

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	Hereford ISD	059-901
		Organization Name	County-District#
		Hereford Junior High	042
		Campus Name	Campus Number
		9-Digit Vendor ID#	16
		NOGA ID# (Assigned by TEA)	ESC Region
			Amendment #

Texas Title I Priority Schools Grant

Schedule #1 – General Information

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

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

Project Beginning Date: 08/01/2010

Project Ending Date: 06/30/2013

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

Tier I ☐ Tier II ☐ Tier III ☒

Part 1: Index to the Application

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

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

Certification and Incorporation

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

Authorized Official

Typed First Name	Initial	Last Name	Title
Kelli		Moulton	Superintendent
Phone	Fax	Email	Signature/Date Signed (blue ink preferred)
806-363-7600	806-363-7648	kellimoulton@herefordisd.net	 6-2-10

Only the legally responsible party may sign this application.

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

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

TI 701-10-112-113

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Texas Title I Priority Schools Grant		
Schedule #1—General Information		
Part 2: List of Required Fiscal-Related Attachments and Assurances		
<p>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.</p>		
1 <input type="checkbox"/>	Proof of Nonprofit Status Required for all open-enrollment charter schools sponsored by a nonprofit organization: Check box to indicate that proof of nonprofit status is attached. (See Part 1: General and Fiscal Guidelines and Part 3: Schedule Instructions for acceptable proof.)	
2 <input checked="" type="checkbox"/>	Assurance of Financial Stability Required for all independent school districts, open-enrollment charter schools, and education service centers: Check box to indicate assurance that audit requirements have been met. All public school districts, open-enrollment charter schools, and education service centers must be in compliance with submitting the required annual audit for the immediate prior fiscal year to TEA in the time and manner requested by TEA, and the audit must be determined by the TEA Division of Financial Audits to be in compliance with the applicable audit standards. TEA reserves the right to ensure that all applicants are deemed by TEA to be financially stable at the initial time of preliminary selection for funding to receive a grant award. The TEA Division of Financial Audits will determine financial stability based on the required annual audit for the immediate prior fiscal year.	
3 <input checked="" type="checkbox"/>	Assurance of Submittal of Reviewer Information Form Required for all applicants: Check box to indicate assurance that reviewer information form will be submitted. All applicants are required to complete the Reviewer Information Form and to submit it online by Thursday, May 6, 2010 . (See Part 2: Program Guidelines, "Reviewer Information Form," for instructions on how to access and submit the form.)	

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Texas Title I Priority Schools Grant					
Schedule #1—General Information					
Part 3: Applicant Information					
Local Educational Agency (LEA) Information					
LEA Name					
Hereford Independent School District					
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code	
601 North 25 Mile Avenue		Hereford	Texas	79045	
U.S. Congressional District Number	Primary DUNS Number	Central Contractor Registration (CCR) CAGE Code		NCES Identification Number	
19	97060511	4B1T5		4823010	
Campus Name			County-District Campus Number		
Hereford Junior High School			059-901		
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code	
704 La Plata		Hereford	Texas	79045	
Applicant Contacts					
Primary Contact					
First Name	Initial	Last Name		Title	
Robyn	B	Rhodes		Principal	
Telephone	Fax	Email			
806-363-7630	806-363-7648	robynrhodes@herefordisd.net			
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code	
704 La Plata		Hereford	Texas	79045	
Secondary Contact					
First Name	Initial	Last Name		Title	
D'Ann		Blair		Director of Special Education	
Telephone	Fax	E-mail			
806-363-7600	806-363-7648	dannblair@herefordisd.net			
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code	
601 North 25 Mile Avenue		Hereford	Texas	79045	

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Texas Title I Priority Schools Grant

Schedule #3—Purpose of Amendment

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

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

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

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

Part 2: Revised Budget

Complete this part if there are any budgetary changes.

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

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

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

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

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

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Part 2: Statutory Requirements			
#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described	
15	Applicant provides assurance that it will, if it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization (CMO), or education management organization (EMO) accountable for complying with the final federal requirements.	Program Assurances	
16	Applicant provides assurance that it will report to the TEA the school-level data required under section III of the final federal requirements.	Program Assurances	
17	If the LEA/campus selects to implement the <u>turnaround model</u> , the campus must implement the following federal requirements. <ul style="list-style-type: none"> a. Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates; b. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students; <ul style="list-style-type: none"> 1. Screen all existing staff and rehire no more than 50 percent; and 2. Select new staff. c. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school; d. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; e. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability; f. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; g. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students; h. Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and i. Provide appropriate social-emotional and community-oriented services and supports for students. 	Program Assurances	

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

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

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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 school wide "response-to-intervention" model; (C) Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content; (D) Use and integrate technology-based supports and interventions as part of the instructional program; and (E) In secondary schools-- (1) Increase rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework; (2) Improve student transition from middle to high school through summer transition programs or freshman academies; (3) Increase graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or (4) Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.	Program Assurances	
24	An LEA 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.	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 transformation model in more than 50% of those schools.	Program Assurances	
By submitting the application and signing Schedule #1, the applicant is certifying that all requirements are met in these program narrative component descriptions and activities.			
Part 3: Statutory Assurances			
#	Statutory Assurance Description		
1	Applicant provides assurance that financial assistance provided under the grant program will supplement, and not supplant, the amount of state and local funds allocated to the campus.		
2	Applicant provides assurance that it will use its TTIPS Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final federal requirements.		
3	Applicant provides assurance that it will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final federal requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the TEA) to hold accountable its Tier III schools that receive school improvement funds.		
4	Applicant provides assurance that it will, if it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final federal requirements.		
5	Applicant provides assurance that it will report to the TEA the school-level data required under section III of the final federal requirements.		
6	Applicant provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.		
Part 4: TEA Program Assurances			
#	TEA Assurance Description		
1	Before full implementation funds are made available, the grantee must demonstrate that all early implementation activities have been completed. Successful completion of the early implementation will be measured in the Quarterly Implementation Reports (QIR), the Model Selection and Description Report, and through participation in TEA technical assistance. a. The Model Selection and Description Report must be submitted to TEA no later than February 1, 2011 . This report may be submitted at any time prior to the deadline. Grantees must demonstrate successful completion of the following activities: i. Comprehensive Needs Assessment process. ii. Establish the grant budget by the required categories. iii. Identification and Selection of the intervention model. iv. Development of activities to implement selected intervention model. v. Development of Timeline of Grant Activities.		

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Part 4: TEA Program Assurances			
#	TEA Assurance Description		
2	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant.		
3	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, the Texas School Improvement Conference, and sharing of best practices.		
4	For the LEAs selecting the TEA Designed Models the applicant provide assurances that it will participate in and make use of technical assistance and coaching support provided by TEA, SIRC, and/or its subcontractors.		
5	The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the effectiveness of the LEA's curriculum and its alignment with instruction occurring on the campus; assesses progress on student groups' academic achievement at the campus level; and guide instructional decisions by teachers for individual students.		
6	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.		
7	The applicant will provide access for onsite visits to the LEA and campus by TEA, SIRC and its contractors.		
8	The applicant, if selecting the Restart Model, agrees to contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.		
9	The applicant, if selecting the Turnaround Model or Transformation Model (Tiers I and Tiers II only) agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.		
10	If the LEA/Tier III campus selects to implement the transformation model , the campus assures That it will it implement the following federal requirements. <ol style="list-style-type: none"> 1. Develop and increase teacher and school leader effectiveness. <ol style="list-style-type: none"> A. Evaluate the effectiveness of the current principal and use the results of the evaluation to determine whether the principal should be replaced, be retained on the campus, or be provided leadership coaching or training. B. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so; C. Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and D. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school based on rigorous, transparent, and equitable evaluation systems for teachers and principals: <ol style="list-style-type: none"> 1. Takes into account data on student growth as a 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			
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10	2. Comprehensive instructional reform strategies. A. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and B. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students. 3. Increasing learning time and creating community-oriented schools. A. Establish schedules and strategies that provide increased learning time; and B. Provide ongoing mechanisms for family and community engagement. 4. Providing operational flexibility and sustained support. A. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and B. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).		
11	An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as-- (A) Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school; (B) Institute a system for measuring changes in instructional practices resulting from professional development; or (C) Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.		
12	An LEA may also implement comprehensive instructional reform strategies, such as-- (A) Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective; (B) Implement a school wide "response-to-intervention" model; (C) Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content; (D) Use and integrate technology-based supports and interventions as part of the instructional program; and (E) In secondary schools-- (1) Increase rigor by offering opportunities for students to enroll in advanced coursework (such as advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework; (2) Improve student transition from middle to high school through summer transition programs or freshman academies; (3) Increase graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or (4) Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.		

