, one of the reform strategies that we will be undertaking will be to offer extended hours of instruction. Due to the treatment model of the Dallas County Juvenile Department, there are not many additional opportunities within the day. Aside from the standard 7 hour school day, there are also several Texas Juvenile Probation Commission mandated breaks, such as recreation time (30 minutes), meal time, and sleeping time. Nevertheless, LETOT CAMPUS will conduct Saturday school to provide enrichment in the core content areas and to provide the opportunity for students to catch up on assignments.</p>		

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Part 2: Project Management Cont.		
Section A: LEA (District) Capacity. Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Management of Grant Activities – Describe how the LEA and campus will modify its practices and/or policies, as necessary, to ensure its implementation of the intervention(s) fully and effectively.		
<p>A part-time School Improvement Coordinator will be added to the staff whose responsibility will be coordinating the development of programs relating to this grant and evaluating their potential and practicality; coordinating the initial stages of the development of new programs relating to this grant and conducting modifications or changes in existing programs. The School Improvement Coordinator will also be responsible for performing project coordination and liaison duties with campus personnel to expedite strategizing, planning, forecasting, allocating resources, and measuring performance as it pertains to this grant. Additionally, an Administrative Analyst will be added to assist with the acquisition, categorization, and disaggregation of student performance data.</p> <p>School Improvement Coordinator The School Improvement Coordinator is a new position for the Dallas County Juvenile Justice Charter School. It is a Full Time Salaried position (240 days) that is classified as a Grade G position on the Dallas County pay scale. This position is equivalent in pay and status as a campus administrator (principal) and will be dedicated full time to the management of TTIPS-School Improvement Grant Activities.</p> <p>Formative Evaluations A strong evaluation component is essential, not only for feedback on the program, but also to measure the effectiveness of each child's individualized program and to hold the campus accountable for the performance goals found in this application. There will be a campus administrative staff that will visit all classrooms daily to ensure active learning and aiding the teachers and students as needed. The campus administrative staff will also conduct data analysis of report card grades, benchmark assessments and achievement scores every grading period to evaluate the overall success of the program. Progress reports and parent conferences will take place throughout the program period to enable any revisions in a students' academic plan and to ensure on-going communication with parents. Administrative (Counseling) Analyst will also be available to meet with students and parents to review their Personal Graduation Plan (PGP's).</p> <p>Summative Evaluations Students will be evaluated based on growth exhibited on the Iowa Achievement Test, BASI Test scores, or Teacher-made benchmarks. The results will be compiled for the parents and students. The high expectations for our students are evident in our criteria for success. Staff will also complete a program evaluation for the campus administrative staff stating the program strengths and any further improvements needed for the following academic year.</p>		

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<p>Part 2: Project Management Cont.</p>		
<p>Section A: LEA (District) Capacity Responses are limited to one page each, front side only, with a font size no smaller than 9 point (Arial or Verdana).</p>		
<p>Resource Management – Describe how the LEA/campus will align other resources (federal, state, local, and community) with the school improvement intervention.</p>		
<p>The Dallas County Juvenile Justice Charter School is an Open Enrollment Charter School serving at-risk youth ages 10 to 17 who are under the care and custody of the Dallas County Juvenile Department. Currently, the district receives over \$10 million in state and federal funds to provide education services to students enrolled in the charter school operated by the Dallas County Juvenile Department. The state funds are distributed by the Texas Education Agency's Foundation School Program and paid out monthly based on the average daily attendance as reported through the Public Education Information Management System.. The charter school also receives federal funding through various entitlement programs under the Elementary and Secondary Education Act (ESEA) as authorized under the No Child Left Behind Act (NCLB). In addition, the charter school also receives funding under the Individuals with Disabilities Education Act (IDEA) and the American Recovery and Reinvestment Act (ARRA). For most of these funds, Dallas County serves as the fiscal agent for these grants. For some grants, the charter school enters into a Shared Services Arrangement with the local Education Services Center (Region 10).</p>		
<p>Resource Management</p> <p>If awarded the TTIPS-School Improvement Grant, the specific needs of this program will be added into the Comprehensive Needs Assessment for the campus. The TTIPS-SIG activities will also be adopted into the Campus Improvement Plans for 2010-11 to ensure program coordination and alignment with other goals and objectives of the campus. If needed, the District Improvement Plan and Long Range Technology Plan may also be amended to include specific TTIPS-SIG strategies and activities.</p> <p>The Education Services Administrator (Superintendent), Operations Manager, and Instructional Manager (Assistant Superintendent) have been part of the District Level Decision Making Team and are familiar with the goals and objectives of this grant. The LEA decided to change the principal at the end of the 2009 – 2010 school year. The current principal has been involved in the selection of the Reform Strategy (Tier III Modified).</p>		
<p>Business/Accounting Office Responsibilities</p> <p>All business decisions and accounting procedures will be made in accordance with Dallas County Policies and Procedures.</p> <p>The FY 2011 budget will be amended to include the TTIPS-SIG resources that are available, so that expenditures can be made and properly tracked. The Dallas County Auditor's Office is primarily responsible for the expense reporting and requests for payments through the TEA Expense Reporting system.</p> <p>The Interim Assistant Director of the Dallas County Juvenile Department oversees the Administration, Institutional, and Educational Services and will provide the oversight to this project. The Contract Services division of the Dallas County Juvenile Department will provide grant accounting and reporting. The Dallas County Auditor's Office will be responsible for internal audits and also serves with expense reporting and requests for payments through the TEA Expense Reporting system.</p> <p>The Operations Manager will serve as Project Director until the School Improvement Coordinator is selected and will negotiate the grant and any future amendments.</p> <p>These positions are part of the daily operations of the Dallas County Juvenile Justice Department and are not part of the budget for the project. All purchasing is done through an inter-local purchasing agreement or from the approved vendors list provided and maintained by Dallas County. All payroll records will be handled through the Payroll department of Dallas County. Requests for funds and requests to make purchases will follow the usual Dallas County procedures, as outlined in the Dallas County Code.</p>		

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Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Grant Project Manager Qualifications – Describe the qualifications of the person selected to be the project manager for this grant on the campus.		
District Level Project Management The School Improvement Coordinator will monitor program progress, ensure that timelines and budgets are followed, regularly and frequently disseminate information to appropriate stakeholders, and ensure that quarterly progress reports and expenditure reports are filed in a timely manner. The School Improvement Coordinator reports directly to the Education Services Administrator and Operations Manager, and therefore will confirm that the business/accounting office is kept up to date with current budget information. The Operations Manager holds a Bachelor's Degree from the University of Texas and has over 14 years of experience in education and has worked for various Texas Charter Schools since their inception in 1996. He has experience managing a variety of TEA grants including the 9 th Grade Success Initiative, Limited English Proficiency Program Success Initiatives, Texas Grant to Reduce Academic Dropouts, Texas High School Completion and Success (THSCS). Each of these grants targeted specific populations and were based on students meeting various performance measures. Mr. Vasquez has also served as project manager for a Technology Applications Readiness Grants for Empowering Texas (TARGET), and Texas Educator's Excellence Grant (TEEG) award which focused heavily on technology (TARGET) and professional development (TEEG). In addition, the Operations Manager has worked on the district level with 9 different School Improvement Program grants as well as the SIP Academy grant. At his previous district, he worked with eight different campuses in various stages of Needs Improvement for meeting No Child Left Behind's Adequate Yearly Progress Measures. Each of these campuses were at various stages of AYP and several went through Stage 3 Corrective Actions. At Dallas County Juvenile Justice Charter, Mr. Vasquez has worked with the 005 campus for the past 3 school years, and the campus is expected to exit AYP Needs Improvement in August of 2010. The Operations Manager, Instructional Manager, and Education Services Administrator will serve on the interview team to select the School Improvement Coordinator, who will be responsible for the day to day grant management of the Texas Title I Priority Schools School Improvement Grant. The Operations Manager will be ensuring that the School Improvement Coordinator and other program staff will be supported in every way to ensure success of this grant.		
Campus Level Project Management The School Improvement Coordinator is a new position for the Dallas County Juvenile Justice Charter School. It is a Full Time Salaried position (240 days) that is classified as a Grade G position on the Dallas County pay scale. This position is equivalent in pay and status as a campus administrator (principal) and will be dedicated full time to the management of TTIPS-School Improvement Grant Activities. The School Improvement Coordinator will report directly to the Education Services Administrator (Superintendent) and will be evaluated on an annual basis. It is expected that the School Improvement Coordinator will join the weekly District Administrative Team meetings to keep the District level staff informed of the progress of grant activities.		
School Improvement Coordinator Qualifications (minimum) The School Improvement Coordinator will be required to have, at a minimum, a Bachelor's degree from an accredited college or university in Finance, Accounting, Education, Business Administration or Educational Administration, plus two years of directly related experience. The candidate must also possess demonstrated strategic and operational planning skills, excellent computer skills, Microsoft Office Word, Excel, Power Point; exemplary skills in presentation, designing, planning, implementing, and monitoring projects / programs in accordance with specified guidelines and policies.		

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LEA Support – Describe how the LEA will structure and implement an individual or office with responsibility for supporting the campus' school improvement efforts.		
<p>The School Improvement Coordinator will be responsible for coordinating the development of new programs relating to this grant, and evaluating their potential and practicality; coordinating the initial stages of the development of new programs relating to this grant and conducting modifications or changes in existing programs. The School Improvement Coordinator will also perform project coordination and liaison duties with campus personnel to expedite strategizing, planning, forecasting, allocating resources, and measuring performance pertaining to this grant.</p>		

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Program Continuation and Sustainability – Describe how the LEA will sustain the campus reforms after the funding period ends.		
<p>Program Continuation We plan to utilize the lessons learned from this grant to improve instruction at our other campuses as well, and raise the level of achievement throughout the district. As each milestone is reached and evaluated, we will seek to improve and strengthen the program so that we can achieve increased student performance and maximize the efficiency of instruction during the short duration of time that we have to work with our students. Strategies and activities that work will be replicated at the other campuses, and identified unsuccessful strategies will be adjusted to achieve better results. It is our hope that we are able to utilize these funds to maximize our efficiency and that we are able to continue with these successful program activities long after the grant period.</p> <p>Program Sustainability We will continue to actively seek out other sources of funding through various public and private funding sources. In addition to the ongoing pursuit of grants and other community funding sources, we will continue to monitor our current programs and activities to make the most efficient use of our limited resources. It is our intent to utilize these funds to maximize our efficiency and that we are able to continue with these successful program activities long after the grant period.</p> <p>Dallas County Juvenile Charter School (DCJJCS) will assure that the reform goals, programs, initiatives, and strategies implemented during the funding period, through the TTIPS Grant, will be continued and sustained through local, state, and Federal financial support. LETOT CAMPUS has taken major steps to assure that financial integrity and capacity of the Charter District is maintained at the highest levels so that the General Fund Balance will continue to grow. This has been accomplished through austerity steps designed so that expenditures are targeted to achieve the high federal and state standards in place with equity and efficiency. This systemic philosophy is directly correlated to the fiscal standards required in today's reform movement designed to assure that all students meet high standards and on efficiency in the linking of fiscal allocations to performance expectations and outcomes. In order for DCJJCS to continue and sustain these programs many years after conclusion of the program period, the District is undergoing a process of balancing deeply rooted differences in values about education such as equity and efficiency in the allocation of resources. It is also going through an examination of the value in targeting fiscal resources on those populations experiencing the highest difficulty in meeting the high academic standards. The fundamental basis of this philosophy is that financial resources are allocated on the basis of efficiency and effectiveness. This especially becomes a challenge in a Residential facility where students are adjudicated for short periods of time. This has brought forth a great responsibility to the administration of LETOT CAMPUS to identify new sources of funds to supplement traditional revenues such as local, state and federal funds. This has led to initiation of programs funded through the Dallas County, etc. LETOT CAMPUS also is strongly committed to closely work in partnership with the Texas Education agency in probing the state financial structures to increase the effort at this level. The District will as well empower parents' and the educational community to make decisions about priorities in the use of public monies and implementation of procedures to maximize their usage. LETOT CAMPUS recognizes that the State of Texas is presently going through a financial crisis that will impact our school district and it becomes imperative that our District always keep in mind the taxpayers ability to pay for services and that the use of these monies be intentionally and purposefully targeted, so that there use be maximized. It is with this philosophy that LETOT CAMPUS will move forward in assuring future continuation and sustainability of the TTIPS grant's intent.</p>		

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External Providers -- Describe how the LEA will recruit, screen, and select external providers to ensure their quality.		
Recruitment Screening and Selecting External Providers		
<p>The Decision Making Team (DMT) at Dallas County Juvenile Charter School (DCJJCS) will utilize a purposeful, intentional, and, targeted approach linked to the closing of the academic gap, in the recruitment, screening, and selection of External Providers. The Charter School District will work closely with the Professional Services Provider (PSP) Region XIII and Region X in finding the most qualified External Providers with a proven record of success in working with schools characterized by high Economically Disadvantaged and Minority children, especially African American, Hispanic, Limited English Speaking and Special Education subgroups. In evaluating the external consultants, the Charter School District will take the following factors into consideration in selecting the most qualified External Consultant::</p>		
<ol style="list-style-type: none"> a. Proposed costs of professional and consultant services rendered by External Consultant directly linked to a particular identified program goal or need or a particular and specialized skill as determined by the Decision Making Team (DMT); b. The DMT will, as well, go through a process of determining the costs associated with the identified academic need and guided by the following; <ol style="list-style-type: none"> (1) The nature and scope of the service rendered in relation to the identified need; (2) The necessity of contracting for the service, considering the Charter School and the TTIPS Grant's capability; (3) The historical pattern of such costs and that these not be exceeded; (4) The impact on DCJJCS's targeted campus needs and the ability of the External Provider to identify and resolve anticipated academic problems; (5) The ability of the external Provider to make determinations as to whether the contracted service is positively impacting the goals of the program and if not whether the capability exists to recommend not to continue the service; (6) The Decision Making Team (DMT) will also scrutinize the qualifications of the External Provider to assure that the Consultant or firm have the abilities to assist in the Tier III Modified Transformation of this campus; (7) The DMT will also closely analyze the adequacy of the contractual agreement for the service to include but not limited to: description of the service, estimate of time required, rate of compensation, and termination provisions. (8) The DMT will hold the External Provider to the highest professional standards possible and evidence of success in meeting the program goals will be the determining factor of future activity. 		