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

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Texas Title I Priority Schools Grant Schedule #4A—Program Abstract		
Part 1: Grant Eligibility		
<input type="checkbox"/> Tier I Eligible Campus <input type="checkbox"/> Tier II Eligible Campus <input checked="" type="checkbox"/> Tier III Eligible Campus		
Identify which timeline the LEA/Campus the applicant will implement.		
<input type="checkbox"/> Option 1: LEA/campus currently engaged in aggressive reform <input checked="" type="checkbox"/> Option 2: LEA/campus in need of foundational technical assistance		
Part 2: Grant Program Summary. Provide a brief overview of the program you plan to implement on the campus. Be sure to address fundamental issues such as your local program goals and objectives that align with the RFA purpose and goals, rationale for program design, etc. Address the specific gaps, barriers, or weaknesses to be addressed by the intervention model to be selected. A response to this question must be completed in the original submission regardless of whether the LEA/campus has selected an intervention model at this time or not. Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<p>Hereford Junior High continues to devote itself in the efforts for increasing academic achievement of all students. The TTIPS Grant Tier III Transformation model will provide the additional resources to reach our ultimate goal of success for all students while meeting and exceeding both the state and federal accountability standards.</p> <p>With standards increasing substantially over the next three years, implementation of a well-developed, focused plan is critical to meet and/or exceed these standards. Hereford Junior High has begun implementing portions of the Transformation Model in efforts to address instructional issues in Mathematics and English Language Arts/Reading. In addition, the academic progress of English Language Learners (ELL) and Special Education student groups continues to be a concern. The 2009 AYP data showed that 27% of ELL students and 44% of SPED students met mastery in Math. In ELA/Reading, a disturbing 38% of ELL students met mastery. Reading ability was flagged as a critical area in Science for SPED students with 15% of these students meeting mastery. Data from the state accountability report shows that Math performance of all students declined by 3% and Reading/ELA declined by 9%. This trend is reversing through the implementation of intervention strategies begun this year in an attempt to intervene and correct learning gaps, barriers, and weaknesses in curriculum, instructional delivery, and professional development. Utilizing a comprehensive needs assessment process to target areas for improvement; a plan was developed including needed resources that focused on transforming the campus into a culture of learning that consistently performs at a high level. Tier III TTIPS Grant funding and associated program requirements will substantiate the ability to implement a more comprehensive needs assessment process focused on the use of data to provide the following:</p> <ul style="list-style-type: none"> • Develop and utilize an ongoing and more proactive monitoring process to identify and address problem areas to establish a culture of learning/teaching that promotes self-reflection strategies for continued growth • Provide prescriptive professional development based on teacher and student needs as indicated by the data. • Continue to provide training and support for our inclusion/co-teach model/implement an instructional coaching/mentoring model <p>Strategies to improve overall student academic achievement will include the following activities:</p> <ul style="list-style-type: none"> • Continue to align the curriculum with daily lesson design and develop differentiated lesson plans to meet the diverse student needs • Dedicated teaming times for instructional planning and analysis of student assessments • Implementation of a walk-through framework to provide feedback and promote goal setting for improving instructional practices and content knowledge • Increased learning time during the academic day through training in strategies to increase mental and physical engagement of all students • Provide extended learning opportunities: service-learning projects to support academics and Summer School academies. <p>Teacher and principal effectiveness and quality will be addressed through the use of current rigorous, transparent, and equitable evaluation instruments. Based on data gathered from this process, professional development will be provided in areas identified for growth. In addition, instructional staffs' desire for personal growth and time for self-reflection will further expectations to support a culture of high performance. Improvement in teacher behaviors and practices will have a direct correlation to increase academic achievement:</p> <ul style="list-style-type: none"> • Time for the design and planning and delivery of lesson plans • Increase time for authentic student engagement /involvement in extra-curricular activities and decrease student absences and discipline issues <p><i>"Teacher quality is the most important single influence on student achievement"</i> (Marzano, 2003, Reeves and Sanders, 1998). An intentional effort to increase parental/community involvement will be incorporated into all facets of the above strategies. An accountability system/process will be utilized to monitor the implementation of all activities implemented from this grant. However, without the TTIPS Grant funding, the likelihood of Hereford Junior High having the financial capabilities to fully implement the strategies of the transformation model is low. Hereford Junior High staff is confident that with the resources and support available from this grant, they WILL achieve the goals identified in this summary.</p>		

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Texas Title I Priority Schools Grant Schedule #4B—Program Description															
Part 1: Comprehensive Needs Assessment															
Section A: Campus Grade Levels															
Type of School	Number of Students Enrolled in Grade Levels on the Campus to be Served with Grant														
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Hereford Junior High	0	0	0	0	0	0	0	289	314	286	0	0	0	0	889
Open-Enrollment Charter School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Students:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	889
Total Instructional Staff														64	
Total Support Staff														13	
Section B: Data Sources Reviewed or to be Reviewed in the Comprehensive Needs Assessment Process															
1	Most Current Student Assessment Data: TAKS, TAKS M, TELPAS, HJH school coursework grades, Lexile, Failure Rate, District Mandated Benchmarks, AIMS Web														
2	Campus PEIMS Discipline Reports-teacher documentation, specific student group infraction analysis, grade level infraction analysis														
3	Student and Staff Attendance Data														
4	Campus Curriculum Grade Comparison with TAKS, Analysis Alignment, DMAC, CIP, Campus Improvement Needs assessment (SIRC)														
5	Parent/Community Involvement Data														
6	Learning Time Data														
7	Professional Development Documentation-previous training records, needs assessment data, fidelity of implementation data, impact on student performance														
8	Articulation-High School Credit														
9															
10															

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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>Hereford Junior High will identify and recruit a variety of instructional staff, parents, community members, administrative staff, and students dedicated to the vision of excellence in education for all stakeholders to serve on the TTIPS Grant Transformation Team. This team will be responsible for collecting, documenting, and analyzing accurate data from comprehensive needs assessment data sources. Data collection and analysis will be an on-going process. All decisions impacting Hereford Junior High improvement will be data driven. Due consideration will be given by all participants to maintain confidentiality when appropriate. The pool of data resources will be evaluated regularly to best determine pertinence of the data provided to meet the identified goals.</p> <p>Student assessment data will be collected from a variety of most current available sources to include but not limited to TAKS, TAKS-M, TAKS-A, TELPAS, district mandated benchmarks, AIMS Web, Lexile Levels, and student course work grades (grade distribution percentage and failure rates, course work grades compared to state assessment results). Articulation courses through Career Technical Education (CTE), and high school credit courses will also be evaluated for student academic success, student participation numbers, and future expanded needs. Data collected will be used in decision making pertaining to needed professional development for research based instructional practices including content area coaches, classroom management, and needs for instructional differentiation strategies (content, process, product, affect) which will positively impact student performance. Data gathering methods as well as authentic assessments will be used to identify specific student needs to be addressed in the differentiation of classroom planning and delivery of content by instructional staff. The data will be analyzed to identify instructional staff competency levels in differentiation strategies. Campus principals will continue to document and observe teacher implementation and fidelity of differentiation to determine improve teacher pedagogy and the correlation for improved student achievement. The Transformation Team will use this data in decision making for school improvement short and long term goal setting, in making the decision to implement differentiation/intervention strategies and evaluating the effectiveness of strategy instruction.</p> <p>PEIMS discipline records (principle types of infractions, most prevalent infraction, demographics of students involved, and staff most prevalent in writing the referrals) will be evaluated to determine teacher trend and student issues in order to best implement strategies to address prevention. Data will also be used to identify the needs of individual instructional staff members in need of a mentor and/or professional development with a focus on classroom management.</p> <p>Student attendance data will be monitored daily by the campus attendance clerk for the purpose of determining intervention needs of specific students. Six-week, semester, and annual student attendance data (in addition to student academic progress) will be evaluated to determine needs for remediation. Staff attendance data will be used to determine a basic measure of employee job satisfaction.</p> <p>As a campus, Hereford Junior High has aligned curriculum with CSCOPE, a comprehensive, customized and user-friendly curriculum support system developed by the Texas Education Service Center Curriculum Collaborative (TESCCC) and state assessment results. Further verification of teachers' lesson plans and comparing grade level student expectations provides data of instructional content and assessment practices of designated teachers. This data will be used in peer-coaching opportunities and as a part of the teacher evaluation instrument for the purpose of teacher quality. The process of verifying the curriculum serves as part of accountability on the actual classroom differentiated strategies recommended and selected as a result of professional development. Data will be used to identify teachers in need of more instructional coaching assistance.</p> <p>The Transformation Team will evaluate learning time data (regular school calendar, type of daily schedule, learning time minutes, bell to bell instructional practices, and current practices in place to assist identified struggling students) and compare it to actual student academic performance. The extent of the need for additional opportunities outside of the regular school day for student learning time will be determined as an intervention.</p> <p>The Transformation Team will evaluate professional development data (number and type of opportunities provided, knowledge/practices obtained, number of staff participating, sources, and whether or not professional development offered is research based) along with the data for student performance to best determine specific needs for immediate professional development opportunities required to achieve the goals of the Tier III Transformation Model.</p> <p>The existing Title I School/Parent compact activity opportunities, parents/community participation numbers and current communication practices of Hereford Junior High School will be evaluated by the Transformation Team to determine perceptions of parent in feeling welcomed and included in their students' education.</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	Robyn Rhodes-Principal	
2	D'Ann Blair-Director of Special Education	
3	Brenda Bice-Special Education Instructional Specialist	
4	Jill Savoini-Diagnostician	
5	Michael Kitten-Community Member	
6	Rhonda Curtsinger-Teacher: History and Humanities	
7	Rachel Ramirez-English Second Language Teacher	
8	Jobob Aanenson-Professional Service Provider (SIRC)	
9	Kamille Urbanczyk-Parent	
10	Sheri Blankenship-Director of Personnel	

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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>Hereford Junior High is capable of using TTIPS Grant funds to provide adequate resources and related services/ as well as the support provided by Hereford Independent School District to effectively implement the required activities of the Tier III Transformation Model. Hereford ISD and Hereford Junior High have an unblemished record of appropriately implementing and reporting on the use of State Compensatory Education funds as well as numerous Federal Title Program and IDIEA B funds at the campus and district levels. Hereford Junior High is committed to making full and appropriate use of awarded TTIPS Grant funding. Hereford Junior High is diligent in the selection of intervention strategies, their associated costs, and extension of these costs over the three-year period of the grant, and the ability to sustain after the grant period ends.</p> <ol style="list-style-type: none"> Develop and Increase Teacher and School Leader Effectiveness: Hereford Junior High has currently replaced the principal for the 2010-2011 school year which is the first year of the TTIPS Grant program implementation. The current rubric based evaluation instrument used by the district will be used to assess the campus principal. The Professional Development Appraisal System will be utilized for all teachers. A walk-through framework will be used for continual and frequent observations to further document student engagement and achievement. The Tier III Transformation Model funds will be used to provide intensive professional development for staff. Also, the funds will be used to support teachers in the classroom with content instructional coaches for lesson design and delivery. Prescriptive professional development will provide training and support for research-based inclusive/co-teach and differentiation strategies. Funds will be used to pay the salary of The District Shepherd who will oversee and facilitate full implementation of the TTIPS Grant initiatives and directly influence the fidelity of the use of the research-based differentiated instructional practices and curriculum. Funds will be used to identify and reward school leaders, teachers and other support staff who have implemented transformation model strategies, that lead to increased student achievement. Comprehensive Instructional Reform Strategies: Curriculum verification data identifies the areas in which students are not learning during the scheduled learning day. Implementing an instructional program that is research-based and vertically aligned to the grade level and the state's academic standards using student data (formative, interim and summative) will be used to inform and differentiate instruction in the classroom. In addition, funds will be used to hire instructional coaches and support contractors to teach and model instructional methods to assist individual teachers with the findings of the curriculum verifications. Additional technology purchases will be made to effectively accomplish walkthroughs in a timely manner. Efforts to align the district technology plan to the campus technology plan further substantiates Hereford Junior High's ability to sustain the high performing culture beyond the timeline of the grant. Increasing Learning Time and Creating Community-Oriented Schools: Implementing Saturday School, transportation and additional/supplemental instruction begins in year one. Funds will continue to assist with parent/community involvement supporting cultural celebrations to literacy/math activities. Funds will support implementing differentiated instructional strategies designed to accommodate the increased learning time opportunities. Technology resources such as Texas Virtual School Network, development and implementation of "Students As Instructors" and "Partner Learning" programs will provide parent-student time for learning together with the support of educational teams for promoting student success and strengthen the home-to-school connection. Funds will be used to provide for improved communication strategies with parents and the community (mail-outs, advertising, radio, television, billboards). Training community/parent novices on computer knowledge, and the use of technology associated with student computers to access the school website for school/home/community information and offerings throughout the year will be offered. Funds will be used to hire a liaison to support, mediate, and intervene with parents, students and educators through perceived difficult or tense situations thus creating a partnership for successful relationships and positively impacting student success. Providing Operational Flexibility and Sustained Support. Funds will be used prudently in making staffing increases to employ certified teachers to partner with veteran classroom teachers. The collaborative approach ensures quality learning in the classroom while transitioning teachers through staff development stages: providing more immediate and accurate diagnosis of students' needs, delivery of appropriate instruction, and observing differentiated lessons. Evaluating student success includes teacher self-reflection. Options to attend professional conferences will be made available for individual teachers to further develop capacity and bring a richer learning experience to all students. 		