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Site Visits – If the intervention program includes site visits to other campuses successfully implementing the intervention model, describe the process for selecting the locations and the expected outcomes of the site visit.		
<p>DCJJCS's Decision Making Team has determined that it would be in the best interest of the Charter to visit campuses successfully implementing the reform strategies outlined in this application.</p> <p>PROCESS FOR SELECTING THE LOCATIONS</p> <p>The District and Campus is presently reviewing the process that will be followed in determining which sites having similar characteristics would be appropriate to visit in accordance with the goals stated in the grant. The Letot Center functions in an intervention mode to prevent juvenile adjudication. Therefore successful, equitable schools will be sought for site visits. The selection process will as well include campuses where these students have previously been enrolled to determine causal factors behind the failure of the educational system to close the achievement gap of these student populations. Successful campuses will be selected using the following criteria:</p> <ol style="list-style-type: none"> 1. What does the data say about this campus that led to this success? In this single criterion, we will attempt to determine if similarities in the school's student groups compare to DCJJCS. 2. Is the campus goal oriented and are the goals leading to the expected results? 3. Is there involvement of stakeholders and what is the level of involvement that has led to this success? 4. Who is being held accountable for the performance of students? 5. What is the proximity of the campus and will these visits impact the much needed time that these teachers must spend with their students? 6. Are the student high expectations held for all groups with accountability embedded? 7. Are teachers empowered to make campus academic decisions? 8. Is there a positive attitude for all student groups regardless of ethnicity, linguistic, and economically disadvantaged variables? 9. Is there an clear understanding of the curriculum and "what" must be taught and "how" 10. What is the campus' organization and are systems for monitoring and evaluating success in place. 11. What type of data-driven interventions is in place? 12. How does planning for success empower all stakeholders? 		

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Lack of Capacity -- If the LEA is not applying to serve each Tier I school (is not applying for grant funding for each Tier I school), provide a detailed explanation of why the LEA lacks capacity to serve each Tier I school.		
Not Applicable		

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Section A: Intervention Model Selection Process		
Intervention Model to be Implemented – Indicate the model(s) being <u>considered</u> by the LEA/campus for implementation. Indicate whether the LEA/campus will participate in the TEA Approved Model with Technical Assistance provided by the TEA-funded School Improvement Resource Center or the LEA/campus will implement its own intervention design within the requirements of the grant program.		
<input type="checkbox"/> Turnaround <input type="checkbox"/> Closure <input type="checkbox"/> Restart <input type="checkbox"/> Tier III Modified Transformation <input checked="" type="checkbox"/> Tier III Modified Tier III Modified Transformation		
<input checked="" type="checkbox"/> TEA Designed Model with Technical Assistance Provided by the School Improvement Resource Center <input type="checkbox"/> Supplemental Education Services (SES) incorporated into the intervention model <i>Note: Applying to implement the TEA Approved Model with Technical Assistance Provided by the School Improvement Resource Center in no way implies or guarantees funding.</i> <input type="checkbox"/> The LEA/campus will implement its own intervention design, within the parameters required by the final federal regulations released by USDE		
<p style="text-align: center;">Schedule #4B—Program Description, Part 3, Intervention Model, continued on next page</p>		

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Part 3: Intervention Model

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

1. The process the LEA and campus followed/will follow to select a school intervention model that aligns to the identified needs of the campus.
2. The timeline delineating the steps the campus will take to implement the selected intervention.

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

The intervention model selected by Dallas County Juvenile Charter School's (DCJJCS) Texas Title I Priority Schools (TTIPS) Decision-Making Team is the TIER III MODIFIED TRANSFORMATION MODEL. This Decision-Making Team was carefully chosen so that it would be the force creating and facilitating decisions related to the implementation of the grant requirements. These groups of stake holders analyzed available data of the campuses in the Tier I and Tier III category and facilitated the development of the application. In order to get a solid cross-section of the community, the Decision Making Team consists of district administrators, campus administrators, teachers, school board member, student, and a member of a community organization. This Decision-Making Team will be a perpetual committee responsible for supporting the TTIPS grant objectives and will function as a separate level of accountability vehicle for the District. The process that the LEA and the campus followed to select this model was one of great care so that the targeted campus and targeted groups, be fully impacted.

The identified needs at LETOT CAMPUS have traditionally impacted the foundation areas of mathematics, reading and science, especially the Hispanic LEP and Economically Disadvantaged subgroups. In reviewing the "Best Fit Model for School" document the Decision Making Committee analyzed the performance of subgroups experiencing low performance and the findings confirm that in Mathematics and Science the apparent need is inclusive of all subgroups impacted in the accreditation process.

In the intense discussions on what model would be best suited for intervention, the Planning Committee recognized the efforts that have gone into the school improvement process at DCJJCS, and that change many times is slow but must be affirmative and lead to positive results based on accountability of all stakeholders. The LEA/campus recognized that affirmative change requires focused planning and intervention measures that many times impacts personnel and academic programs and bold steps such as implementing C-Scope, intensifying the monitoring of instruction, implementing valid benchmark testing, disaggregating data to a fine point of recognizing specific Student Expectations negatively impacting subgroups, analyzing vocabulary relevant and conflicting with a student's linguistic background, replacing Principals and Assistant Principals, etc. all became variables that have been previously in place and continue to impact this campus. (September 1 Timeline) The campus Principal position was newly filled in March 2010. There is also a strong district and campus based personnel factor that can lend the district/campus the direction so greatly needed. In conducting the data disaggregation, it was found that the greatest concern is not the Limited English Proficient children attending DCJJCS, but the impact of second language on Hispanic children in foundation areas such as Mathematics and Science. This data disaggregation also concluded that TAKS monitored student subgroups are almost non-existent at the high school level and not impacting the final scores. (January 2011)

LETOT CAMPUS also fully analyzed its needs to determine if the district had the capacity to provide the resources and support to the campus in support of their quest to continue school improvement and the response was in the affirmative. Presently, the district has a Federal Programs Director, Special Education Director, Area Instructional Leaders, a School Improvement Administrator, a Business Manager and a Superintendent all fully committed to the grant. (On-going Timeline) LETOT CAMPUS also recognized in their needs assessment that the District has two Tier III campuses and one Tier I campus(s).

Evidence of teacher capabilities to plan instructional rigor based on the identified needs is lacking and will require much professional development to acquire the skills necessary to turn the school around. The evidence indicates that teachers have to be continuously monitored for accountability and assurances that the pacing in place will lead to all objectives and Student expectations being covered in the required timelines. (September 1, 2010 Implementation Timeline)

The Decision-Making Team also found that there has been a negative perception problem of the capabilities of these student populations in the past. This variable alone has lowered the expectation and steps to rectify this perception need to be continuous. In the past two years there has been positive growth regarding this factor however, the need is still in existence. The Decision Making Team determined that this has led to a history of under-performance at this campus, and led to the initial Academically Unacceptable rating and led to the campus not meeting Adequate Yearly Progress with scores in the mid twenty's in math and science. (2010-2011 Timeline)

LETOT CAMPUS has gone through reform measures that the Decision-Making Team agrees have begun to transform the campus and would like to continue these efforts since indications are that the campus is beginning to show signs of significant growth in the 2009-2010 school years. The campus has initiated efforts to garner a strong commitment from the community for this school, in spite of being a Residential facility, and this has led to a campus that is making significant perception gains in the community. The school is the center of pride for these students and this grant will continue to positively intensify these future perception gains and will lead to gains as reflected in the program goals. (September 2010 Timeline initiate activity)

In discussing the Tier III Modified Transformational Model with the Principal at Letot, it has been determined that the present Principal initiated her tenure in March of 2010 and has implemented changes required for student success. This determination has been made on very transparent variables such as benchmark testing results that led to the Technical Assistance Provider complimenting her efforts in keeping the desired rigor in place. The campus Principal has initiated a three minute walkthrough process with much feedback to teachers that leads to positive productivity. These multiple observations have led to teacher assessments based on student performance, and although the recommendation for teaching positions deadline is before the results are in, this student achievement will go into a collective portfolio that will impact teachers in the future. Texas Assessment of Knowledge and Skills May 2010 reflect that the reform strategies discussed in this application will lead to this campus meeting the desired standards. The campus Principal also recognizes the importance of equitable and transparent evaluation of her role and will initiate steps to design a well researched evaluation system for both teachers and Principals that will allow for input from stakeholders. These transparent evaluation designs will lead to a need to identify campus administrators, teacher leaders, and support staff that based on student achievement and graduation rates, will be identified and rewarded for these transparent efforts. It was also determined by the Decision Making Team that opportunities would be given to mediocre teachers to improve their performance however, if after ample opportunities, the teacher still is not doing their part in transforming LETOT CAMPUS replacement will be recommended. (May 2011 Timeline conclude transparent evaluative system)

The LEA and campus also identified the need to utilize funds from this grant to the academic staff with on-going, high quality, job embedded professional development in specific pedagogical subjects, and especially those related to strategies to better meet the needs of Hispanic and Economically Disadvantaged student groups. This is an area that the Decision-Making Team concluded that a great need exists. This professional development would include understanding the student Expectations fully and demonstrating the ability to teach these concepts to their peers. Professional development in implementation of content mastery strategies, differentiated instruction procedures, horizontal aligning of the instruction, common planning period strategies, and understanding the served community would be elements of the professional development in place. (August 2010 timeline initiate rigorous professional development program). This of course will lead to undertaking a major analysis of teacher needs to determine if the staff is equipped with the desired resources to effectively teach and whether the students have available resources to simplify the learning process. (December 1, 2010 Timeline)

It was well determined by the DMT that teachers that are highly qualified and are able to positively impact student growth will have opportunities to attend extended training to include state and national conferences. Efforts to recruit, place, and retain staff will be implemented as well so that the identified needs of the students will be met. In selecting the Tier III Modified Transformation Model, the Decision Making Team will assure that the LEA and the campus will implement necessary steps to develop the effectiveness of the campus administrative staff and identified teacher leaders. This will be accomplished through an intensive professional development process to include topics in the monitoring of instruction, areas in refining foundation areas expertise, becoming well versed in the implementation of proven researched based reform strategies, creating ample learning opportunities in the school day to increase learning time and create a positive community oriented and high standards school community. The Decision Making Team also recognizes that in order to allow this campus to explore with teaching and learning strategies and to hold teachers and administrator accountable, policies restricting implantation of the requirements of this grant will be refined. The Decision Making Committee as well recognizes the impact that the Technical Assistance Provider, CIT, Region X, DANA Center, Region XIII and other External Providers have had on the District and will continue to maintain these efforts. The ultimate goal will be to assure that the students in this school system maximize their performance and that this be done with consultation with appropriate

stakeholders, in a manner that is supplemental in nature.