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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).		
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>Upon first learning of the TTIPS Grant details, the Hereford ISD Superintendent presented the information to the Hereford School Board of Trustees at the regularly scheduled April 2010 Board meeting under the topic of reports. Grant program goals, Tier III school improvement option descriptions, available funding amounts, and potential impact on Hereford students over the next 3 years and sustainability were discussed. The Board responded favorably to the pursuit of the TTIPS Grant. After presenting initial information to the Board, the superintendent discussed the grant with the three qualifying campus principals. School improvement model options were discussed as well as potential funding amounts, possible intervention activities to best meet student needs, and the educational, human resources, political, and fiscal implications of the TTIPS Grant implementations. The superintendent and the assistant superintendent met on April 26, 2010 with the qualifying school campus principals. Hereford Junior High's principal for 2010-2011 school year was eager to begin the process. A campus briefing was held May 17, 2010. Campus staff was in agreement that changing status quo was the only way to reach the next level of student academic success at Hereford Junior High School. The principal went over the Critical Success Factors and Milestones and participated in brainstorming of possible intervention strategies with teachers. The teachers were excited about participating in research-based change and being included in the process of a systemic change to build teacher capacity in meeting the needs of all learners on the campus. With the understanding that the grant could possibly supplement current best practices on the junior high campus through a short survey of teacher needs conducted in the Professional Learning Communities (PLC). The vision for the teachers is to have a better understanding of instructional needs to meet the challenges of teaching all students' and creating and fostering an expectation for continuous staff development to be a part of a community of learners. In addition, the new principal and her administrative team had individual conferences with each staff member discussing staff expectations for the goals of the TTIPS Grant. This allowed for each staff member to commit to the process. The next step saw a new Transformation Team assembled from volunteers wanting to make and see a positive difference in student success. They reviewed district student academic data and received further TTIPS Grant details from the principal. The Transformation Team was then able to use the data and grant information to make preliminary plans needed for the writing and eventual implementation of the TTIPS Grant. During the period in which the grant was being written the new principal was getting information out to the public. She included information about the TTIPS Grant educational opportunities for students and the community at the numerous community organizations, and to honor individual concerns a suggestion box was made available through the district website and parents were informed of its existence through informational flyers to parents in English and Spanish. Students were informed through classroom meetings on how the grant could be used to make changes for the better of their school. Three student representatives were chosen to participate on the Transformation Team to represent the school demographics and learning abilities. The Hereford Junior High staff provided a number of comments/requests that the principal would take into consideration in the decision-making. The principal and district special education director, and district inclusion coach were able to provide a more detailed description of what the TTIPS Tier III Transformation Model for School Improvement will look like at Hereford Junior High.</p>		

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Part 2: Project Management Cont.		
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Management of Grant Activities – Describe how the LEA and campus will modify its practices and/or policies, as necessary, to ensure its implementation of the intervention(s) fully and effectively.		
<p>Hereford Junior High will not have to amend any policies or current procedures of Hereford Independent School District to ensure its implementation of the interventions fully and effectively.</p>		

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Resource Management – Describe how the LEA/campus will align other resources (federal, state, local, and community) with the school improvement intervention.		
<p>Hereford Junior High will align the Tier III Transformation Program TTIPS Grant funding with other federal, state, and local funds with two key factors in consideration-supplement not supplant; and to continue, expand upon and improve the transformation processes already in place.</p> <p>Hereford Junior High currently receives Federal IDEA B funding which is used for staffing a quality Special Education Program, Early Intervening Services (EIS) implementation training and program interventions, and for the purchase of special equipment, supplies, and software used to meet the need of special education students. Maintenance of Effort will be maintained with Tier III Transformation Program TTIPS funding used to employ additional certified teachers and certified paraprofessionals to support inclusion classrooms in math, reading and in other content areas including elective courses such as: Professional Communications and Principles of Business Finance. A TTIPS Grant funded instructional coach will assist special education and general education teachers in best instructional strategies to gain access to content knowledge.</p> <p>Hereford Junior High also receives State Compensatory Funds (SCE) for five staff member salaries. (3 paraprofessional-2.5 and 1.5 teachers). The TTIPS Grant will fund additional paraprofessional staff to support students in the inclusionary classrooms as well as pay tuition costs for paraprofessionals who wish to return to school to become certified teachers. (Tuition option will be available to paraprofessionals who commit for a minimum of five years employment at Hereford Junior High in order to recruit, and maintain teacher longevity as well as support sustainability of inclusionary strategies and practices on this campus.)</p> <p>State Migrant funding provides a student/parent liaison to support the fluctuating migrant population on the Hereford Junior High campus.</p> <p>Title I expenditure funds (211) are used to ENHANCE all other resources for At Risk Students and the funds are based on the free/reduced lunch population for Hereford Junior High. Title I Staff Development for School Improvement Program (SIP) uses funds to assist in the continuation of support and training for Highly Qualified staff over and above the regular Title I staff development Requirements. The School Improvement Program funds (Regular) are used for instructional supplies to enhance Title I funds for continued support in instruction and additional tutoring for Students At Risk. The School Improvement Program Summer Planning Academy funds are used for training teachers to analyze data and align instruction. In addition, from the data analysis a Comprehensive Needs Assessment (CNA) was developed using anecdotal data and instructional data. In response to areas identified for improvement, the staff development plan was created.</p> <p>Hereford Junior High received a 20/20 Vision Grant for 2009-2010 that was used to purchase a MAC laptop for every student enrolled in the eighth grade. The laptops aided the students in extending their learning outside of the classroom. The students will keep their laptops when they transition to ninth grade at Hereford High School. The 20/20 Vision Grant will not be extended for 2010-2011.</p> <p>A Fitness Grant allowed students at Hereford Junior High to raise their health and physical fitness in their physical education classes. Movement and brain research confirms that learning ability increases with consistent physical activity. (Ratey, 2008)</p> <p>The TTIPS Grant Transformation Model funding will be used to target the following:</p> <ul style="list-style-type: none"> ○ To increase academic achievement for all students ○ To increase teacher capacity in meeting the needs of all learners instructionally and behaviorally. ○ To develop self-reflective practitioners and build a visual portfolio that is tied to established goals and Professional Development Appraisal System (PDAS), particularly the Teacher Self Report. ○ To transform the school environment and promote a positive atmosphere supporting students, teachers, parents, and community. ○ To increase partnership between school, parents, and community. 		

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Grant Project Manager Qualifications – Describe the qualifications of the person selected to be the project manager for this grant on the campus.		
<p>The project manger (District Shepherd) for the TTIPS Grant is to be selected by Hereford Junior High based on the following qualifications:</p> <ol style="list-style-type: none"> 1. The Hereford Junior High Shepherd has a diverse knowledge base which will allow them to more fully understand the unique needs of a close-knit 4A School and Community with a diverse population (both socio-economic and ethnic) to meet the needs of staff members and students in the junlor high setting. 2. The Hereford Junior High Shepherd has a vested interest in seeing that the Tier III Transformation Program is fully and effectively implemented. The Shepherd's educational background; knowledge of differentiation and inclusionary classrooms which integrate and coordinate school support programs visibly demonstrate evidence of this commitment and dedication. The District Shepherd actively demonstrates an ongoing process to ensure the best practices always occur. 3. The Hereford Junior High Shepherd has full access to the principal and the Transformation Team and uses this access for effective, timely communication for the purposes of problem-solving, provision of technical assistance, and program evaluation. 4. The Hereford Junior High Shepherd is knowledgeable about the details of running a school campus, and of the various structures and procedures within the campus and district expectations, local and legal policies which will be used to ensure appropriate and timely transformation and implementation activities can occur with maximum efficiency. 		