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Empty response area		

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Section C: Groups of Participants – List the groups of participants who will actively assist in the process to select a school intervention model that aligns to the identified needs of the campus.			
1	District Leadership Staff -- Education Services Administrator, Operations Manager, Instructional Manager, Special Education Director, Trainer, Testing Coordinator		
2	Campus Leadership Staff – Campus Assistant Principal		
3	Parents – approximately 25 from a Parent Meeting		
4	Juvenile Supervisory Officers & Supervisors		
5	Region 10 Education Services Center – Teacher Preparation & Certification Division		
6	Technical Assistance Provider - Dr. Ismael Cantu		
7	Campus Improvement Team, External Member – Joseph Brew		
8	Letot Facility Administrative Staff		
9	Dallas County Juvenile Department Quality Management Team		
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Section D: Improvement Activities and Timeline		
On the following pages of charts applicants should describe all other school improvement activities that will be incorporated with the model to be selected.		
For each additional improvement activity entered, enter the Critical Success Factor Code(s) from this table, enter the LEA/campus' rationale for including the activity, provide the supporting research that indicates the activity will be effective, and indicate the beginning and ending date of the activity.		
<ol style="list-style-type: none"> 1 – Improve Academic Performance, including (but not limited to) Reading/ELA and Math <ol style="list-style-type: none"> A. Data-driven instruction B. Curriculum Alignment (both horizontal and vertical) C. On-going Monitoring of Instruction 2 – Increase the Use of Quality Data to Drive Instruction <ol style="list-style-type: none"> A. Data Disaggregation/Training B. Data-driven Decisions C. On-going Communication 3 – Increase Leadership Effectiveness <ol style="list-style-type: none"> A. On-going Job Embedded Professional Development B. Operational Flexibility C. Resource/Data Utilization 4 – Increase Learning Time <ol style="list-style-type: none"> A. Flexible Scheduling B. Instructionally-focused Calendar C. Staff Collaborative Planning 5 – Increase Parent/Community Involvement <ol style="list-style-type: none"> A. Increased Opportunities for Input B. Effective Communication C. Accessible Community Services 6 – Improve School Climate <ol style="list-style-type: none"> A. Increased Attendance B. Decreased Discipline Referrals C. Increased Involvement in Extra/Co-Curricular Activities 7 – Increase Teacher Quality <ol style="list-style-type: none"> A. Locally Developed Appraisal Instruments B. On-going Job Embedded Professional Development C. Recruitment/Retention Strategies 		

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Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 1: Improve Academic Performance including (but not limited to) Reading/ELA and Math					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
Data Driven Instruction	Improve Student Achievement in Reading/ELA Measure student Lexile level with the Scholastic Reading Inventory and Implement Read About Differentiated Reading program to accelerate student reading performance.	Many students across campuses exhibit below grade level reading performance. The Link between reading ability, schools completion and post-secondary success is indisputable and well documented	<i>ReadAbout</i> is based on the research of America's Leading Reading Experts. <i>ReadAbout</i> is grounded in the most recent research on reading comprehension, vocabulary acquisition, and student motivation. Specific research reports are located at http://teacher.scholastic.com/products/ReadAbout/pdfs/RA_Summary_Research.pdf	8/10	8/13
Data Driven Instruction	Improve Student Achievement in Mathematics Measure student math fluency with assessments offered in FASTT Math and Fraction Nation. Implement FASTT Math for math fact fluency and Fraction Nation for comprehension, fluency and application of fractions Technology, such as Eduphoria School Objects: PDAS to support giving teachers and principals a single tool to create, submit and monitor appraisals.	The majority of students across campus exhibit significant deficits in foundational math including math fluency and fractions. The National Math Panel has identified fluency with whole numbers and fluency with fractions as foundational skills for algebra and higher mathematics. School Objects: PDAS can be accessed via a web browser, allowing principals and teachers to work on PDAS from school or home. All documents can be stored in one location, making it easy for teachers and principals to quickly view their PDAS documents. Principals can view and track at a glance. Principals can perform both informal walk-throughs and formal observations and record their observations on electronic devices.	The <i>FASTT Math</i> approach has been validated over several years of research with both non-struggling and struggling students. In the study, math delayed students who used the <i>FASTT Math</i> approach increased their fluency by more than 70% Specific research reports are located at: http://www.tomsnyder.com/fasttmath/pdfs/FM_White_Paper.pdf Specific data may be found at http://www.eduphoria.net/default.aspx	8/10	8/13
Targeted Professional Development	Improve Student Achievement in all core content areas. On-going professional development, focusing on teaching	For teachers to effectively run interventions, they may need professional development and coaching to strengthen pedagogy,	Sylvia Linan-Thompson, Ph.D. University of Texas at Austin	8/10	8/13

	pedagogy, will be provided by the local education service center.	especially using fast-paced, interactive short duration activities to maintain students' attention.			

Add additional pages as needed.

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Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 2: Increase the use of Quality Data to Drive Instruction					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
Data Disaggregation / Training	District, Campus and Classroom training will include topics appropriately designed for each level. At the District Level, the training will be more aligned to training administrators to evaluate the effectiveness of the alignment between the curriculum, materials and resources, assessment, classroom instruction and supplemental instruction and determine whether system wide intervention are needed and if in place, determine if they are working. At the campus level, the training will be in areas related to effectively using benchmarks and common assessments; decision-making related to testing data, including usage of the Student Expectations reports, mastery and retention of taught objectives and need for campus intervention for targeted students. For the classroom teachers the training will include knowledge of District and campus roles in data driven decision-making, and training to determine the need for additional instruction, use of different strategies, training on effective of guided practice vs. independent practice, identify learning gaps and recommend resolutions, and how to determine intervention needs.	In order to bring genuine change and essential improvement in student performance, Districts, campuses and classroom teachers need to be fully trained in the use of assessments to guide instruction and evaluate the effectiveness of programs. This will be accomplished by contracting trained experts as well as utilization of Region X ESC services related to data disaggregation. The rationale will include a short term plan emphasizing immediate student intervention, and a long plan related to closing the learning gaps identified.	Bernhardt, Victoria (2004). Data Analysis For Continuous Improvement, 2 nd ed., The book explains what data should be analyzed and how it can be turned into meaningful diagnostic information. Through this process the school will discover the core causes and modify existing processes to align with the causal factors.	8/10	8/13

	Campus administrative leadership and core content area lead staff will attend the Margret Kilgo Data Workshops to gain a deeper understanding of data driven decision making.				
Data Driven Decisions	<p>Campus personnel will be trained in data driven areas which will include utilization of data to examine the impact of curriculum, extended day services, usage of existing curriculum materials, collaboration in place, needed professional development, and continuous monitoring of the instruction and curriculum that will lead to appropriate decision-making.</p> <p>Campus personnel will be added (Data Controller) to work with teachers to integrate data and develop a comprehensible form of data to chart student growth. The Data Controller will work closely with teachers, analysts and administrators to upload, disaggregate, and disseminate benchmark data.</p>	Rationale for data driven decisions related to quality data driving instruction lie on the need for teachers, campus administrators and district personnel, being fully aware that in order to bring the desired change, school district personnel must readily understand that data is a tool that will ultimately lead to student success and will as well begin closing gaps in the education environment.	Parker, Kathryn Boudett, Elizabeth City, and Richard Murname (2005). In this research the authors conclude through a step-by step guide to using assessment results to improve teaching and learning.	8/10	8/13
On-Going Communications	<p>Training on developing on-going communications as this relates to data driven instruction decision-making. Implications for this will include District, campus and classroom stakeholders. These communications must be curriculum and instruction driven and based on alignment to the TEKS and TAKS strengths and weaknesses. The on-going communications must be constant and must lead to timely discussions and analysis of data related to effective teaching and use of curriculum materials.</p> <p>Campus staff will be added to assist with communications with parents and students of student progress (Administrative Counseling Analyst). The Analyst will also collaborate with student's primary school campuses to ensure records are received and disseminated in a timely manner.</p>	<p>On-going communication in the arena of data driven instruction centers on quality and timeliness of data information flow and impacts the entire educational system. Because effective educational systems continuously interact and its parts are interrelated and interdependent the impact on communication becomes an important function of success. Within this process, selecting and implementing strategies targeted at closing the academic gaps, for identified student groups is maximized. Implementing these communication channels to convey data driven information will foster a climate of learning and promote student achievement.</p> <p>The population of the campus is highly mobile, and gathering information on students from various sources is a time-consuming</p>	<p>Platt, Alexander J., Carolyn J. Tripp, Wayne R. Ogden and Robert Fraser (2000). Strategies to improve the Communication Skills of administrators, supervisors and evaluators that will lead to improving mediocre teachers teaching skills rather than removing the teacher.</p> <p>Downey, Carolyn J., Betty E. Steffy, Fenwick English, Larry e. Frase, and Dr. William K. Poston, (2004). Obtaining of teaching data on frequent interval visits and effectively communicating findings with staff becomes the basis of this research.</p> <p>Bulach, Clete, Pickett, Winston, Boothe, Diane, Communications is Paramount.</p> <p>Irmsher, Karen,</p>	8/10	8/13

		process. Students could be at the campus from days to months. Therefore, it is imperative that adequate staff be present to assist with the transition.	Communication Skills		

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Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 3: Increase Leadership Effectiveness					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
On-going job embedded Professional Development	<p>The District will provide targeted professional development as identified by data.</p> <p>The district will ensure ongoing follow-up and support for principal professional development.</p> <p>The district will provide coaches or mentors for principals.</p> <p>The district will educate principals regarding accountability standards, both federal and state, and effectively communicate all appropriate information as it becomes available.</p> <p>The district shall create structured time for principals to network with one another.</p> <p>The district shall model good leadership.</p> <p>The district shall establish a new teacher mentoring and/or peer coaching program.</p> <p>Campus leadership shall model and communicate high expectations and high achievement goals to campus staff.</p> <p>Campus leadership shall conduct campus-wide book studies.</p> <p>Campus leadership shall</p>	<p>Under the No Child Left Behind (NCLB) Act, schools must show Adequate yearly Progress (AYP) in making sure that all students achieve academic proficiency. As a result, principals must examine their own effectiveness as leaders. The expectations, guidelines, monitoring and support they establish are the framework for improving student learning.</p> <p>Leadership team must be trained as part of the Texas Tier III Modified Transformation Project.</p>	<p>SIRC. Developing Leadership Capacity through Leadership Behaviors. http://www5.esc13.net/sirc/docs/PPG/01-Leadership.pdf</p>	8/10	8/13

	<p>hold site specific training that will address particular areas of need as identified by data.</p> <p>Leadership team will attend the TTP Summer Team Training.</p> <p>Leadership team will attend the National Staff Development Council Summer Conference.</p>				
Resource / Data utilization	<p>The district shall implement systems of communication that allow principals to spend more time on the campus and less time in meetings and trainings that are off campus.</p> <p>The district shall provide principals with positive feedback on personal and school-wide successes.</p> <p>The district shall set goals and show increments of success by sharing the raw data with schools.</p> <p>The district shall require the use of data to drive all systems on a campus.</p> <p>The district shall provide follow-up checklists and support to ensure implementation of new systems.</p>	In order to meet the minimum AYP requirements in reading and mathematics, districts must offer targeted support to campus principals. The targeted support should ensure that principals and their staff possess the leadership capacity to lead campus through change, that focuses on the expectation of success for each student.	SIRC. Developing Leadership Capacity through Leadership Behaviors. http://www5.esc13.net/sirc/docs/PPG/01-Leadership.pdf	8/10	8/13
Operational Flexibility	<p>Campus leadership shall empower others to make significant decisions.</p> <p>Campus leadership shall create time for collaboration and reflective thinking.</p> <p>The campus shall create opportunities for leadership to be shared or rotated over time, which in turn provides opportunities for the development of new leadership.</p> <p>Campus leadership shall create opportunities for staff to share new</p>	The campus principal is the instructional leader. He or she establishes the vision and the expectations for student learning and success on the campus.	SIRC. Developing Leadership Capacity through Leadership Behaviors. http://www5.esc13.net/sirc/docs/PPG/01-Leadership.pdf	8/10	8/13

	<p>learning with fellow staff members.</p> <p>The district shall ensure that all administrators are involved in and have instructional responsibilities.</p>				
Data-Driven Decisions	<p>Implementation of a complete program of data collection. Administrative Leadership teams will collect data on student learning that are both timely and accurate to make effective decisions by studying the current abilities, skills, attitudes, and learning styles of students and adjust the curriculum to achieve district goals.</p> <p>Administrative staff and teacher leaders will attend the Margaret Kilgo Data Workshops to gain greater understanding of data driven decision making.</p>	<p>Research has been shown that when Administrative Teams study their schools, management skills, individual learning styles, or other elements that may affect student achievement, and have tangible evidence of its worth, they are able to rely on data to help them make better choices and uncover better ways of serving students and the community.</p> <p>Kilgo covers the components that are critical for effectively teaching and assessing the TEKS/SEs to the depth and complexity of the TAKS. The focus of these sessions is on teaching and assessing the curriculum, not on teaching to the test.</p>	<p>McLean, James (1995); Johnson, James H. Data-Driven School Improvement. OSSC Bulletin Series. Eugene, Oregon: Oregon School Study Council, May 1996; Wallace, Richard C., Jr. 1996</p> <p>Margaret Kilgo presents a research-based overview of the relationship between the state curriculum, the Texas Essential Knowledge and Skills (TEKS) and Student Expectations (SEs), and the Texas Assessment of Knowledge and Skills (TAKS) in Reading, Mathematics, Science, and Social Studies, Grades K-12.</p>	08/10	08/13
Add additional pages as needed.					

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Part 3: Intervention Model

Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 4: Improve Learning Time

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
Staff Collaborative Planning	<p>The District will compose a content meeting schedule for the entire school year. The District supports the development or analysis of standards and curriculum materials to incorporate research-based practices.</p> <p>Campus leadership communicates the importance of using research-based practices and ensures staff has access to information and resources. Campus leadership communicates the value of deep understanding and retention of learning.</p> <p>Each content area will meet at least once a grading period (6 weeks) for the purposes of sharing instructional and curricular information and cross-training based on trainings / conferences attended. Challenging abstract concepts will be identified for in-depth coverage using concrete examples.</p>	<p>To improve the quality of instruction made by all supporting staff, collaborative planning should be implemented in order to improve student achievement. During collaborative planning, teachers can share ideas received from high-quality professional development trainings, model mini-lessons in their designated content areas that have proven success in the classroom, and discuss attending conferences in their content area to increase networking amongst other educators and increase knowledge in their teaching field for added value. In addition, teachers can discuss important issues as it pertains to curriculum, changes in their district/campuses, and address conflicts amongst each other.</p> <p>When collaborative efforts are made by the teaching staff and campus administrators, such as the sharing of ideas, modeling classroom best practices, and providing research-based resources, teachers will be given opportunities to increase communication and leadership. Maintaining support and a collaborative effort amongst all stakeholders can create a productive learning environment. As stated by Patricia Davenport, the former director of Instruction for the Brazosport</p>	<p>US Department of Education What Works Clearing house (2010).</p> <p>Parsons, Beverly A. (2002). <i>Evaluative Inquiry, Using Evaluation to Promote Student Success</i>. Corwin Press.</p>	8/10	8/13

		Independent School District, "the first step to improvement is taking responsibility for improvement."			
Increased Instructional Time	Core Content Instruction will be delivered on Saturdays, in addition to the regular Monday through Friday instructional schedule. Additionally, students will receive core content enrichment during the summer.	<p>Many schools are faced with a variety of problematic areas in student learning that prohibit their status of becoming academically acceptable and recognized by our state standards. Today, more and more pressure is being applied to schools to meet national and state standards. To assist with academic challenges that may hinder state performance, increased instructional time should be implemented as an effective initiative to address student learning.</p> <p>To receive successful student academic achievement, increasing instructional time will allow teachers to focus on the most important factor in the educational setting: the student.</p>	<p>Farbman, David (2009). <i>Tracking An Emerging Movement: A Report on Expanded-Time Schools in America</i></p> <p>Smith, Vernon. (2008). <i>Selecting and Developing an A+ Staff. NASSP Bulletin</i>, 92(1), 44-60.</p> <p>Marzano, R.J. (2000). <i>A New Era of School Reform: Going Where the Research Takes Us</i>. Aurora, CO: Mid-continent Research for Education and Learning.</p>	8/10	8/13
Flexible Scheduling	Students will be allowed to work on and submit assignments missed during Saturday school.	<p>Flexible scheduling for students can assist with the balancing of submitting assignments when classes are missed during the school day. Although flexible scheduling is most sought in K-8 schools, depending on the school environment and the type of school, flexible scheduling can be most beneficial for those students who have a conflict in schedule during their school day.</p> <p>For the content areas of Mathematics and Science, flexible scheduling can be an added asset, as students will have an opportunity to participate in laboratory assignments, technology driven instruction and group work.</p>	<p>Canady, R. L. & Rettig, M.D. (1995, November). <i>School scheduling</i>. Educational Leadership.</p> <p>Chapter 7, "Building a Block-Time Schedule" from <i>Scheduling the Middle Level School</i>, Ron Williamson (1993), Reston, VA: National Association of Secondary School Principals.</p> <p>Chapter 11, "Flexible Scheduling" from <i>Building an Effective Middle School</i>, L.G. Romano & N.P. Georgiady, (1994). Brown and Benchmark.</p>	8/10	8/13

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Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 5: Increase Parent/Community Involvement					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
Increased Opportunities for Input	<p>School Decision Making and Advocacy – Parents are full partners in the decisions that affect children and families. The district will implement the following activities to ensure that parents become an integral part of school decisions aimed at improving student achievement.</p> <p><u>Parent Forum</u> – the campuses will hold quarterly forums to gather information and input regarding student and school-wide improvement.</p> <p><u>Surveys</u> – parents will be administered surveys at the beginning and end of each semester.</p> <p><u>Campus Committees:</u> Campus committees and task forces will include parent membership/ participation in i.e., SBDM)</p> <p><u>Back to School Orientation</u> The campuses will hold Back to School Orientation in August and January. The purpose of the orientation will be to give parents an opportunity to meet with teachers and administrators about the upcoming year and give the campuses the opportunity to disseminate information, school calendar, student handbook, TAKS information, school compacts, etc. to parents.</p> <p><u>Parent/Teacher Conferences</u> Parent/teacher</p>	<p>Research has shown that Parental involvement is the key to improved student achievement. Input from parents is crucial to establishing and implementing an effective parental involvement program. Benefits of strong parental involvement include but not limited to the following:</p> <ul style="list-style-type: none"> • achievement and in-school participation rises • attendance patterns improves • self-esteem is greater and more in evidence • discipline referrals declines • parents are more supportive of teachers and of learning • community "togetherness" is enhanced • the program gains in popularity and in salience 	<p>Hara, Steve & Burke, J. (1998) Parent Involvement: The Key To Improved Student Achievement School Community Journal, Vol. 8, No. 2, Fall/Winter 1998;</p>	8/10	8/13

	conferences will be held in the Fall and Spring semester. Parents will have the opportunity to discuss their child's progress.				
Effective Communication	<p>Communication between home and school is regular, two-way, and meaningful. The district will ensure that parents receive communication on an ongoing basis and in a timely manner. The following modes of communication will be established and utilized to maintain an open line of communication.</p> <ul style="list-style-type: none"> • Newsletters • Conferences • Website • Personal Contacts • Phone Calls • Written Notices • Good News Cards • Staff <p>Training/Teachers' Workshop on Effective Parent Engagement</p> <p>Staff members will be trained in promoting positive communication activities as well as effective ways to work with parents and community members.</p> <p>Parent Support/Discussion Groups</p> <p>Teacher and Parent Roundtable Discussion</p> <p>The staff will be encouraged to keep in close contact with parents not only in situations where there is an academic or behavior concern, but also when good things are going on in the classroom.</p>	It is crucial that schools communicate with parents through various mediums throughout the school year to build capacity by providing information in a format and language that parents can understand.	LaBahn, J. (1995); Davies, D. (1991); Loucks, H. (1992, April) NASSP Bulletin;	8/10	8/13
Accessible Community Services	<p>Community resources are used to strengthen schools, families, and student learning.</p> <p>Parent Centers on Campus</p> <ul style="list-style-type: none"> • A parent center will be established on each campus to increase the 	To connect families, schools and community as partners to advance the education of all students through parent engagement. Provide parents an opportunity to learn how to create a positive and lasting educational environment at home using a number of proven academic success	Wherry, J. (1992, April) Education Digest; Skinner, R (May 13, 2003) Education Week;	8/10	8/13

	<p>parents' ability to provide basic education for families based on parent needs and interests.</p> <ul style="list-style-type: none"> • Information on parenting skills, discipline tips, etc. would be provided. Literacy Kits and training will be provided for parents to support campus-wide literacy activities. • Parent Education Program Training for Parents and Community. Implement a Parent Engagement Education Program that will educate parents on how to foster a positive educational environment for their children at home and at school • Host Family Night at the school where parents will have the opportunity to utilize computer lab to work with their students (go to class night). 	<p>tools that will tie into the mission of assisting youth to become productive, law abiding citizens, while promoting safety and victim restoration.</p>			
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Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 6: Improve School Climate					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
Increased Attendance	Use technology to fully engage students. Provide incentives to support student attendance & reward good attendance – not just perfect attendance. Take steps to make students and parents feel welcome at school	Students have grown up in a world where they have never been without technology. Students' brains are geared toward technological input.	Teaching Digital Natives, Helping Teachers Understand the Need for Change: Teaching & Learning in the New Digital Landscape, www.ianjukes.com Building Engaged Schools: Getting the Most out of America's Classrooms by Gary Gordon, Gallup Press, New York, 2006	8/10	8/13
Decrease Discipline Referrals	Provide student exposure to a variety of programs that will decrease behavior issues such as: Anti-bullying, sexual harassment, teen dating / violence, and problem solving. Coordinate with community non-profits to provide program presenters, presentations, and materials. Improve teacher pedagogy through The Power Teaching Model to decrease non-engaged students.	Many student issues are causing conflict and disruptions in classrooms today.	Building Engaged Schools: Getting the Most out of America's Classrooms by Gary Gordon, Gallup Press, New York, 2006 TX Charter School Conference	8/10	8/13

Increased Involvement in Extra/Co-Curricular Activities	<p>Provide opportunities for involvement in groups such as student council, debate club, and drama club.</p> <p>Access community organizations such as the Art Museum, Science Place, Natural History Museum, etc., to provide real world backdrops for instruction.</p> <p>Collaborate to bring in outside resources to campuses that will allow for the enhancement of instruction.</p> <p>Initiate a professional dress day and the campus provides professional attire.</p>	<p>Extra-curricular activities give students a venue for involvement, feeling a part of the school culture, and connections with other students.</p>	<p>Brain based learning: The New Paradigm of Teaching, E. Jensen, Corwin Press, 2008</p>	<p>8/10</p>	<p>8/13</p>
<p>Add additional pages as needed.</p>					

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Critical Success Factor 7: Increase Teacher Quality					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
Recruitment / Retention Strategies	Performance Based Staff Development – Teachers are rewarded for better performance and student achievement creating opportunities for teachers to attend national conferences while holding them accountable for sharing knowledge gained.	Effective at boosting teacher quality and student learning not based on student scores but on student gains from one year (semester or grading period) to the next. Other measures of performance include: classroom observations, input from students, peers, and the principal and an optional knowledge exam	Lavy, Victor, "Performance Pay and Teachers' Effort, Productivity and Grading Efforts," NBER, Working Paper 10622, National Bureau of Economic Research, 2004. Lavy, Victor, "Evaluating the Effect of Teachers' Group Performance Incentives on Student Achievements," Journal of Political Economy, 10(6), 1286-1318, December 2002	August 2010	June 2011
Locally Developed Appraisal Instruments	Effective Teacher Evaluation which gives teachers and principals a single tool to create, submit and monitor performance.	By evaluating and understanding the measures used in teacher evaluation, the district will be able to develop an effective measurement tool that is aligned with best practices as well as highlight areas that may need improvements such as evaluation rules, regulation, and implementation, thereby improving teacher instruction and student performance.	Mathers, Carrie; Olivia, Michelle; Lane, PhD., Sabrina, "Improving Instruction through Effective Teacher Evaluation", 2008	August 2010	June 2011
Ongoing Embedded Professional Development	Make classroom instruction in all grades and subjects more effective using research-based practices to help understand common problems and help students improve academically	Research in cognitive psychology can help understand common problems in teaching and learning, like how to reduce forgetting, how to improve memory and retention, and how to improve understanding and comprehension	Pashler, Hal (March 2008); Cowan, D'Ette 2010; Wood, F. H., and Killian, J. E.; Rock, Heidi Marie 2002	August 2010	June 2011
Ongoing Embedded Professional Development	Improve Student Achievement in Reading/ELA Provide on-going teacher-specific professional development in reading both on-site and through Scholastic U, an online PD program.	Professional Development is the foundation for teacher excellence. As part of campus improvement, teachers need access to high quality, just-in-time development resources to build skills and knowledge	Top researchers and educators provide web-based professional development in a variety of topics.	August 2010	June 2011

		in literacy, leadership and instructional excellence.			

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Part 4: Waiver Requests		
Applicants must check the waivers in which the LEA/campus intends to implement.		
<div style="margin-bottom: 20px;"> <p>X Extending the period of availability of school improvement funds. <i>This waiver extends the "life" of the funds for two additional years; allowing the state to fund the grant period for three years to the LEA on behalf of the eligible campus, as long as the campus meets the requirements of implementation of the grant program.</i></p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Note: Since TEA has requested and received a waiver of the period of availability of these school improvement grant funds, this waiver automatically applies to all LEAs in the State and <i>must</i> be checked.</p> </div> </div> <div> <p><input type="checkbox"/> "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model. <i>Under this waiver, the LEA with an eligible Tier I or Tier II campus implementing the turnaround model or restart model may have their School Improvement status reset regardless of the actual AYP status and other school improvement interventions, such as School Choice and Supplemental Education Services (SES) would not be applicable. This waiver allows the campus two years to effectively implement the selected turnaround or restart model of reform without additional statutory school improvement interventions being required.</i></p> <p><input type="checkbox"/> Implementing a school wide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold. <i>This waiver allows a Tier I Title I campus that otherwise does not qualify to operate a Schoolwide program to do so in order to implement the Tier I reform model selected.</i></p> </div>		