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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>Hereford Junior High's Transformation Team commits to full evidence of support for District Shepherd with compelling action to implement with fidelity and reinforce the program designed with the allocation of TTIPS Grant Tier III Transformation funds. This commitment begins by addressing simple details of office location for accessibility purposes.</p> <p>Hereford Junior High has restructured the office spaces for counselors, principals, and secretaries to include the office for the Shepherd. Redesigning office locations enhances and supports a collaborative effort shared by the administration, Shepherd, and student support staff to effectively implement the Tier III Transformation Model.</p> <p>The Shepherd's office is complete with Internet, computer, telephone, bookshelves, filing cabinets that can be locked, and a secretary. The Shepherd has a school cell phone and personal laptop for use during the tenure of the grant to ensure access and transparency. In addition, the communication between the Hereford Junior High Shepherd and principal begins prior to arrival on the campus. Questions, concerns, overall expectations, shared dedication to the task at hand has been shared. The Transformation Team and staff members at Hereford Junior High know about the arrival of the Shepherd and prepare for the integration of expectations and communicated roles.</p> <p>Upon arrival to Hereford Junior High, orientation begins for The Shepherd. New employee orientation training which includes a review of the staff handbook, student handbook, including Student Code of Conduct, pertinent Board policy and school procedures, and required notices of sexual harassment, blood borne pathogens, confidentiality, etc. Welcome meetings to the school staff, district personnel (Superintendent, Business Manager, Assistant Superintendent, Curriculum Directors), community (Kiwanis Club, Rotary Club, Lions Club) and Hereford Independent School District School Board members further serves to solidify the collaborative commitment for increasing student achievement for all students at Hereford Junior High through expediting TTIPS Grant Tier III Transformation Model plan and monies.</p> <p>The Shepherd is considered an administrative employee of the Hereford Independent School District, and will be provided with identification card, keys, passwords, access to PEIMS and DMAC data, as well as GradeSpeed, Pentamotion (scheduler, and class locator), and access to other pertinent data for student documentation. The access includes Special Education Database – Multi State Billing Services. Access to teacher documentation includes Professional Development Appraisal System for continual monitoring of professional staff and instructional improvement and 360 Walkthroughs to provide visible evidence of teacher improvement and increasing student achievement.</p> <p>The Hereford Junior High Shepherd will have full access to the Principal and the Transformation Team for the purpose of revisiting the consistent focus on the transformation process through purposeful conversations, email communication, newsletters, and Professional Learning Communities (PLC's) to ensure the success of all students.</p> <p>The Hereford Junior High Shepherd's knowledge about the details of reforming school culture, current campus procedures, district's legal and local policies does ensure for more appropriate and timely transformation activities implemented with seamless transition.</p> <p>The Shepherd's accessibility to documentation data, location support, collaboration with campus personnel, noted inclusion and acceptance into the school culture/family, district policies, campus policies, and expectations ensure a transparent and fluid framework for systemic change on the Hereford Junior High campus.</p> <p>The Shepherd's role is critical for the implementation of the grant sustainability beyond 2013. In addition, proactive planning and collaboration with the Shepherd and the Transformation Team to sustain the framework is crucially important with respect to the outcome.</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).

Program Continuation and Sustainability – Describe how the LEA will sustain the campus reforms after the funding period ends.

In order for Hereford Junior High to sustain reform after the funding period ends, specific strategies and developed structured delivery have been selected to utilize throughout the school transformation process. **Improve Academic Performance Reading/ELA; Math and Increase the Use of Quality Data to Drive Instruction; Increase Teacher Quality; Improve Learning Time.** Through the embedded co-teach model, instructional coaching, and prescriptive professional development academic performance will continue to increase because the elements designed to create a systemic change for teaching instruction/student learning has been guided through the **Gradual Release of Responsibility** model (Pearson & Gallagher, 1983) over the course of the funding period.

- o Continuous monitoring of the fidelity of the research based differentiation strategies from professional development, coaching assistance, and collaborating with content professionals. Resources are available through Region 16 ESC, local campus budget, and on-line professional development Project SHARE provided by TEA. Access to a Professional library, and professional journals on campus with a focus on content educating diverse learners in the 21st century classroom will continue.
- o Continuous monitoring of the fidelity of the research-based behavioral strategies from professional development, coaching assistance, and collaborating with behavioral experts.
- o Continuous scheduling of time during the school day for Professional Learning Communities to discuss student data and best practices. "What should we intentionally learn in order to become more effective in our teaching so that students learn well?" (Hord, 2008).
- o Continuous practice of pre-assessments, formative assessments and summative assessments to guide classroom instruction and web-based services such as DMAC to disaggregate data to understand student learning.
- o Continuous use of technology resources and tools to differentiate and expand knowledge of content, connections to the world and use for daily routines. The TTIPS grant supplies technology for the campus so that routine maintenance and three year refresh process for newer technology can be supported by the local campus budget beyond 2013.
- o Continuous access to Texas Virtual Schools Network for remediation and acceleration. The cost is offset by trained paraprofessional who has been a part of the transformation process rather than teacher.
- o Student membership PALS program will be sustained through Hereford High School's Career Technical Education (CTE) Ready-Set-Teach Class for differentiation strategies such as individual tutoring, small group learning, etc. The instructor and Professional Learning Leaders from the junior high will continue to offer training for students learning about education as a profession.
- o Mentorship programs and parent volunteer programs to support and offer educational tutoring will continue through community organizations for Hereford Junior High students.
- o The grant offering certifications to paraprofessionals who have committed to at least five years to the district allow hiring of qualified and knowledgeable people to support transformation, produce longevity and retention of staff, and systemic reform upon program completion.
- o Incentives for staff members will continue through the use of the state offered incentive and reward funds that Hereford Junior High in which HJH has yet to participate.
- o The Comprehensive Needs Assessment process will continue to be used to provide data essential for decision making to continually increase student achievement. **Increase Leadership Effectiveness:** Transparent and rigorous evaluation instrument for teachers and principals will be evaluated and aligned to the systemic school improvement goals. Instructional coaching process to produce teacher leaders emerge as instructional leaders and apprentice new teachers to the campus. **Improve School Climate:** Texas Positive Behavior Initiative will be fully implemented. Teachers, principals, and support staff will provide training and support to new teachers. The school counselor, coaches, and family liaison officer hired through the grant can now be paid through the attrition of employees and absorption of positions because of the ability of the teaching staff to increase student achievement. **Increase Parent/Community Involvement:** Reciprocal English/Spanish classes will continue through training school staff and community volunteers. The Parent Teacher Student Organization will continue at Hereford Junior High. The three-year efforts to develop, recruit members and provide beneficial ways to be involved in the school community will be fully implemented and accessible to the community. This program is an integral piece of the transformation process and will be supported by fund raising efforts.

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External Providers -- Describe how the LEA will recruit, screen, and select external providers to ensure their quality.		
<p>The LEA will recruit, screen, and select external providers to ensure their quality as follows:</p> <p>RECRUITMENT: External service providers and support will be recruited based on matching programs, resources, and training available with identified needs of the campus. The Transformation Team, ESC 16, SIRC/ESC13, and other professionals will provide input during the recruitment phase of this process.</p> <p>SCREENING: After reviewing instructional and professional development needs identified through data analysis, screening of potential providers will be done. A team of staff members and the Transformation Team will review recommendations and historical data to determine the success rate for the provider. A rubric will be used to determine if the support and services of the consultant/program are aligned with the campus needs. Prior to moving into the selection phase, we will contact schools that have used the services to gather insight regarding effectiveness of services/program provided. Using this information we will determine which providers to contact.</p> <p>SELECTION: We will meet with each service provider to explain what our needs and goals are and learn how they will help us reach our goals. The Transformation Team along with selected school personnel will serve on the committee to select external service providers.</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).

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.

Hereford Junior High will make site visits as appropriate for purposeful implementation of the transformation model and to identify characteristics of a high performing learning culture. A cost effective analysis for site visits will be utilized to determine site visits.

Secondly, prior to a visit considerations are as follows:

- Is it aligned with transformation goals?
- Is it researched based? Or are substantial data sources indicating success available?
- Are campus demographics similar?

The following school is being considered for a visit:

- Artie Henry Middle School at Leander ISD in Leander, Texas

The expected outcomes of site visits are that detailed information and first-hand knowledge of specific strategy implementations or practices can be brought back to the school and incorporated in Hereford Junior High's transformation processes. It is expected that the implementation of the new strategies provide for new student academic successes that were not previously realized with other strategies.

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Lack of Capacity -- If the LEA is not applying to serve each Tier I school (is not applying for grant funding for each Tier I school), provide a detailed explanation of why the LEA lacks capacity to serve each Tier I school.		
<p>Hereford Independent School District does not have a campus that has been identified as a Tier I school.</p>		

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

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

Part 3: Intervention Model

Section B: Model Selection Process –Describe in detail:

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

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

The Transformation Model was selected because:

- Hereford Junior High replaced the existing principal for the 2010-2011 school year;
- The model provided for a transparent evaluation instrument to evaluate the effectiveness of the principal and teachers in meeting the transformation model goals;
- The model required the development of recruitment/retention and reward/incentive strategies for staff;
- The model provided for ongoing high quality job-embedded professional development that is aligned with the Hereford Junior High instructional program;
- The model makes consistent use of data provided by ongoing comprehensive needs assessments in all school improvement decision making;
- The model is designed and implemented with teacher and principal involvement to meet the specific needs of Hereford Junior High;
- The model provides for increased learning time;
- The model provides for an expansion of parent/community-oriented school engagement;
- The model provides additional support for improving school operational flexibility;
- The model provides extended opportunities to receive ongoing technical assistance and related support from Texas Transformation Project Personnel and Hereford Junior High District Shepherd;
- The model allows Hereford Junior High the flexibility to design, implement, and evaluate the school improvement program while receiving guidance from selected providers to ensure a successful completion of the project.

2. Timeline delineating the steps Hereford Junior High School will take to implement the Tier III Transformation Model:

The activities listed below will occur regularly throughout the 3 years:

- Analyze student data to provide targeted intervention strategies and extended learning opportunities;
- Professional Learning Communities will provide scheduled time for analysis of student data, authentic assessment, and student work to plan differentiated instruction;

Summer After Being Awarded the Tier III Transformation Model TTIPS Grant

- Revisit and revise, if needed, the District/Campus Improvement Plan to reflect the transformation model reform strategies;
- Work with Hereford ISD business manager to discuss/plan for financial considerations associated with the TTIPS Grant;
- Review and renew the HJH School Transformation Team;
- Communicate the acquisition of the TTIPS Grant with all stakeholders;
- Select a Professional Service Provider from SIRC recommendation list;
- Interview and hire Instructional Coaches, additional teaching staff, ESL certified teacher
- Contract with Region 16 ESC for Texas Positive Behavior Initiative;
- Recruit and hire a Family Liaison officer to bridge the gap between home and school;
- Contact Safe and Civil Schools, Dr. Randy Sprick, to develop a plan for training to assist us as we establish a high performing culture;
- Select a walk-through model (360, McRel, etc) to create culture that engages in self-reflection to promote individual growth;

Fall I

- Select and contract for the Hereford Junior High District Shepherd;
- Participate in the Transformation Project Institute with SIRC;
- Conduct a Hereford Junior High Snapshot with the assistance of SIRC;
- Develop a plan for staff incentives and reward system;
- Participate in a Principal/Leader Competency Review process with SIRC;
- Schedule focused walk through training;

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Section B: Model Selection Process Cont. Responses are limited to <i>five pages</i> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<ul style="list-style-type: none"> Update the comprehensive needs assessment using current data; Use data provided by the comprehensive needs assessment to make decisions on specific Intervention strategies to be implemented throughout the Fall semester (teacher coach, extended day schedule, specific professional development, etc.); Plan for extended day schedule changes to be implemented second six weeks of 2010-2011 school year; Identify Teacher Leaders and peer trainers of teachers; Send Instructional Coaches to a coaching academy; Communicate progress of TTIPS Grant Program implementation to all stakeholders; Complete the first 90-day evaluation of all grant funded initiatives; Continue inclusion/co-teach training for all HJH personnel; Begin staff development training in differentiated lesson planning, assessing for learning, and engaging students in the learning; Begin implementation of student portfolios to measure academic growth within cohort groups Purchase additional technology <p>Spring I</p> <ul style="list-style-type: none"> Participate in a TEA and/or SIRC campus visit; Begin leadership coaching; Implement strategies decided upon in Fall I planning phase; Replace or retain key staff; Complete second 90-day evaluation of grant funded initiatives; Review student portfolios <p>Summer I</p> <ul style="list-style-type: none"> Attend Summer Seminar training; Attend National Staff Development training; Purchase/update instructional staff laptops; Develop a plan to recruit and retain quality staff; Develop job embedded professional development plan for upcoming school year; Attend Texas Positive Behavior Initiative training and plan for program implementation Fall 2011; Evaluate walk through design and process Evaluate instructional coach roles and performance <p>Fall II</p> <ul style="list-style-type: none"> Hire Instructional Specialist, counselor and nurse Implement school-wide Texas Positive Behavior Intervention program; Review progress toward goals in Fall II 90-day action plan; Communicate progress of TTIPS Grant Program implementation with all stakeholders; Review progress toward goals of Fall II 90-day action plan and develop the next op-day plan for Spring II Implement staff incentives and reward system <p>Spring II</p> <ul style="list-style-type: none"> Review Texas Positive Behavior Intervention Program data to evaluate program implementation Implement additional targeted professional development based on classroom observation data and student data Begin recruitment of teacher trainers who will continually provide professional development and support in the use of the information learned from the professional development; Replace or retain key staff; Review progress towards goals of spring II 90-day plan and develop next 90-day plan for Summer II; <p>Summer II</p> <ul style="list-style-type: none"> Attend National Staff Development Council Summer Conference; Attend Summer Team Training; Review and revise professional development plan; 		

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Section B: Model Selection Process Cont. Responses are limited to five pages , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<ul style="list-style-type: none"> • Review and revise campus needs assessment; • Develop plans for classroom interventions for Texas Positive Behavior Intervention Program • Review progress towards goals of Summer II 90-day plan and develop the next 90-day plan for Fall III <p>Fall III</p> <ul style="list-style-type: none"> • Re-administer Campus Snapshot; • Implement revised professional development plans; • Work with central administration, school business office, and Transformation Team members to develop a plan for sustaining successful transformation intervention strategies; • Communicate progress of TTIPS Grant Program implementation with all stakeholders; • Review progress towards goals of Fall III 90-day plan and develop the next 90-day plan for Spring III <p>Spring III</p> <ul style="list-style-type: none"> • Collect data for Texas Positive Behavior Initiative evaluation; • Continue professional development; • Replace or retain key staff; • Review progress towards goals of Spring III 90-day plan and develop the next 90-day plan for Summer III; <p>Summer III</p> <ul style="list-style-type: none"> • Conduct intense data review and process evaluation and make determination of what worked (and is to be sustained) and what still needs to be targeted; • Implement sustainability plan (use of instructional technology, peer trainers of teachers, 90-day action plans, data driven intervention and professional development selection, continuation of student behavior plan, etc.); • Review progress towards goals of Summer III and develop next 90 day plan for Fall IV 		

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Empty space for program description		

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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	Robyn Rhodes-Principal		
2	D'Ann Blair-Director of Special Education		
3	Brenda Bice-Special Education Instructional Specialist		
4	Brenda Kitten-Assistant Principal		
5	Joey Ritchey-Assistant Principal		
6	Kami Pack-Assistant Principal		
7	Paula Miller-Special Education Teacher		
8	Elissa Lowe-6 th Grade Counselor		
9	Jobob Aanenson-Professional Service Provider (SIRC)		
10	Rachel Ramirez-English Second Language Teacher		

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Schedule #4B—Program Description

Part 3: Intervention Model

Section D: Improvement Activities and Timeline

On the following pages of charts applicants should describe all other school improvement activities that will be incorporated with the model to be selected.

For each additional improvement activity entered, enter the Critical Success Factor Code(s) from this table, enter the LEA/campus' rationale for including the activity, provide the supporting research that indicates the activity will be effective, and indicate the beginning and ending date of the activity.

1 – Improve Academic Performance, including (but not limited to) Reading/ELA and Math

- A. Data-driven instruction
- B. Curriculum Alignment (both horizontal and vertical)
- C. On-going Monitoring of Instruction

2 – Increase the Use of Quality Data to Drive Instruction

- A. Data Disaggregation/Training
- B. Data-driven Decisions
- C. On-going Communication

3 – Increase Leadership Effectiveness

- A. On-going Job Embedded Professional Development
- B. Operational Flexibility
- C. Resource/Data Utilization

4 – Increase Learning Time

- A. Flexible Scheduling
- B. Instructionally-focused Calendar
- C. Staff Collaborative Planning

5 – Increase Parent/Community Involvement

- A. Increased Opportunities for Input
- B. Effective Communication
- C. Accessible Community Services

6 – Improve School Climate

- A. Increased Attendance
- B. Decreased Discipline Referrals
- C. Increased Involvement in Extra/Co-Curricular Activities

7 – Increase Teacher Quality

- A. Locally Developed Appraisal Instruments
- B. On-going Job Embedded Professional Development
- C. Recruitment/Retention Strategies

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Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 1: Improve Academic Performance including (but not limited to) Reading/ELA and Math					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1A Improve Academic Performance Through the Use of Data Driven Instruction	Improve Student Achievement in Reading/ELA through full implementation of Response to Intervention (RTI)	RTI strategies will provide intervention strategies to students and prevent them from falling behind academically. Will result in exceeding AYP and State accountability standards.	Pyramid to Response to Intervention: RTI Professional Learning Communities, and How to Respond When Kids Don't Learn (Buffum, Mattos & Weber, 2009)	August 2010	May 2013 With continuation after grant period
1A Improve Academic Performance Through the Use of Data Driven Instruction	Improve Student Achievement in Mathematics through full implementation of Response to Intervention (RTI)	RTI strategies will provide intervention strategies to students and prevent them from falling behind academically. Will result in meeting AYP and State accountability standards.	Closing the RTI Gap: Why Poverty and Culture Count (Tieson, 2010)	August 2010	May 2013 With continuation after grant period
1B Improve Academic Performance Through Curriculum Alignment	Improve Student Academic Achievement in all subjects through the use of the vertically/horizontally aligned (with the TEKS) C-Scope Curriculum by classroom teachers	The Texas Education Service Center Curriculum Collaborative (TESCCC) developed C-SCOPE, a comprehensive, customized, user-friendly curriculum support system which encompasses resources for the implementation, monitors the curriculum and establishes an accountability process to ensure a quality implementation.	ESC Region 13 www.esc13.net	August 2010	July 2013 With continuation after grant period
1A Improve Academic Performance Through the Use of Data Driven Instruction	Use DMAC as a resource to state and local assessment results.	Data analysis software program that provides for convenient, usable data that can be used for instructional decision making.	ESC Region 16 www.esc16.net	August 2010	May 2013 With continuation after grant period
1A Improve Academic Performance Through the Use of Data Driven	Margaret Kilgo Data Driven Decision Making	Research supports all decisions should be data driven	www.margaretkilgo.com	January 2011	January 2011

Instruction					
1A, 1B, 1C Data-driven instruction, Curriculum Alignment, On- going Monitoring of Instruction	KOLAK Training	Maximizing instruction through the English Language Proficiency Standards (ELPS). The Vested Approach	Dr. Cindy Cardenas www.kolakgroup.com	June 2011	June 2011
1A Improve Academic Performance Through the Use of Data Driven Instruction	Region 16 Collaborative for Excellence in Mathematics Teaching	Provide high-quality professional development in math content, pedagogy, and instructional practices to improve student achievement	ESC Region 16 www.esc16.net Region 16 Collaborative for Excellence in Mathematics Teaching (RCEMT)	June 2011	June 2013
1A Improve Academic Performance Through the Use of Data Driven Instruction	Joshua Horton Hands-On Math	Activities designed to focus on gaps between textbooks and standardized test	www.joshuahorton.info/index.html	August 2010	August 2013

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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
2B, 2C Data-driven Decisions and On-going Communications	Student Portfolio	To be used to assess student's individual learning styles, enhances their ability to communicate with parents about students' learning and helps to fulfill professional requirements of school and community accountability	School Portfolio Toolkit (Bernhardt, 2002) North Regional Educational Laboratory www.ncrel.org/sdrs/areas/issues/students/earlycid/ea5l143.htm	October 2010	May 2013
2A, 2B, 2C Data Disaggregation/Training, Data-driven Decisions, On-going Communications	Assessments: Formative Summative	Assessment must be seen as an instructional tool for use while learning is occurring and as an accountability tool to determine if learning has occurred.	Effective Classroom Assessment (Garrison, Chandler & Ehringhaus, 2009)	August 2010	May 2013
2A, 2B, 2C Data Disaggregation/Training, Data-driven Decisions, On-going Communications	Differentiation: Product Process Affect	Provide teachers day-to-day data on students' readiness for particular ideas/skills, their interests and their learning profiles.	The Differentiated Classroom: Responding to the Needs of All Learners (Tomlinson, 1999)	June 2010	May 2013
2A, 2B Data Disaggregation/Training, Data-driven Decisions	Professional Development	Training will be provided based on student/campus needs. The professional development will enhance classroom instruction and aid in student achievement.	Job Embedded Professional Development (National Comprehensive Center for Teacher Quality Issue Brief April 2010 Croft, et. al)	June 2010	May 2013 With continuation after grant period
2A, 2B, Data Disaggregation, Data-driven Decisions	Data Inquiry/Disaggregation	When teachers engage in ongoing collaborative inquiry focused on teaching and learning and make effective use of data, they improve results for students.	Using Data to Improve Learning for All: A Collaboration Inquiry Approach (Bernhardt, 2009)	June 2010	May 2013
2A, 2B, 2C Data Disaggregation/Training, Data-driven Decisions, On-going Communications	Einstruction Clickers	A technology tool for students and teacher to assess level of understanding.	"Making it Click: A California High School Test Drives and Evaluates Six New Personal Response Systems." (Technology and Learning v26 n11 p.34, June 2006 Hanley, J;et.al)	August 2010	May 2013 With continuation after grant period