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Schedule #4C—Performance Assessment and Evaluation		
Part 1: Component Description. By submitting this application, the applicant agrees to comply with any reporting and evaluation requirements that TEA may establish and to submit the reports in the format TEA requests. (Response limited to one page each, font size no smaller than 9 pt, Arial or Verdana)		
Section A: Ongoing Monitoring/Continuous Improvement - Describe the LEA/campus' process for providing on-going monitoring of grant activities to ensure continuous improvement		
<p>Numerous studies (McLaughlin & Marsh, 1978; Stallings and Mohlman, 1981; Loucks and Zacchie, 1983; Fielding and Schalock, 1985; Loucks-Horsley et al, 1987) reveal that active support and active monitoring by principals and district administrators is crucial to the success of any targeted improvement effort. This supportive role begins with leadership that places a high priority on professional development, promotes communication, and fosters a spirit of collegiality. It extends to the thoughtful allocation of resources including time, follow-up on student performance, and evaluation of the implementation of targeted change.</p>		
<p>Curriculum- Curriculum is aligned with state standards and assessments in all subject areas. Curriculum is articulated clearly across all grade levels and subject areas, and at key transition points to close gaps and eliminate duplication. Curriculum provides flexibility to meet the needs of all students, including special education, at risk, culturally and linguistically diverse, and economically disadvantaged students.</p>		
<p>PD- Teachers are evaluated (both formally and informally) and provided with regular feedback. Teachers will be provided with professional development that is relevant to their needs, based in classroom practice, reinforced through ongoing support, and teaching pedagogy.</p>		
<p>Instruction- Instruction is based on curriculum aligned to state standards, and frequent benchmark assessments developed by content areas will be used to monitor student performance. Activities and assignments are engaging, relevant to the content, and reinforce or extend the objective of each lesson. Additional assistance is provided for low-performing students in the classroom and/or through out-of-classroom or after school programs.</p>		
<p>Evaluation- Assessment of student learning is frequent and aligned with state standards and district curriculum. A comprehensive school-level accountability and data management system is will be in place. Student progress data will be reported frequently and regularly to students and parents. Teachers and Administrative staff will make instructional decisions based on student performance data. We will also be utilizing ITBS as well as BASI pre and post scores to measure student growth while participating in the program.</p>		
<p>School Climate/Culture- High expectations for academic achievement/desired behavior for all students are evident throughout the school environment. The school environment is driven by a clear plan for school safety and codes of conduct for staff and students. The physical environment is clean and orderly. A shared vision and mission are evident throughout the school. Decision making that is focused on the school vision and mission is shared with teachers, staff, and the community. The principal ensures an equitable, respectful, and supportive environment that is focused on promoting high achievement expectations for all students.</p>		
<p>Parental/Community Involvement- Families are invited to participate in school activities and programs. Families are informed of opportunities that may help students who struggle in school. Families and community members are invited and encouraged to participate in school improvement efforts. School personnel actively seek out community participation in school activities and planning.</p>		

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Texas Title I Priority Schools Grant		
Schedule #4C—Performance Assessment and Evaluation		
Part 1: Component Description. By submitting this application, the applicant agrees to comply with any reporting and evaluation requirements that TEA may establish and to submit the reports in the format TEA requests. (Response limited to one page each, font size no smaller than 9 pt, Arial or Verdana)		
Section 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 Dallas County Juvenile Justice campus proposes to provide the following as a measure for the formative evaluation that will be used to improve the grant program:		
<p>As stated in the Milwaukee Public Schools Record-Breaking Achievement in a Large, Urban School District, data make the invisible become visible (Schmoker, 2005, p. 33). The types of formative assessments that will be used to monitor and measure student achievement to improve the grant program on the Dallas County Juvenile Justice campus are end-of-unit assessments & weekly assessments, teacher-made tests, surveys, benchmark & diagnostics tests, and teacher observations.</p>		
<p>End-of-unit assessments and weekly assessments. These assessments determine the outcome of what students are expected to learn throughout the six weeks grading period and courses in the school year. Students will be able to extend the knowledge of what they know by applying those skills to tested learning objectives on state standards. Common assessments will be administered on the Dallas County Juvenile Justice campus at the end of each six weeks period. The results will be used as an intervention tool. All assessments will be TAKS formatted and students will use test-taking strategies to complete questions. Students will be allowed to track their own progress by analyzing percentages of items correct/incorrect.</p>		
<p>Surveys. Beginning, middle and end of year surveys will be used to evaluate the program effectiveness for student achievement. These surveys can guide the Dallas County Juvenile Justice campus to focus on the needs of all stakeholders throughout program and help identify the strengths and weaknesses for improving student achievement. In addition, the data results from the beginning, middle, and end of year surveys will show changes in the overall student improvement that will help to ensure that changes are taking place and that everyone is making a collaborative effort in improving student performance.</p>		
<p>Benchmark and Diagnostics tests. These tests measure and determine performance on specific learning objectives that helps the teacher develop classroom instruction based on the results. Although the results can be positive or negative, it can provide opportunities to align classroom instruction to students' needs.</p>		
<p>Report Cards. Report cards measures students' performance areas in the classroom. It utilizes a grading scale to determine the quality of work the student generates throughout the school year.</p>		
<p>Teacher observations. When conducting Instructional Focus Visits and walkthroughs, the Dallas County Juvenile Justice Campus Administrators will utilize the classroom teacher observation and evaluation summary along with the Dallas County Juvenile Department Performance Appraisal Review documents. These performance tools, when used simultaneously, will help to monitor what is being taught and learned in the classroom and its effectiveness. In order to ensure that the staff stays abreast on the current best practices needed for ALL students in the classroom, educational leaders at the campus level must get into the classrooms and make informal and formal observations (Smith, 2008).</p>		

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Section C: Qualitative and Quantitative Data Collection Methods- Describe the LEA/campus' process for data collection methods to be implemented and 1) how the data will be disaggregated; 2) used to improve instruction; and 3) obtain continuous improvement results		
The Dallas County Juvenile Justice campus proposes the following methods to be implemented for data collection:		
1) How the data will be disaggregated. <u>Qualitative Data.</u> The qualitative data will be disaggregated by the staff on the Dallas County Juvenile Justice campus by observing the data results and providing a written explanation behind the results. From the quantitative data, staff will be able to explain the percentages behind the numbers by addressing who, what, and how. This qualitative data will assist in the Dallas County Juvenile Justice campus finding the analysis of the results, then be implemented and organized in written form by a problem statement, the goal, and plans for achieving the goal. In addition, the sources used to disaggregate the data will be used to create the problem statements and goals. <u>Quantitative Data:</u> The quantitative data will be disaggregated by the staff on the Dallas County Juvenile Justice campus by each content area group looking at the information for their designated area and discussing the results. Teachers will disaggregate the data by content area, student subgroups, grade level and learning objectives to determine the growth and needs of their area.		
2) Used to improve instruction. <u>Qualitative Data.</u> The qualitative data will be utilized by the staff on the Dallas County Juvenile Justice campus to improve instruction by observing how the data shows the strengths and weaknesses from each subject area, subgroup of students, and the differences in growth on each student from each test administration and school year. This will help the staff to develop ways to address the problem areas and seek resources needed to improve instruction such as continued participation in high quality staff development training and seeking research-based instructional resources. <u>Quantitative Data.</u> Beginning, middle and the end of year surveys will be utilized to assist with needs on improving instruction. Surveys produced by the Dallas County Juvenile Justice campus can address meaningful questions that can lead to determining the important factors on what is needed for all teachers to align the learning objectives for the state standards.		
3) Obtain continuous improvement results. <u>Qualitative Data.</u> The qualitative data will be utilized by the staff on the Dallas County Juvenile Justice campus to obtain continuous improvement results by producing good-quality research on what is needed to show improvement. Staff can then produce qualitative data that can explain these findings. In addition, new questions can be developed to assist with the ongoing improvement of student achievement in the classroom. Listing the strengths and needs from the data from year to year can help show the continuous improvement of areas, as it pertains to student and teacher growth. <u>Quantitative Data.</u> The quantitative data will be utilized by the staff on the Dallas County Juvenile Justice campus to obtain continuous improvement results by making a collaborative effort in observing the charts to explain the percentages. Examples such as comparing and contrasting the benchmark and state assessments results from year to year, as well as attendance summary reports, can assist with the staff observing the differences of strengths and weaknesses for campus needs from year to year.		

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Schedule # 4C—Performance Assessment and Evaluation		
Part 2: Process for Development of Performance Goals		
Describe the process to be implemented to develop the campus' performance goals. Include the groups participating in the development of the goals.		
Responses are limited to two pages , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<p>Development of the Performance Goal process has been the driving force behind the educational initiatives implemented at Dallas County Juvenile Charter School since 2007-2008 school year. Since this process has been developmental and the process required training of appropriate staff, the process is still being refined. For purposes of the TTIPS proposal, the AYP and AEIS reports for the past 5 years were reviewed to identify areas of deficiency. Content area teams reviewed their specific data and derived performance goals based off of the needs identified. 2009-2010 TAKS data on hand at time of review were assessed with the entire campus to further identify specific areas for improvement. In addition, parents were polled to identify areas of concern, and facility supervisory staff was given a survey to identify areas of improvement. After examining the information gathered from the above mentioned stakeholders, prioritized lists of needs were discussed with district level administrators and goals were constructed to meet the needs of the areas identified. In the establishment of these campus goals, the Decision Making Team will include goals directly linked to effective and quality instruction, professional development, and effective use of resources and staff to meet the established goal of the project.</p>		
The process to be followed to develop these goals will include:		
<ol style="list-style-type: none"> 1. A Decision Making Team (DMT) will be established to develop and refine existing goals, objectives, initiatives and strategies presently in place; 2. Each of these goals will be evaluated for effectiveness and recommendations made accordingly; 3. The DMT will meet semi-annually to review progress of goals and recommend accordingly; 4. The DMT will assure that campus personnel have been trained in the development of these goals as well as to assure that the campus is held accountable for the performance standards prescribed; 5. The DMT will assure that effective school improvement goals that are scientifically based and linked to the foundation areas be developed and appropriately and timely measured; 6. Responsible staff will be identified and held accountable for each of the developed goals; 7. Timelines for the identified performance goals will be utilized as an implementation tool; 8. The DMT will assure that appropriate resources are found to enhance the implementation of the identified goals; 9. In developing these performance goals the DMT will assure that factors that caused the campus not to meet AYP are the driving force behind the established goals; 10. In the development of the performance goals the DMT will assure that consideration is given to practices and policies in place that may be negatively impacting the academic subject performance of not only the All Students, but also subgroups such as the Economically Disadvantaged, Limited English Proficient, Special Education, and members of minority groups that traditionally have not met the desired proficiency levels in the foundation areas. 		

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Empty space for response		

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Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Improve Student Achievement in Reading/ELA	Texas Assessment of Knowledge and Skills (TAKS) or student growth on local common assessments and benchmarks	27% passing rate in TAKS/no baseline available for local common assessments and benchmarks	In 2011, 40% of the student subset group will pass the Reading ELA TAKS Test or 5% student growth	In 2012, 60% of the student subset group will pass the Reading ELA TAKS Test 10% student growth	In 2013, 80% of the student subset group will pass the Reading ELA TAKS Test 15% student growth
2	Improve Student Achievement in Mathematics	Texas Assessment of Knowledge and Skills (TAKS) or student growth on local common assessments and benchmarks	25% passing rate in TAKS/ no baseline available for local common assessments and benchmarks	In 2011, 40% of the student subset group will pass the Math TAKS Test or 5% student growth	In 2012, 60% of the student subset group will pass the Math TAKS Test 10% student growth	In 2013, 80% of the student subset group will pass the Math TAKS Test 15% student growth
3	Improve Student Achievement in Science	Texas Assessment of Knowledge and Skills (TAKS) or student growth on local common assessments and benchmarks	25% passing rate in TAKS/ no baseline available for local common assessments and benchmarks	In 2011, 40% of the student subset group will pass the Science TAKS Test or 5% student growth	In 2012, 60% of the student subset group will pass the Science TAKS Test 10% student growth	In 2013, 80% of the student subset group will pass the Science TAKS Test 15% student growth
4	Improve Student Achievement in Social Studies	Texas Assessment of Knowledge and Skills (TAKS)	25% passing rate in TAKS/ no	In 2011, 40% of the student	In 2012, 60% of the student	In 2013, 80% of the student

		or student growth on local common assessments and benchmarks	baseline available for local common assessments and benchmarks	subset group will pass the Social Studies TAKS Test or 5% student growth	subset group will pass the Social Studies TAKS Test 10% student growth	subset group will pass the Social Studies TAKS Test 15% student growth

Increase the Use of Quality Data to Drive Instruction – Enter the annual goals for increasing the use of quality data to drive instruction, to which the LEA is holding the campus accountable.

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	LETOT CAMPUS will utilize weekly Common Assessments in the areas of mathematics, ELA/Reading, Science and Social Studies to measure student progress and teacher effectiveness.	Common Assessment Tests	2010 common Assessments in the 45 percentile	5% Student growth	10% student growth	15% student growth
2	LETOT CAMPUS will disaggregate yearly TAKS assessment data to determine effectiveness of curriculum, teacher effectiveness and more importantly, student performance in math, science, social studies, and reading.	TAKS Assessment	No AEIS Report / No baseline data available	5% Student growth	10% student growth	15% student growth
3	LETOT CAMPUS will utilize teacher monitoring and walkthrough skills Checklists data to determine teacher effectiveness in the delivery of instruction, lesson planning, usage of differentiated instruction etc.	Professional Development Appraisal system and District developed checklists	3.1 on a scale of 5	3.5	3.8	4.2
4	The campus will utilize data analyzed to establish the learning gaps that exist among students and to plan accordingly	Data Disaggregation Reports	30 point discrepancy	25 point gap	20 point gap	15 point gap
5	The campus will implement data driven dialogue communications among stakeholders to ensure that group planning for effective instruction is in place	Agendas and monitoring by campus leadership team	65% participation	75% participation	85% participation	95% participation

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Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

Increase Leadership Effectiveness— Enter the annual goals for increasing the effectiveness of campus leadership, to which the LEA is holding the campus accountable.