2A Data Disaggregation/Training	iPad, Scanner for Digital administrators, staff and students	To be used by principal, assistant principals and instructional coach for daily, timely collection of teacher performance data for use in teacher evaluations and for documentation of instructional practices	(Beachum & Dentlith, 2004) (Steiner & Kowell, 2007)	August 2010	May 2013
2A, 2B, 2C Data Disaggregation/Training, Data-driven Decisions, On-going Communications	GradeSpeed	Technology based grade book used by teachers. Allows timely grade postings of assignments and tests that can be accessed from work or home. Also, provides parents 24/7 access to student grades.	www.schoolnet.com	June 2010	May 2013 With continuation after grant period

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Part 3: Intervention Model					
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
3A, 3B, 3C On-going Job Embedded Professional Development, Operational Flexibility, Resource/Data Utilization	360 Walk Throughs (McRel)	Focuses on effective instructional strategies, student engagement, teachers' use of technology, and research showing input on student learning	Power Walk Through Classroom Observation Seminar and Software http://portal.esc20.net www.mcrel.org/powerwalkthrough	August 2010	May 2013
3A, 3B, 3C On-going Job Embedded Professional Development, Operational Flexibility, Resource/Data Utilization	The Three-Minute Classroom Walk -Through	Teachers will benefit by learning to use reflection to increase their knowledge, skills, and performance; strategically aligning classroom instruction to district curriculum and increasing student learning across grade levels	The Three-Minute Walk-Through: Changing School Supervisory Practice One Teacher at a Time (Downey, Steppy, English, Frase & Poston, 2004)	August 2010	May 2013
3A, 3B On-going Job Embedded Professional Development, Operational Flexibility	Develop a Collaborative Administration Team	The principal can no longer serve as the only instructional leader for school improvement and expect the school to meet its AYP measures as assigned by the state. Beachum and Dentith (2004) Steiner and Kowell (2007)	Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning (Mike Schmoker, 2006) (Beachum & Dentith, 2004) (Steiner & Kowell, 2007)	June 2010	May 2013
3A, 3B On-going Job Embedded Professional Development, Operational Flexibility	Region 16: Kagan Structures Cooperative Group Learning	Transformation of classroom instruction requires meaningful engagement of the teaching profession.	Cooperative learning Structures Can Increase Student Achievement (Dotson, 2001)	June 2011	May 2013
3A, 3B, 3C On-going Job Embedded Professional Development, Operational Flexibility, Resource/Data Utilization	Adult/Teacher/Student Conferences	Conferences will be held on student portfolios with parents to involve them in the learning process.	School Portfolio Toolkit (Bernhardt, 2001)	October 2010	May 2013

3A On-going Job Embedded Professional Development	Provide data-driven on-going job embedded Professional Development for the Principal	Provides the means to acquire new knowledge and skills necessary for professional growth with the input from the School Improvement Resource Center (SIRC) professional service provider.	Accountability for Learning: How Teachers and School Leaders Can Take Charge (Reeves, 2004)	June 2010	May 2013
3A On-going Job Embedded Professional Development	Continue participation with School Improvement Resource Center (SIRC) in Leadership Coaching	A required part of the Texas Transformation Program that provides expertise and guidance in research based practices for the specific purpose of increasing leadership effectiveness.	School Improvement Resource Center www.esc13.net/sirc	June 2010	May 2012

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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
4A Flexible Scheduling	Texas Virtual School Network	Equivalent in instructional rigor and scope to a course that is provided in a traditional classroom setting.	Texas Virtual School Network www.txvsn.org	June 2011	May 2013
4B Instructionally-focused Calendar	Peer Tutors	All learners-not just those who struggle-benefit from peer tutors. This can create an extensive support system by giving everyone a chance to reach higher, learn more, and contribute to one another's learning.	How to Differentiate Instruction in Mixed-Ability Classrooms (Tomlinson, 2001)	August 2011	May 2013 With continuation after grant period
4B Instructionally-focused Calendar	Peer Assistance and Leadership (PAL)	Utilize the potential of young people to make a difference in their schools and communities.	Peer Assistance and Leadership (PAL) www.palusa.org	August 2012	May 2013 With continuation after grant period
4A Flexible Scheduling	One-To-One: Vision 2020	Provides software, online resources, and other appropriate learning technologies that have been shown to improve academic student achievement.	www.herefordisd.net/Vision2020.htm	January 2010	May 2013 With continuation after grant period
4A Flexible Scheduling	Mobile Cart	Available for parent use in classes for computer usage, students use to differentiate lessons in the classroom	21 st Century Skills: Rethinking the Student Learner (Bellanca & Brandt, editors, 2010)	January 2011	May 2013 With continuation after grant period
4A Flexible Scheduling	Qwizdom	Designed by educators to engage and actively involve every student to increase learning and productivity	www.camcor.com/quizdom.htm	Continue use of Qwizdom	With continuation after grant period

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Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 5: Increase Parent/Community Involvement					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
5A, 5B Increased Opportunities for Input, Effective Communication	Include parent and community members as part of the Transformation Team	A valid way to obtain input from those with a vested interest in the school and keep the community informed about the transformation process.	Schools that Learn: A Fifth Discipline Fieldbook for Educators, Parents, and Everyone Who Cares about Education (Senge, 2000)	July 2010	Summer 2013 With continuation after grant period
5A, 5B Increased Opportunities for Input, Effective Communication	Parent Volunteers	Creates a positive home-school relationship that builds and strengthens family involvement and it helps children reach their full potential.	Education World (Star, 2009) www.educationworld.com	January 2011	May 2013
5A, 5B Increased Opportunities for Input, Effective Communication	Parent Services: Computer Knowledge, English classes and "Campus Highlights"	The school becomes a resource place for parents as well as their children; they provide services and support that parents have identified as needed in their community.	Schools that Learn: A Fifth Discipline Fieldbook for Educators, Parents, and Everyone Who Cares about Education (Senge, 2000)	August 2011	July 2013 With continuation after grant period
5B, 5C Effective Communication Accessible Community Services	Family Liaison Officer (FLO)	The family liaison will provide information to the parents on services available throughout the community and serve as a counselor for family issues that arise.	Denton, M., "Where Would You Turn for Help/ Older Adults' Awareness of Community Support Services?" (Canadian Journal on Aging, v27 n4 p359-370, 2008)	October 2011	July 2013
5C Accessible Community Services	Full Time Nurse	Supports student success by providing health care assessment, interventions, and follow-up for all children within the school setting.	National association of School Nurses (NASN) www.nasn.org	October 2011	May 2013
5C Accessible Community Services	Wellness for adults and children	Provide resources such as eyeglasses, clothes, shoes, coats and shoes to those in need.	www.definitionofwellness.com	October 2011	May 2013
5A, 5B, 5C Increased Opportunities for Input, Effective Communication, Accessible Community Services	Junior Achievement	A partnership between the business community, educators and volunteers that provide experiential programs that will teach the key concepts of work readiness, entrepreneurship and financial literacy to young people all over the world.	Junior Achievement www.ja.org	August 2010	With continuation after grant period

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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
6C Increased Involvement in Extra/Co-Curricular Activities	Principals Advisory Council (PAC)	Will serve as a contact between the student body and the principal. It will serve as a "sounding board" to assist the principal and staff in meeting the academic, curricular, instructional, and extra-curricular needs of the student body.	Schools that Learn: A Fifth Discipline Fieldbook for Educators, Parents, and Everyone Who Cares about Education (Senge, 2000)	September 2010	With plans to continue after grant period
6C Increased Involvement in Extra/Co-Curricular Activities	Student Council	Provides a valuable leadership partnership between students and their school. It creates the opportunity for students to become effective leaders, thus encouraging and influencing a positive school climate.	National Association of Student Councils www.nasc.us	September 2010	With plans to continue after grant period
6B Decreased Discipline Referrals	Region 16: Texas Positive Behavior Initiative	Use of research based behavior management strategies by teachers will help in motivating students to use appropriate behaviors.	Interventions: Evidenced-Based Behavioral Strategies for Individual Students (Sprick & Garrison, 2008) www.esc16.net	August 2010	May 2013 With plans to continue after grant period
6B Decreased Discipline Referrals	Full-Time 6 th Grade Counselor	To help students reach their educational potential, available to intervene with students that have emotional or personal problems and begin to introduce them into career options	The Bridge to Character (Educational Leadership February 2010 v67 n5)	August 2010	With plans to continue after grant period
6B Decreased Discipline Referrals	Behavioral Response to Intervention (RTI)	Implementing a plan to create a support system that meets the individual levels of all behavioral needs.	Behavioral Response to Intervention: Creating a Continuum of Problem-Solving & Support (Sprick, Booher & Garrison, 2009)	March 2011	With plans to continue after grant period

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Schedule #4B—Program Description					
Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 7: Increase Teacher Quality					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
7B, 7C On-going Job Embedded Professional Development, Recruitment/Retention Strategies	Instructional Coaching Training	Coaching is a non-evaluative, learning relationship between a professional developer and a teacher, both of whom share the expressed goal of learning together, thereby improving instruction and student achievement.	Instructional Coaching: Eight Factors for Realizing Better Classroom Teaching through Support, Feedback and Intensive, Individualized Professional Learning (American Association of School Administrators, 2006 no. 4 vol. 6.3)	June 2010	With continuation after grant period
7C Recruitment/Retention Strategies	Life Coach	A coach is someone who cares that people create what they say they want, that they follow through when they choose. The coach is there to hold people accountable and keep them moving forward toward their dreams and goals.	Co-Active Coaching: New Skills for Coaching People Toward Success in Work and Life (Whitworth, Kimsey-House, Kimsey-House & Sandahl, 2007)	October 2010	With continuation after grant period
7B On-going Job Embedded Professional Development	Teacher Book Study	To understand the needs of learners today and promote a deeper understanding of concepts and the actual transfer of ideas to practice.	Building Teachers' Capacity for Success: A Collaborative Approach for Coaches and School Leaders (Hall & Simeral, 2008)	August 2010	With continuation after grant period
7B On-going Job Embedded Professional Development	5E's: Learning Cycle	Allows students and teachers to experience common activities, to use and build on prior knowledge and experience, to construct meaning, and to continually assess their understanding of a concept.	Enhancing Education www.enhancinged.wgbh.org/research/eeeeee.html	August 2010	With continuation after grant period
7B On-going Job Embedded Professional Development	Differentiation: Product Process Content Affect	Provide teachers day-to-day data on students' readiness for particular ideas/skills, their interests and their learning profiles.	The Differentiated Classroom: Responding to the Needs of All Learners (Tomlinson, 2004)	June 2010	With continuation after grant period
7C Recruitment/Retention Strategies	Continue Higher Education Pursuits	The central practice of personal mastery involves learning to keep both a personal vision and a clear picture of current reality before us.	Schools that Learn (Senge, 2000)	January 2011	May 2013

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Part 4: Waiver Requests		
Applicants must check the waivers in which the LEA/campus intends to implement.		
<div style="margin-bottom: 20px;"> <input checked="" type="checkbox"/> Extending the period of availability of school improvement funds. <i>This waiver extends the "life" of the funds for two additional years; allowing the state to fund the grant period for three years to the LEA on behalf of the eligible campus, as long as the campus meets the requirements of implementation of the grant program.</i> </div> <div style="border: 1px solid black; padding: 10px; margin-bottom: 20px; background-color: #f0f0f0;"> 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. </div> <div> <input type="checkbox"/> "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model. <i>Under this waiver, the LEA with an eligible Tier I or Tier II campus implementing the turnaround model or restart model may have their School Improvement status reset regardless of the actual AYP status and other school improvement interventions, such as School Choice and Supplemental Education Services (SES) would not be applicable. This waiver allows the campus two years to effectively implement the selected turnaround or restart model of reform without additional statutory school improvement interventions being required.</i> </div> <div style="margin-top: 20px;"> <input type="checkbox"/> Implementing a school wide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold. <i>This waiver allows a Tier I Title I campus that otherwise does not qualify to operate a Schoolwide program to do so in order to implement the Tier I reform model selected.</i> </div>		

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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>The purpose of a monitoring and accountability system is to improve student achievement, professional teaching practice, and leadership decision making; therefore, Hereford Junior High will implement an ongoing monitoring process of TTIPS Grant activities to ensure continuous improvement by collecting and using data in decision making as determined by the 90-day actions plans designed by the Transformation Team. The Transformation Team will work closely with the District Shepherd for Hereford Junior High and the SIRC Support Specialist to ensure an effective monitoring system is put in place. Members of the Transformation team, as well as school staff, will be assigned specific monitoring and reporting duties. Continuous data disaggregation, interpretation for identifying appropriate research-based intervention instructional strategies and implementation will be documented in content Professional Learning Community time each day. Through the analysis of students' needs, curriculum alignment, state expectations for student learning, continuing to increase teacher capacity to teach all learners through research based differentiation strategies will be monitored to ensure that systemic change at Hereford Junior High takes place. An accountability element will be incorporated into the on-going monitoring activities with the inclusion of reports to be made public to all stakeholders on the summative evaluations results of the 90 day action plan implementation and on the formative plans for the next 90 day action plan. The thoughtful, continuous monitoring of the activities created by the TTIPS Grant will help to ensure that after the grant period ends, Hereford Junior High will sustain the ability to increase student learning. In addition, Hereford Junior High as a prototype campus will model for other campuses systemic change that can be replicated.</p> <p>Intervention strategies to be monitored will include those pertaining to:</p> <ul style="list-style-type: none"> ○ the progress of students (academic, discipline, attendance, participation in extra/co-curricular activities) ○ the evaluation of the effectiveness of the campus principal ○ the evaluations of the effectiveness of campus teachers based on student data ○ the data from 360 Walkthroughs to document increased learning time in classrooms ○ the lesson plans documenting differentiation to meet the needs of all learners in the classroom ○ the number of times student use of technology is integrated in the classroom lessons to raise the level of learning (check-out of mobile carts, computer lab use) ○ the progress monitoring of students' success enrolled in Response to Intervention classes for Math and Reading ○ the progress towards and results of content teacher coaching ○ the state of the professional development program ○ review of the sufficiency of operational flexibility as compared to the current needs resulting from transformation program implementation ○ the progress towards and results of instructional coaching during Professional Learning Communities (PLC's) ○ the status of parent/community involvement plan ○ the levels of support provided vs. what is needed during all phases of transformation program implementation 		

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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 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

Hereford Junior High believes formative evaluation is critical to reaching the goals of the transformation process through the TTIPS Grant. Formative assessment is documentation and ensures that the campus is moving toward the stated goals and if necessary, improve aspects of the transformation. Through the formative evaluation process, immediate identification of problems and necessary adjustments will occur. Because Hereford Junior High has begun steps toward creating a culture of high performance for both teachers and students in the 2009-2010 school year, the transformation team, District Shepherd, and SIRC personnel will collaborate to develop and implement a detailed and prescriptive plan for analyzing and evaluating formative data. Prescriptive action plans will be put in place to address the purposes and objectives of formative data. Monthly communications pertaining to program implementation progress and any problems encountered will be provided to district administration. Formative evaluation will be conducted on the following transformation activities to identify strengths, extent of recommended implementation, barriers in project design-implementation-and evaluation:

Teacher and School Leader Effectiveness: Both teachers and campus principal will be appraised for effectiveness in the use of intervention strategies and resulting improvement in student performance during the grant period through the use of walk through evaluation instruments, PDAS, and student data (work samples, benchmark tests, etc). Student data will be analyzed for evidence of positive academic growth as the result of individual teachers. Teacher lesson plans will provide data pertaining to the fidelity using research based instructional strategies and vertically and horizontally aligned curriculum. Instructional coaches will keep checklists as qualitative data of classroom observations. In addition, the number of discipline referrals will identify the overall classroom management issues that need to be addressed with appropriate interventions campus wide and with individual teachers. The principal's portfolio containing documentation of accountability will be evaluated based on successes of campus teachers/student achievement through information provided on leadership growth and ability to lead resulting from SIRC leadership coaching.

Professional Development and Instructional Reform Strategies: Teachers and other instructional staff will receive professional development chosen by the instructional data and individual teacher's personal growth objectives to build capacity in identified content areas and targeted instructional strategies. Formative evaluation of the effectiveness of professional development will be conducted monthly through teacher self-reflection, demonstrations of transfer of knowledge/strategies applied in the classrooms with instructional coaches, and documentation of weekly lesson plan noting differentiated design.

Recruitment, Placement, and Retention Plans: Student growth data, teacher evaluation data pertaining to professional practice reflective of student achievement, and teacher attrition data will be used to validate the intentions of the recruitment, placement, and retentions interventions that are being met at the end of each school semester. The Transformation Team can evaluate individual teacher data at any time if formative evaluations reveal the teacher is consistently struggling in efforts to improve performance.

Reward Plans: Increased student achievement data, and professional growth documentation will be used to determine the effectiveness of teacher/administrator developed reward plans. The Transformation Team will conduct annual formative reviews.

Increased Learning Time – Changes to the daily schedule and student academic performance data will be evaluated to determine the effectiveness of specific increased learning time strategies. At the beginning of each six weeks, formative evaluation of this plan will be evaluated and at the end of each 90- day action plan period the accrued data will determine if optimum balance of learning time and student performance are aligned. This data will be further reviewed at the end of each semester by the Transformation Team to determine changes/adjustments to increase student achievement.

Family and Community Engagement: Formative evaluation of Title I Parent/School Compact and parent survey will be conducted at the end of each school year; however, participation numbers, and any other data documentation that indicates community involvement will be accrued at the end of each semester. Determination of changes to be made for the following semester will be determined by the Transformation Team. We eagerly anticipate this milestone to increase each semester/school year.

Operational Flexibility: Staffing, school schedules and calendars, budgeting, policies and procedures, etc., will be formatively evaluated by the Transformation Team at the end of each semester to evaluate the quality of the school's infrastructure and operations and flexibility to maximize the effectiveness of school transformation processes.

Ongoing Technical Assistance and Related Support with Project Partners: The Transformation Team will use formal and anecdotal input from Hereford Junior High stakeholders as well as technical assistance documentation provided by the District Shepherd and SIRC support personnel to identify effectiveness. Formative evaluation will analyze the quality, type, and degree of collaboration in provision of the services. Support provided will occur within the assessment of each 90-day action plan, unless immediate changes are necessary to improve student achievement.

Hereford Junior High is committed to the transparency of the transformation process. Formative evaluations may reveal the need to evaluate more frequently. We are committed to the fidelity of school improvement and student achievement!

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Schedule #4C—Performance Assessment and Evaluation

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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

Hereford Junior High will collect both qualitative and quantitative data, which will guide decision making during the school transformation period. Instructional staff, campus administration, and/or the Transformation Team will collect data through an on-going evaluation.