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	LETOT CAMPUS will develop an evaluation system to annually measure the campus leadership's knowledge of curriculum systems and frameworks	Principal Appraisal Checklist	3.0 on scale of 5	3.4	3.8	4.2
2	LETOT CAMPUS will develop an evaluation system to semi-annually measure the campus leadership's ability to collect assess and utilize data to drive instruction and teacher direction for campus effectiveness	Principal Appraisal Checklist	3.0 on scale of 5	3.4	3.8	4.2
3	LETOT CAMPUS will develop an evaluation system to semi-annually measure the campus leadership's ability to monitor quality of effective instruction and abilities to report this to the stakeholders in a professional and effective manner	Principal Appraisal Checklist	3.0 on scale of 5	3.4	3.8	4.2
4	LETOT CAMPUS will develop an evaluation system to semi-annually measure the campus leadership's ability to establishing a high performing learning culture and climate enhanced by the creation of a campus community of leaders	Principal Appraisal Checklist	3.0 on scale of 5	3.4	3.8	4.2
5	LETOT CAMPUS will develop an evaluation system to semi-annually measure the campus leadership's ability to manage instructional time and is reflective of excellent organizational skills that are driven by a collaborative spirit characterized by holding stakeholders accountable	Principal Appraisal Checklist	3.0 on scale of 5	3.4	3.8	4.2

Increase Learning Time – Enter the annual goals for increasing learning time on the campus, to which the LEA is holding the campus accountable.

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	<i>In the 2011-2013 school years, LETOT CAMPUS will analyze the time on academic time structure of the campus</i>	Schedules Submitted to Superintendent	TAC 89 subsection HH	TAC 89 subsection HH	TAC 89 subsection HH	TAC 89 subsection HH
2	<i>In the 2011-2013 school years, LETOT CAMPUS will increase the academic time in the targeted foundation areas</i>	Schedules Submitted to Superintendent	240 minutes foundation area (Math, Science, Reading/ELA, Social Studies) instructional time	255 minutes foundation area (Math, Science, Reading/ELA, Social Studies, and tutorials) instructional time	270 minutes foundation area (Math, Science, Reading/ELA, Social Studies and tutorials) instructional time	285 minutes foundation area (Math, Science, Reading/ELA, Social Studies and tutorials) instructional time
3	<i>In the 2011-2013 school years, LETOT CAMPUS will implement a before/after school day or Saturday tutorial program to increase student performance</i>	Schedules Submitted to Superintendent	1 hour per week	1.5 hours per week	2 hours per week	2.5 hours per week
4	<i>In the 2011-2013 school years, LETOT CAMPUS will contract with external providers (non SES) that will assist in the development of targeted skills</i>	External Provider Contracts	0	1	2	3

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Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	During the 2011 school year LETOT CAMPUS will train district and campus administrators, faculty and staff on ways to increase parental involvement in the campus	Administrative assessment checklist or parent/ teacher conference documentation	2 activities	3 activities	4 activities	5 activities
2	The District will evaluate the Parental Involvement policy for effectiveness	Surveys	1 survey	2 surveys	3 surveys	4 surveys
3	The District will initiate Parental Involvement definitions to assure that all parties and stakeholders understand the vocabulary and expectations of the concept	Administrative assessment checklist	0	1 glossary	2 glossaries	3 glossaries
4	The LETOT CAMPUS will schedule parent and stakeholder meetings to explain Title I and statutory requirements, student expectations for each foundation area, curriculum and graduation requirements etc.	Administrative assessment checklist	1 meeting	2 meetings	3 meetings	4 meetings
5	LETOT CAMPUS will initiate campus and District initiatives and training designed to develop the parents knowledge, skills and value of education	Administrative assessment checklist	1 meeting	2 meetings	3 meetings	4 meetings

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	LETOT CAMPUS will work closely with the campus to assure that a climate of high expectations is developed	Campus Meetings and Surveys	1	2	3	4
2	The campus will ensure that a safe and orderly learning environment is provided to the children	School Climate Survey	0	1	2	3

3	The District will ensure that the most skilled teachers be either transferred or hired to establish and cultivate a more positive learning environment	Campus HQ List	80% HQ	85% HQ	90% HQ	100% HQ
4	Empowerment of campus staff will be developed by involving all staff in major academic decisions at this campus including campus leadership accountability	School Climate Survey	1 survey	2 survey	3 survey	4 survey
5	The campus administrative leaders and staff will be involved in future goal setting and determining success growth in the student populations and this data will be made available to all stakeholders	School Climate Survey	1 survey	2 survey	3 survey	4 survey

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Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	During the 2011-2013 school years the campus will be held accountable to providing teachers with all necessary tools to enhance their subject matter knowledge and skills in the targeted foundation subject areas to assist students to meet the challenging academic standards	Professional Development Logs	5 professional development activities	6 professional development activities	7 professional development activities	8 professional development activities
2	During the 2011-2013 school years, the campus will be expected to develop training opportunities to enhance the teachers understanding of effective research based instructional strategies that improve student achievement	Professional Development Logs	5 workshops	6 workshops	7 workshops	8 workshops
3	The District will expect the campus to implement professional development training opportunities that are high quality, sustained, intensive, and classroom focused	Professional Development Logs	5 professional development activities	6 professional development activities	7 professional development activities	8 professional development activities
4	LETOT CAMPUS will expect the campus to fully understand all related foundation area student expectations, including best practices and curriculum to meet the expectations for all students, particularly the special subgroups	Professional Development Logs	5 professional development activities	6 professional development activities	7 professional development activities	8 professional development activities
5	LETOT CAMPUS will expect the campus leaders and teaching and support staff to fully implement technology in the classroom to improve teaching and learning	Technology Records/District walkthroughs	1 activity	2 activities	3 activities	4 activities

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

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

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Schedule # 4D—Equitable Access and Participation: Barriers and Strategies

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institution of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (Specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-related Activities	Students	Teachers	Others
C01	Provide early Intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide Counseling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C08	Provide community service programs/activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish partnerships with law enforcement agencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institution of higher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, & parents to deal with gang-related issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (Specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-related Activities	Students	Teachers	Others
D01	Provide early identification/Intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide Counseling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

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

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Schedule #5—Program Budget Summary				
Program Authority: P.L. 107-110, Section 1003(g), as amended by ARRA, P.L. 111-5 CFDA # 84.388A & 84.377A		Fund Code ARRA (CFDA# 84.388A): 286 Regular (CFDA# 84.377A): 276		
Project Period: August 1, 2010 through June 30, 2013				
Class/Object Code and Description	Campus Grant Costs	LEA Admin Grant Costs	Pre-Award Cost	Total Grant Funds Budgeted
Payroll Costs	5B 6100	\$ 111,437	\$ 0	\$ 111,437
Professional and Contracted Services	5C 6200	58,500	0	58,500
Supplies and Materials	5D 6300	4,250	0	4,250
Other Operating Costs	5E 6400	17,000	0	17,000
Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only)	5G 6600/15XX	0	0	0
Total Direct Costs		191,187	0	18,500
% Indirect Costs				
Grand Total				
Total Budgeted Costs:		\$ 191,187	\$ 0	\$ 18,500
Administrative Cost Calculation				
Enter total amount from Schedule #5 Budget Summary, Last Column, Total Budgeted Costs				191,187
Multiply by .05 (5 % limit)				X .05
Enter Maximum Allowable for Administration, including Indirect Costs				\$ 9,559

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Schedule #5—Program Budget Summary		
Budget Request by Grant Year: Enter the amount of grant funds requested for each year of the three year grant period.		
Year 1: SY 2010-2011 \$ 191,187 Year 2: SY 2011-2012 \$ 191,187* Year 3: SY 2012-2013 \$ 191,187* * Any Budget Request entered for funds in Year 2 and/or Year 3 constitutes the LEA/campus requesting approval of the waiver for extending the period of availability of these grant funds, whether indicated on Schedule #4B—Program Description: Waiver Requests or not.		
Provide any necessary explanation or clarification of budgeted costs		
<p>All budget information in Schedule # 5 is for Year 1 of the grant (School Year 2010-11) and does not include any indirect cost calculations. Administrative costs include travel for the superintendent and are pending TEA pre-approval.</p> <p>Schedule # 5B includes salary information for 2 Full Time staff members and 1 Part Time staff who will be hired upon notice of grant award and will be working with the 005 campus and substitute teacher pay. This schedule also includes an estimate for extra-duty pay for teachers and support staff to work beyond normal school hours in order to meet the Operational Flexibility and Increased Learning Time. Benefits were calculated at 17%.</p> <p>Schedule # 5C includes estimated costs for contracted services for the professional contracted services and training that will be needed to implement the grant. These costs may be reduced in Year 2 and Year 3 of the grant, but have been fully included in the Program Budget Summary (above).</p> <p>Schedule # 5D includes supplies/materials and student professional dress activities necessary to carry out the performance management system and teacher performance appraisal system. We have not decided on a specific brand or model of technology, but will be utilizing products that are compatible with Eduphoria software.</p> <p>Schedule # 5E includes \$5,000 in travel costs that require specific TEA pre-approval. These costs include 3 National Conferences: National Staff Development Council (NSDC Summer Conference) and the other two include the Association for Supervisors of Curriculum Development (ASCD National Conference) and the National Charter Schools Conference. These National Conferences are part of our Staff Incentives and Rewards for teachers who score closest to Exemplary on their Professional Development Appraisal System.</p> <p>We have budgeted approximately \$2,000 in Pre-Award costs for the Summer Team Training under Pre-Award costs that do not require specific pre-approval.</p> <p>We have also budgeted approximately \$10,000 for travel costs budgeted that do not require specific approval, but will be utilized to send teachers to appropriate state and local conferences and workshops.</p> <p>We did not complete Schedule # 5G because we do not need to capitalize any equipment or technology.</p>		

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Texas Title I Priority Schools Grant Schedule #5B—Payroll Costs (6100)						
Budgeted Costs						
Employee Position Titles		Justification	#Full-Time Effort	#Part-Time Effort	Pre-Award	Amount Budgeted
Instruction						
1	Teacher				\$	\$
2	Educational Aide					
3	Tutor					
Program Management and Administration						
4	Project Director	School Improvement Coordinator to oversee all aspects of TTIPS activities for duration of project.	.5			26,596
5	Project Coordinator					
6	Teacher Facilitator					
7	Teacher Supervisor					
8	Secretary/Administrative Assistant					
9	Data Entry Clerk					
10	Grant Accountant/Bookkeeper					
11	Evaluator/Evaluation Specialist					
Auxiliary						
12	Counselor					
13	Social Worker					
14	Child Care Provider					
15	Community Liaison/Parent Coordinator					
16	Bus Driver					
17	Cafeteria Staff					
18	Librarian					
19	School Nurse					
Other Employee Positions						
22	Title:	Administrative Analyst - reviews incoming/outgoing student records to ensure a more efficient identification of student needs and to assist families with the transition back to their home campus.	1			42,090
23	Title:					
24	Title:					
25	Title:					
26	Subtotal Employee Costs				\$	\$ 68,686
Substitute, Extra-Duty, Benefits						
27	6112	Substitute Pay			\$ 0	\$ 10,000
28	6119	Professional Staff Extra-Duty Pay (5 staff X 4 hrs/wk X 36 wks= 720 hrs @ \$20/hr)			0	14,400
29	6121	Support Staff Extra-Duty Pay (1 staff X 4 hrs/wk X 36 wks= 144 hrs @ \$15/hr)			0	2,160
30	6140	Employee Benefits (estimated at 17%)			0	16,192
31	Subtotal Substitute, Extra-Duty, Benefits Costs				\$ 0	\$ 42,752
32	Grand Total Payroll Budget (line 26 + line 31)				\$ 0	\$111,437

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Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval						
Expense Item Description				Pre-Award	Total Amount Budgeted	
621 2	Audit Costs (other than audits required under OMB Circular A-133) Specify purpose: _____			\$ 0	\$ 0	
626 9	Rental or Lease of Buildings, Space In Buildings, or Land Specify purpose and provide calculation: _____			0	0	
629 9	Contracted Publication and Printing Costs (specific approval required only for nonprofit charter schools) Specify purpose: _____			0	0	
629 9	Scholarships and Fellowships (not allowed for nonprofit charter schools) Specify purpose: _____			0	0	
Subtotal						
6200 – Professional and Contracted Services Cost Requiring Specific Approval				0	0	
Professional and Consulting Services (6219/6239) Less than \$10,000						
#	Topic/Purpose/Service			Total Contracted Amount	Pre-Award	Total Amount Budgeted
1.	Training for Instructional Software (Scholastic)			\$ 6,000	\$ 3,000	\$ 6,000
2.	External Technical Assistance Provider (Dr. Ismael Cantu)			4,500	1,500	4,500
3.	Data Analysis & Support- ESC Region 11			4,500	1,500	4,500
4.	Technology Training for Administrators (PDAS software)			5,000	3,000	5,000
5.	Technology Training for Teachers (Student Response Units)			6,000	3,000	6,000
6.	Technology Training for Teachers (Interactive Whiteboards)			3,000	1,500	3,000
7.						
8.						
9.						
10.						
Subtotal						
Professional and Consulting Services Less than \$10,000				\$ 13,500	\$ 29,000	
Professional and Consulting Services (6219) Greater than or Equal to \$10,000						
1. Description of Professional or Consulting Service (Topic/Purpose/Service): Job Embedded PD for Teachers- Region 10 ESC has developed a customized Professional Development Program for our teachers that focuses heavily on improving the quality and efficiency of instruction by working with our teachers on Pedagogy. Through a series of on-line webinars and on-site coaching visits, Region 10 staff will work with our teachers towards improving their classroom skills.						
Contractor's Cost Breakdown of Service to be Provided			# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs			4	\$ 24,500	\$ 0	\$ 24,500
Title: Region 10 Custom Contract- Job Embedded PD (Pedagogy)						
Subgrants, Subcontracts, Subcontracted Services						
Supplies and Materials						
Other Operating Costs						
Capital Outlay (Subgrants Only)						
Indirect Cost (____ %)						
Total Payment:				\$ 24,500	\$ 0	\$ 24,500

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Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval (cont.)				
Professional and Consulting Services (6219) Greater than or Equal to \$10,000 (cont.)				
2. Description of Professional or Consulting Service (Topic/Purpose/Service): 				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$ 0	\$ 0	\$ 0
Title: _____				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____ %)				
Total Payment:		\$ 0	\$ 0	\$ 0
3. Description of Professional or Consulting Service (Topic/Purpose/Service): 				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$ 0	\$ 0	\$ 0
Title: _____				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____ %)				
Total Payment:		\$ 0	\$ 0	\$ 0
4. Description of Professional or Consulting Service (Topic/Purpose/Service): 				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$ 0	\$ 0	\$ 0
Title: _____				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____ %)				
Total Payment:		\$ 0	\$ 0	\$ 0
Subtotal: Professional and Consulting Services Greater Than or Equal to \$10,000:		\$ 24,500	\$	\$ 24,500
Subtotal of Professional and Contracted Services Costs Requiring Specific Approval:		0	0	0
Subtotal of Professional and Consulting Services or Subgrants Less than \$10,000:		29,000	13,500	29,000
Subtotal of Professional and Consulting Services Greater than or Equal to \$10,000:		24,500	0	24,500
Remaining 6200- Professional and Contracted Services that do not require specific approval:		5,000	0	5,000
Grand Total:		58,500	13,500	58,500

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Schedule #5D - Itemized 6300 Supplies and Materials Costs Requiring Specific Approval						
Expense Item Description				Pre-Award	Total Budgeted	
6399	Technology Hardware- Not Capitalized			\$ 0	\$ 750	
	#	Type	Purpose			Quantity
	1	Handheld Computer Tablet or Smartphone	Electronic PDAS evaluations & walkthroughs			1
	2					
	3					
	4					
6399	Technology Software- Not Capitalized			0	1,000	
6399	Supplies and Materials Associated with Advisory Council or Committee			0	0	
Total Supplies and Materials Requiring Specific Approval:				0	1,750	
Remaining 6300- Supplies and Materials that do not require specific approval:				1,000	2,500	
Grand Total				\$ 1,000	\$ 4,250	

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Schedule #5E - Itemized 6400 Other Operating Costs Requiring Specific Approval					
Expense Item Description				Pre-Award	Total Budgeted
6411	Out of State Travel for Employees (includes registration fees)			\$ 2,000	\$ 5,000
	Specify purpose:	National Staff Development Council Summer Conference (2 staff@\$1,000 ea) ASCD National Conference for Core Content Areas (2 staff @ \$2,000 ea) National Charter School Conference (1 staff @ \$1,000 ea)			
6412	Travel for Students (Includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools)				
	Specify purpose:				
6413	Stipends for Non-Employees (specific approval required only for nonprofit charter schools)				
	Specify purpose:				
6419	Travel for Non-Employees (Includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools)				
	Specify purpose:				
6411/ 6419	Travel Costs for Executive Director (6411), Superintendents (6411), or Board Members (6419) (Includes registration fees)				
	Specify purpose:	National Staff Development Council Summer Conference (2 staff @\$1200 ea) ASCD National Conference (2 staff @ \$1,200 ea)			
6429	Actual losses which could have been covered by permissible insurance				
6490	Indemnification Compensation for Loss or Damage				
6490	Advisory Council/Committee Travel or Other Expenses (explain purpose of Committee on Schedule #4B-Program Description: Project Management)				
	Membership Dues in Civic or Community Organizations (Not allowable for University applicants)				
	Specify name and purpose of organization:				
6499	Publication and Printing Costs- if reimbursed (specific approval required only for nonprofit charter schools)				
	Specify purpose:				
Total 64XX- Operating Costs Requiring specific approval:				2,000	5,000
Remaining 6400 – Other Operating Costs that do not require specific approval:				2,000	12,000
Grand Total				\$ 4,000	\$ 17,000

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____ by telephone/e-mail/FAX on _____ by _____ of TEA.	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	057-814 County-District No. _____ Amendment No.			
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Schedule #5G - Itemized 6600/15XX Capital Outlay- Capitalized Assets Regardless of Unit Cost (15XX is for use by Charter Schools sponsored by a nonprofit organization)					
	Description/Purpose	Unit Cost	Quantity	Pre-Award	Total Budgeted
6699/15XX- Library Books and Media (capitalized and controlled by library)					
1					
66XX/15XX- Technology Hardware - Capitalized					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
66XX/15XX- Technology Software- Capitalized					
12					
13					
14					
15					
16					
17					
18					
66XX/15XX- Equipment and Furniture					
19					
20					
21					
22					
23					
24					
25					
26					
27					
28					
Capital expenditures for improvements to land, buildings, or equipment which materially increase their value or useful life.					
29					
Grand Total					
Total 6600/15XX- Capital Outlay Costs:					

SCHEDULE #6AGENERAL PROVISIONS &
ASSURANCES**TEXAS EDUCATION AGENCY**
Standard Application System
School Years 2010-2013057-814
County-District No.**Texas Title I Priority Schools Grant**

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

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

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

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

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

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

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	057-814 County-District No.
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- E. Signature Authority; Final Expression; Superseding Document:** Applicant certifies that the person signing this application has been properly delegated this authority. The Contract represents the final and complete expression of the terms of agreement between the parties. The Contract supersedes any previous understandings or negotiations between the parties. Any representations, oral statements, promises or warranties that differ from the Contract shall have no force or effect. The Contract may be modified, amended or extended only by formal written amendment properly executed by both TEA and Contractor.
- F. State of Texas Laws:** In the conduct of the contract project, Contractor shall be subject to Texas State Board of Education and Commissioner rules pertaining to this contract and the contract project and to the laws of the State of Texas governing this contract and the contract project. This contract constitutes the entire agreement between Agency and Contractor for the accomplishment of the contract project. This contract shall be interpreted according to the laws of the State of Texas except as may be otherwise provided for in this contract.
- G. Monitoring:** Desk reviews or on-site monitoring reviews may be conducted by Agency to determine compliance with the approved application and the applicable statute(s), law(s), regulations, and guidelines.
- H. Sanctions for Failure to Perform or for Noncompliance:** If Contractor, in Agency's sole determination, fails or refuses for any reason to comply with or perform any of its obligations under this contract, Agency may impose such sanctions as it may deem appropriate. This includes but is not limited to the withholding of payments to Contractor until Contractor complies; the cancellation, termination, or suspension of this contract in whole or in part; and the seeking of other remedies as may be provided by this contract or by law. Any cancellation, termination, or suspension of this contract, if imposed, shall become effective at the close of business on the day of Contractor's receipt of written notice thereof from Agency.
- I. Contract Cancellation, etc.:** If this contract is canceled, terminated, or suspended by Agency prior to its expiration date, the reasonable monetary value of services properly performed by Contractor pursuant to this contract prior to such cancellation, termination or suspension shall be determined by Agency and paid to Contractor as soon as reasonably possible.
- J. Indemnification:**
For local educational agencies (LEAs), regional education service centers (ESCs), and institutions of higher education (IHEs) and state agencies: Contractor, to the extent permitted by law, shall hold Agency harmless from and shall indemnify Agency against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising from, or in connection with, any acts of Contractor, its agents, employees, and subcontractors, done in the conduct of the contract project.
For all other grantees, subgrantees, contractors, and subcontractors, including nonprofit organizations and for-profit businesses: Contractor shall hold Agency harmless from and shall indemnify Agency against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising from, or in connection with, any acts of Contractor, its agents, employees, and subcontractors, done in the conduct of the contract project.
- K. Encumbrances/Obligations:** 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 and subsequently liquidated (recorded as an expenditure or accounts payable) within the contract dates. In no manner shall encumbrances be considered or reflected as accounts payable or as expenditures, 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
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- L. Financial Management and Accounting:** Grantee assures it will maintain a financial management system that complies with federal standards established in 34 CFR 80.20 and 74.21 and that provides for accurate, current, and complete disclosure of the financial results of each grant project. The financial management system records will identify adequately the source and application of funds and will contain information pertaining to grant awards, authorizations, obligations, unobligated balances, assets, outlays (i.e., expenditures), income, and interest. Fiscal control and accounting procedures will permit the tracing of funds to a level of expenditure adequate to establish that funds have been used in accordance with the approved grant application. The applicant agrees to maintain effective control over and accountability for all funds, property, and other assets. Public school districts, open enrollment charter schools, and regional education service centers in Texas must comply with the accounting requirements in the Financial Accounting and Reporting (FAR) module of the *Financial Accountability System Resource Guide*, Texas Education Agency (34 CFR 74.21; 34 CFR 80.20; TEA *Financial Accountability System Resource Guide*).
- M. Expenditure Reports:** Contractor shall submit expenditure reports in the time and manner requested by Agency as specified in the instructions to the Standard Application System (SAS) which are incorporated by reference. Unless otherwise specified, interim reports are due to TEA within 15 days after the end of each reporting period. Unless otherwise specified, the final expenditure report is due within 30 days after the ending date of the grant. Revised expenditure reports, where the grantee is claiming additional expenditures beyond that originally requested, must be submitted within 60 days after the ending date of the grant, or as specified in the applicable Program Guidelines.
- N. Refunds Due to TEA:** If Agency determines that Agency is due a refund of money paid to Contractor pursuant to this contract, Contractor shall pay the money due to Agency within 30 days of Contractor's receipt of written notice that such money is due to Agency. If Contractor fails to make timely payment, Agency may obtain such money from Contractor by any means permitted by law, including but not limited to offset, counterclaim, cancellation, termination, suspension, total withholding, and/or disapproval of all or any subsequent applications for said funds.
- O. Records Retention:** Contractor shall maintain its records and accounts in a manner which shall assure a full accounting for all funds received and expended by Contractor in connection with the contract project. These records and accounts shall be retained by Contractor and made available for programmatic or financial audit by Agency and by others authorized by law or regulation to make such an audit for a period of not less than five years from the date of completion of the contract project or the date of the receipt by Agency of Contractor's final claim for payment or final expenditure report in connection with this contract, whichever is later. If an audit has been announced, the records shall be retained until such audit has been completed.
- Contractor understands that acceptance of funds under this contract acts as acceptance of the authority of the State Auditor's office, or any successor agency, to conduct an audit or investigation in connection with those funds. Contractor further agrees to cooperate fully with the State Auditor's Office or its successor in the conduct of the audit or investigation, including providing all records requested. Contractor will ensure that this clause concerning the authority to audit funds received indirectly by subcontractors through Contractor and the requirements to cooperate is included in any subcontract it awards.
- P. Time and Effort Recordkeeping:** For those personnel whose salaries are prorated between or among different funding sources, time and effort records will be maintained by Applicant that will confirm the services provided within each funding source. Applicant must adjust payroll records and expenditures based on this documentation. This requirement applies to all projects, regardless of funding source, unless otherwise specified. For federally funded projects, time and effort records must be in accordance with the requirements in the applicable OMB cost principles.
- Q. Forms, Assurances, and Reports:** Contractor shall timely make and file with the proper authorities all forms, assurances and reports required by federal laws and regulations. Agency shall be responsible for reporting to the proper authorities any failure by Contractor to comply with the foregoing laws and regulations coming to Agency's attention, and may deny payment or recover payments made by Agency to Contractor in the event of Contractor's failure so to comply.
- R. Intellectual Property Ownership:** Contractor agrees that all Works are, upon creation, works made for hire and the sole property of TEA. If the Works are, under applicable law, not considered works made for hire, Contractor hereby assigns to TEA all worldwide ownership of all rights, including the Intellectual Property Rights, in the Works, without the necessity of any further consideration, and TEA can obtain and hold in its own name all such rights to the Works. Contractor agrees to maintain written agreements with all officers, directors, employees, agents, representatives and subcontractors engaged by Contractor for the Contract Project, granting Contractor rights sufficient to support the performance and grant of rights to TEA by Contractor. Copies of such agreements shall be provided to TEA promptly upon request.

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	057-814 County-District No.
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Contractor warrants that (i) It has the authority to grant the rights herein granted, (ii) it has not assigned or transferred any right, title, or interest to the Works or Intellectual Property Rights that would conflict with its obligations under the Contract, and Contractor will not enter into any such agreements, and (iii) the Works will be original and will not infringe any intellectual property rights of any other person or entity. These warranties will survive the termination of the Contract. If any preexisting rights are embodied in the Works, Contractor grants to TEA the irrevocable, perpetual, non-exclusive, worldwide, royalty-free right and license to (i) use, execute, reproduce, display, perform, distribute copies of, and prepare derivative works based upon such preexisting rights and any derivative works thereof and (ii) authorize others to do any or all of the foregoing. Contractor agrees to notify TEA on delivery of the Works if they include any such preexisting rights. On request, Contractor will provide TEA with documentation indicating a third party's written approval for Contractor to use any preexisting rights that may be embodied or reflected in the Works.

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

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

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

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

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

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

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	057-814 County-District No.
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- W. Agency Property (terms):** In the event of loss, damage or destruction of any property owned by or loaned by Agency while in the custody or control of Contractor, its employees, agents, consultants or subcontractors, Contractor shall indemnify Agency and pay to Agency the full value of or the full cost of repair or replacement of such property, whichever is the greater, within 30 days of Contractor's receipt of written notice of Agency's determination of the amount due. This applies whether the property is developed or purchased by Contractor pursuant to this contract or is provided by Agency to Contractor for use in the contract project. If Contractor fails to make timely payment, Agency may obtain such money from Contractor by any means permitted by law, including but not limited to offset or counterclaim against any money otherwise due to Contractor by Agency.
- X. Travel Costs:** Amounts authorized for maximum recovery for travel and per diem costs against any state or federal funding source are restricted to those amounts which are approved in the State of Texas Appropriations Bill in effect for the particular funding period. Any amount over this limit must come from local funding sources. Applicant must recover funds at a lesser rate if local policy amounts are less than the maximum allowed by the state. Out-of-state travel may not exceed the federal government rate for the locale. Travel allowances are not allowable costs.
- Y. Funds for Religious Worship, Instruction:** No funds will be used to pay for religious worship, instruction, or proselytization, or for any equipment or supplies for such, or for any construction, remodeling, repair, operation, or maintenance of any facility or part of a facility to be used for religious worship, instruction, or proselytization (34 CFR 76.532 and P. L. 107-110, section 9505).
- Z. Disclosure of Gifts and Campaign Contributions:** The grantee shall file disclosures of gifts and campaign contributions as required by State Board of Education Operating Rule 4.3, which is incorporated as if set out in full. The grantee has a continuing obligation to make disclosures through the term of the contract. Failure to comply with State Board of Education Operating Rule 4.3 is grounds for canceling the grant.
- AA. Submission of Audit Reports to TEA:** **Grantees which are public school districts and open enrollment charter schools** agree to submit the required annual audit report, including the reporting package required under OMB Circular A-133, if an audit is required to be conducted in accordance with OMB Circular A-133, to the TEA Division of School Financial Audits in the time and manner requested by the Agency.
- Grantees which are **nonprofit organizations (other than charter schools) and universities/colleges** that expend \$500,000 or more total in federal awards in any fiscal year and are thus required to conduct a Single Audit or program-specific audit in accordance with the requirements in OMB Circular A-133, agree to submit a copy of such audit to TEA when the schedule of findings and questioned costs disclosed audit findings relating to any federal awards provided by TEA. A copy of such audit shall also be submitted to TEA if the summary schedule of prior audit findings reported the status of any audit findings relating to any federal awards provided by TEA.
- A **nonprofit organization or university/college** grantee shall provide written notification to TEA that an audit was conducted in accordance with OMB Circular A-133 when the schedule of findings and questioned costs disclosed no audit findings related to any federal awards provided by TEA or when the summary schedule of prior audit findings did not report on the status of any prior audit findings related to any federal awards provided by TEA. Nonprofit organizations (other than charter schools) and universities/colleges shall submit the audit report to the TEA Division of Discretionary Grants. Audit reports must be submitted to TEA within 30 days of receipt of the report from the auditor. Failure to submit a copy of the audit to TEA could result in a reduction of funds paid to the grantee, a refund to TEA, termination of the grant, and/or ineligibility to receive additional grant awards from TEA.
- BB. Federal Rules, Laws, and Regulations That Apply to all Federal Programs:** Contractor shall be subject to and shall abide by all federal laws, rules and regulations pertaining to the contract project, including but not limited to:
- Americans With Disabilities Act**, P. L. 101-336, 42 U.S.C. sec. 12101, and the regulations effectuating its provisions contained in 28 CFR Parts 35 and 36, 29 CFR Part 1630, and 47 CFR Parts 0 and 64;
 - Title VI of the Civil Rights Act of 1964**, as amended (prohibition of discrimination by race, color, or national origin), and the regulations effectuating its provisions contained in 34 CFR Part 100;
 - Title IX of the Education Amendments of 1972**, as amended (prohibition of sex discrimination in educational institutions) and the regulations effectuating its provisions contained in 34 CFR Part 106, if Contractor is an educational institution;
 - Section 504 of the Rehabilitation Act of 1973**, as amended (nondiscrimination on the basis of handicapping condition), and the regulations effectuating its provisions contained in 34 CFR Part 104 and 105;

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	057-814 County-District No.
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5. the **Age Discrimination Act of 1975**, as amended (prohibition of discrimination on basis of age), and any regulations issued thereunder, including the provisions contained in 34 CFR Part 110;
6. the **Family Educational Rights and Privacy Act (FERPA) of 1975**, as amended (ensures access to educational records for students and parents while protecting the privacy of such records), and any regulations issued thereunder, including **Privacy Rights of Parents and Students** (34 CFR Part 99), if Contractor is an educational institution (20 USC 1232g);
7. Section 509 of H.R. 5233 as incorporated by reference in P. L. 99-500 and P. L. 99-591 (**prohibition against the use of federal grant funds to influence legislation pending before Congress**);
8. **Pro-Children Act of 2005**, 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.

CC. Federal Regulations Applicable to All Federal Programs:

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

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

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

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	057-814 County-District No.
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2. **Availability of Information:** Any application, evaluation, periodic program plan, or report relating to each program described in this application will be made readily available to parents and other members of the general public (20 USC 1232(e)).
 3. **Sharing of Information:** Contractor certifies that it has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program described in this application significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects (20 USC 1232(e)).
 4. **Prohibition of Funds for Busing:** The applicant certifies that no federal funds (except for funds appropriated specifically for this purpose) will be used for the transportation of students or teachers (or for the purchase of equipment for such transportation) in order to overcome racial imbalance in any school or school system, or for the transportation of students or teachers (or for the purchase of equipment for such transportation) in order to carry out a plan of racial desegregation of any school or school system (20 USC 1228).
 5. **Direct Financial Benefit:** Contractor certifies that funds expended under any federal program will not be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization [20 USC 1232(b)(8)].
- EE. Payment for Services:** Payment for service(s) described in this Contract is contingent upon satisfactory completion of the service(s). Satisfaction will be determined by TEA's Project Administrator, in his sole discretion but in accordance with reasonable standards and upon advice of his superiors in TEA, if necessary.
- FF. Family Code Applicability:** By signing this Contract, Contractor, if other than a state agency, certifies that under Section 231.006, Family Code, that Contractor is not ineligible to receive payment under this Contract and acknowledges that this Contract may be terminated and payment may be withheld if this certification is inaccurate. TEA reserves the right to terminate this Contract if Contractor is found to be ineligible to receive payment. If Contractor is found to be ineligible to receive payment and the Contract is terminated, Contractor is liable to TEA for attorney's fees, the costs necessary to complete the Contract, including the cost of advertising and awarding a second contract, and any other damages or relief provided by law or equity.
- GG. Interpretation:** In the case of conflicts arising in the interpretation of wording and/or meaning of various sections, parts, Appendices, General Provisions, Special Provisions, Exhibits, and Attachments or other documents, the TEA Contract and its General Provisions, Appendices and Special Provisions shall take precedence over all other documents which are a part of this contract.
- HH. Registered Lobbyists:** No state or federal funds transferred to a contractor/grantee may be used to hire a registered lobbyist.
- II. Test Administration and Security:** This contract is executed by Agency subject to assurance by Contractor that it has at all times been and shall remain in full compliance with Title 19, Texas Administrative Code Chapter 101, and all requirements and procedures for maintaining test security specified in any test administration materials in the possession or control of Contractor, or any school, campus, or program operated by Contractor. Notwithstanding any other provision in this contract or any other document, this contract is void upon notice by Agency, in its sole discretion, that Contractor or any school, campus, or program operated by Contractor has at any time committed a material violation of Title 19, Texas Administrative Code Chapter 101, or any requirement or procedure for maintaining test security specified in any test administration materials in the possession or control of Contractor, or any school, campus, or program operated by Contractor. Expenditures and/or activities for which Contractor may claim reimbursement shall not be accrued or claimed subsequent to receipt of such notice from Agency.
- JJ. Social Security Numbers:** Social Security numbers will not be provided by TEA as a part of this agreement. TEA is not requiring or requesting school districts or other grantees to provide Social Security numbers as a part of this agreement.
- KK. Student-Identifying Information:** Contractor agrees that in executing tasks on behalf of TEA, Contractor will not use any student-identifying information in any way that violates the provisions of FERPA and will destroy or return all student-identifying information to TEA within thirty (30) days of project completion.

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	057-814 County-District No.
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LL. High-Risk Status, Special Conditions, and Enforcement Actions: Pursuant to the provisions in 34 CFR 80.12 and 74.14, a grantee may be identified by TEA as high-risk if the grantee has a history of unsatisfactory performance; is not financially stable; has a financial management system that does not meet federal financial management standards or the requirements in TEA's Financial Accounting and Reporting (FAR) module; has not conformed to terms and conditions of previous awards; or is otherwise not responsible. TEA may impose one or more special conditions or restrictions on a high-risk grantee, including payment on a reimbursement basis; withholding authority to proceed to the next phase until receipt of evidence of acceptable performance within a given funding period; requiring additional, more detailed financial reports; additional project monitoring; requiring the grantee to obtain technical or management assistance; establishing additional prior approvals; or other conditions that may be legally available. A grantee identified as high-risk will be notified in writing by TEA of the special conditions imposed and the process for removing the high-risk status and special conditions.

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

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

Rev. 03/2010

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

SCHEDULE #6 B Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>057-814</u> County-District No.
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This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.11.

Terms defined: As used in these Provisions and Assurances

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

SCHEDULE #6B Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 Required for all federal grants regardless of the dollar amount	<u>057-814</u> County-District No.
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6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled ***Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions***, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Non-procurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

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

ED 80-0054, 9/90 (Replaces GCS-009 (REV.12/88), which is obsolete)

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

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

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

SCHEDULE #6C. Lobbying Certification	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 Required for all federally funded grants greater than \$100,000.	<u>057-814</u> County-District No.
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Submission of this certification covers all federal programs in this application, is required by the U. S. Department of Education and Section 1352, Title 31, of the United States Code, and is a prerequisite for making or entering into a subgrant or subcontract over \$100,000 with any organization. (Read instructions for this schedule for further information.)

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

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

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

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

11/89
 03/90

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

SCHEDULE #6D -

Disclosure of Lobbying Activities

TEXAS EDUCATION AGENCY**Standard Application System****School Years 2010-2013**057-814

County-District No.

Texas Title I Priority Schools Grant

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

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

SCHEDULE #6ENCLB ACT PROVISIONS &
ASSURANCES057-814

County-District No.

Texas Title I Priority Schools Grant

The following special provisions apply to all programs funded under the Elementary and Secondary Education Act, as amended by P. L. 107-110, No Child Left Behind (NCLB) Act of 2005. By signing Schedule #1 of this SAS, the applicant is assuring it is in compliance with the following provisions:

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

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	 <u>057-814</u> County-District No.
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- 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 2010-2013	057-814 County-District No.
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- T. Student Privacy, Parental Access to Information, and Administration of Certain Physical Examinations to Minors:** The local educational agency assures that it is in compliance with Chapter 26 of the Texas Education Code concerning parental rights and responsibilities. In addition, the local educational agency receiving funds under the No Child Left Behind Act certifies that it shall develop and adopt policies, in consultation with parents, regarding certain rights of a parent to access and inspect information; student privacy; the administration of physical examinations or screenings (except for examinations or screenings required by state law); and the collection, disclosure, or use of personal information collected from students for the purpose of marketing or selling that information. The local educational agency also assures that it is in compliance with the requirements for annually notifying parents of such policies and specific events (P. L. 107-110, Title X, Part F, section 1061).
- U. Assurances related to the education of homeless children and youths:**
- (1) The LEA assures that each child of a homeless individual and each homeless youth shall have equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youth.
 - (2) The LEA assures that homeless children and youth are afforded the same free, appropriate public education as provided to other children and youth.
 - (3) The LEA assures that it will review and undertake steps to revise any laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youth.
 - (4) The LEA assures that it will not separate students from the mainstream school environment on the basis of homelessness alone.
 - (5) The LEA assures that homeless children and youth have access to the education and other services that they need to in order to meet the same challenging State student academic achievement standards to which all students are held.
- V. Definitions:** The following terms shall be defined as follows for programs authorized and carried out under the No Child Left Behind Act of 2005:
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.

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	057-814 County-District No.
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4. Highly Qualified:

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

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

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	057-814 County-District No.
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6. Professional Development includes activities that:

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

7. Scientifically Based Research:

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

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

8. Teacher Mentoring: Activities that–

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

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

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

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

Revised 03/03

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

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Federal Statutory Requirements

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

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

- f. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;
 - g. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
 - h. Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and
 - i. Provide appropriate social-emotional and community-oriented services and supports for students.
- 18) If the LEA/campus selects to implement the **turnaround model**, the campus **may** implement the following federal requirements.
1. Any of the required and permissible activities under the Tier III Modified 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 **Tier III Modified 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 Tier III Modified 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 Tier III Modified 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

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- (B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of

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Individual students.

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

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

Statutory Program Assurances

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

TEA Program Assurances

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

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

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

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

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

Terms defined:

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

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

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

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

GRANTEE – the subrecipient of TEA and applicant of funds.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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