Type/Data	Source(s)	How Data Will Be Disaggregated-By:	How Data Will Be Used To Improve Instruction	How Data Will Be Use Obtain Continuous Improvement Results
Quantitative Student Data	State and Federal Academic Achievement Reports; Student Coursework Results; Discipline Records; Attendance; student portfolios	<ul style="list-style-type: none"> • grade level • subgroup • subject • teacher 	Modifications/effectiveness of instruction Evidence of learning level	Intervention strategies that result in increased student achievement will continue to be implemented
Qualitative and Quantitative Professional Development Data	Professional Development (PD) sources; offerings; instructional coach/teacher collaborations; implementation data	<ul style="list-style-type: none"> • target audience • need addressed • impact results 	PD will provide needs, methods, content needed by teachers	PD methods/content that results in increased student achieve. will cont. to be used
Qualitative and Quantitative Teacher/Principal Effectiveness Data	Student Performance Data; Principal & Teacher evaluations, Principal's portfolio	<ul style="list-style-type: none"> • grade level • subgroup • subject • teacher 	Evaluation data identifies need for improvement	The person evaluated either continues to improve or is released
Qualitative and Quantitative Parent/Community Involvement Data	Surveys; Activity Offerings Lists; Parent/Community Input Documentation; Support Services Documentation	<ul style="list-style-type: none"> • date/location/ type of comment • # of participants • satisfaction 	Parent involvement correlates positively to student achievement	Strategies proven to increase/achievement will be continued
Qualitative Curriculum Alignment	Curriculum verification data- lesson plans, Student expectations addressed	<ul style="list-style-type: none"> • alignment to TEKS • by teacher 	Data will be used to fix "holes" in what is taught	Data will ensure an aligned curriculum
Quantitative and Qualitative Research Based Instructional Practices Data	Lesson Plans; Walk-Through documentation; Teacher Coach Data	<ul style="list-style-type: none"> • fidelity of usage • % implementation 	Data will be used to show what works	Instr. practices shown to work will be continued
Qualitative and Quantitative (R/R) Recruit/Retention	Staff Retention and Attrition Data; Budget Data; Teacher Satisfaction Surveys	<ul style="list-style-type: none"> • grade or program • assignment • designated fund use 	Content/constantly employed teachers = happy learners	R/R strategies proven to be effective will be continued
Qualitative and Quantitative Reward Plan Data	Teacher Satisfaction Surveys; Student Performance Data; Budget Data	<ul style="list-style-type: none"> • designated fund use • subject • grade level • teacher 	External motivators can = happier teachers	Reward plan that pos. impact student learning will be continued
Quantitative Learning Time Data	Daily Schedules; school year calendar	<ul style="list-style-type: none"> • minutes • days 	More time provides for more opportunity to learn	Strategies shown to work will be cont.
Qualitative Operational Flexibility Data	Calendar/Schedule info; Budgetary Data	<ul style="list-style-type: none"> • minutes/days • designated fund use • handbooks 	Time and learning effectiveness	Strategies that facilitate implement. will be continued
Qualitative and Quantitative Technical Assistance/Related Support Data	Technical Assistance/Related Support Contracts; Technical Assistance time records	<ul style="list-style-type: none"> • sources • completion of services • satisfaction ratings 	Support strengthens efforts of school	Strategies that facilitate Implementation will be continued

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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).		
1. Improve Academic Performance – <ul style="list-style-type: none"> ○ Improve Student Achievement In Reading/ELA so that 90% of all student groups meet expectations on the Texas Assessment of Knowledge and Skills by 2013. ○ Improve Student Achievement In Mathematics so that 90% of all student groups meet expectations on the Texas Assessment of Knowledge and Skills by 2013. <p>Hereford Junior High's Professional Learning Communities for Math and Reading/ELA met to develop goals to improve academic performance in Math and Reading/ELA. In addition, the instructional specialist, math and reading district specialist, all instructional staff, parents and campus administration were invited to attend. The group disaggregated the most current state and local academic achievement reports determine current performance. State and Federal accountability standards were reviewed and discussions were held pertaining to length of time until the standards were implemented, current status of intervention implementation and corresponding student results, and realistic goals to be met over the next three years. The group decided that current transformation intervention implementations for reading and math were resulting in academic growth but that there were still concerns regarding ESL, Economically Disadvantaged, and Special Ed subgroups in math and reading. The group determined that additional intervention was needed for mathematics. It was also noted the number of students scoring "commended" on the TAKS assessment was low. Goals were set to meet or surpass minimum competency standards to ensure Hereford Junior High teachers continue to provide quality instruction and delivery to ensure all students excel in mathematics and reading/ELA.</p> <ul style="list-style-type: none"> ○ Increase fidelity to 100% using the TEKS through vertical/horizontal alignment of grade level student expectations, curriculum used, and state assessment objectives for consistent instruction in all classrooms; and to differentiate instruction to meet the needs of all learners. <p>Hereford Junior High utilized district curriculum specialists, campus administration, parents, and Leadership Team members to develop and set campus goals to increase fidelity in the use of a vertically/horizontally aligned student expectations. The dedicated use of a quality, TEKS based curriculum by teachers ensures students are taught the correct content at an appropriate scope, depth, and complexity and in an optimum sequence. The Leadership Team set the goals based on an analysis of the current use of aligned curriculum and current teacher lesson planning.</p>		
2. Increase the Use of Quality Data to Drive Instruction <ul style="list-style-type: none"> ○ 100% participation in Professional Learning Communities for collaborating, collecting/disaggregating/analyzing/communicating data to purposefully plan for instruction. <p>Hereford Junior High professional learning leaders, parents, and principals discussed the data analysis process used in Professional Learning Communities. The team discussed strategies to improve data analysis and improve lesson planning/instruction from "bell to bell". Goals were created to improve student learning through the implementation of research-based differentiation strategies, implementing co-teaching frameworks, and instructional coaching design.</p> <ul style="list-style-type: none"> ○ 100% utilization of data driven instructional strategies <p>The Professional Learning Leaders met with campus administrators, SIRC personnel, district special education director, and instructional specialist to discuss how to align data with daily instruction. Goals were created for the next three years to assist teachers with creating common pre-assessments, checking for student understanding/formative assessments and summative assessments to design lesson plans to meet the needs of all learners in the classroom.</p>		
3. Increase Leadership Effectiveness <ul style="list-style-type: none"> ○ Increase On-going Documentation of Principal Effectiveness with 100% fidelity to the Instrument ○ Provide On-going Job Embedded Professional Development to the Principal throughout 100% of the life of the transformation process ○ Provide 100% of the necessary resources for Principal to collaborate with/evaluation of teachers for the Improvement of campus leadership ○ Provide 100% of the resources for Principal to collaborate with/evaluation of assistant principals <p>Hereford Junior High School's professional learning leaders, parents, principals, and SIRC personnel met to discuss the topic of increasing leadership effectiveness. The team determined three options for increasing leadership capacity on the campus: 1. Increase the leadership effectiveness of the principal through the transparency of efforts; 2. Develop effective leadership with assistant principals in area of curriculum, the learning cycle, and disaggregation of multiple perspectives of data; 3. Develop overall teacher capacity through sustained support in the classroom, on-going prescriptive job embedded professional development, and teachers as instructional coaches.</p> <p>The newly hired principal for Hereford Junior High and her job embedded professional development will be aligned for effectiveness training after the 2010-2011 principal evaluation process is completed. However, the principal, SIRC personnel, and superintendent will communicate once a month regarding possible trainings and/or suggestions appropriate to the success</p>		

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<p>transformation process and the principal's role.</p> <p>The team discussed the status of and need for staff interested in becoming instructional coaches over the next three years and goals were set for providing time and tools for the principal to work with the instructional coaches and assist with mentoring/facilitating of teachers identified/interested in building capacity as campus teacher instructional coaches.</p> <p>4. Increase Learning Time</p> <ul style="list-style-type: none"> o Increase 100% learning time for students at Hereford Junior High including the use of technology resources as a core component of their instructional environment. o Increase Individual Staff Competencies for Implementing, use of assessment data for purposeful instructional planning and lesson design, differentiation for student needs, and incorporating resources for the twenty-first century learners as measured by 100% of teachers meeting ISTE standards. <p>Hereford Junior High teacher teams, parents, campus principals, and students met to evaluate the current state of learning time for students and for staff on campus. The daily schedule, the master schedule, and the annual school calendar were evaluated and learning time calculated. Goals were set from this data to determine ways for engaging students in the learning during the school day. The need for one-to-one laptops for each student, and additional mobile computers on carts (mobile labs) were noted for budgeting. Saturday School, Texas Virtual School Network, and Summer Academies were added. Goals for building teacher capacity to meet needs of learners were set for the duration of the grant and to sustain both capacity and activities beyond 2013.</p> <p>5. Increase Parent/Stakeholder Involvement</p> <ul style="list-style-type: none"> o Increase participation at 100% of the Parent/Community Opportunities for Involvement that will add value to students/parents/community members. o Identify 100% of Accessible Community Support/Student Support Services <p>Hereford Junior High School teacher teams, parents, the principals, students, and parents/community met to discuss parental involvement records, the Title I Parent/School Compact, and documentation on the current existence of student support services to determine status of parent involvement. The team set progressive goals to provide additional opportunities for parental involvement and associated input as well as to increase the availability of community support/student support services.</p> <p>6. Improve School Climate</p> <ul style="list-style-type: none"> o Increase Attendance to 100% o Decrease Discipline Referrals by 100% o Increase Involvement In Extra/Co-Curricular Activities for 100% of the students <p>Hereford Junior High School teacher teams, parents, the principals, students and co/extra-curricular activity sponsors used PEIMS student records pertaining to student attendance, discipline, and participation rosters for co-/extra-curricular activity participation to determine baseline data on students at campus as the first step in setting "improvement of school climate" goals. Strategies, implementation timelines, and expected implementation results were discussed before the team set rigorous goals: increase attendance, increase participation in co-/extra-curricular activities, and decrease disciplinary incidences over the three-year period of the grant.</p> <p>7. Increase Teacher Quality</p> <ul style="list-style-type: none"> o Develop Job Embedded Prescriptive Professional Development for 100% of Staff <p>Student engagement is key to motivating students for desire for learning and student attendance, therefore, Hereford Junior High's teacher teams, parents, the principals, and students collected documentation on the current teacher evaluation instrument, overall campus performance as perceived by administration on teacher evaluation performance, and professional development records with attendance/participation rates. The team determined that there was no formal Recruitment/Retention or Reward System plans in place and that baseline data/status would start at zero and build from there. The team determined that the current teacher evaluation process was adequate. Additional training in walk through evaluation is necessary. The team also determined the job-embedded, research-based professional development would best provide for teachers obtaining information and practices that build capacity towards excellence in all phases of the classroom. The team used these discussions and baseline information to set goals for increasing teacher quality over the next three years.</p> <ul style="list-style-type: none"> o Design/Implement/Evaluate Recruitment/Retention and Reward Systems Strategy Plans to Impact 100% of staff <p>Teacher teams, parents, principals, students and all staff discussed the program assurances set forth in the TTIPS grant for the design/implementation/evaluation of recruitment/retention/reward systems plans. The strategies for a successful implementation determined the goals over the next three years and beyond to sustain the effort for increased student achievement and teacher retention.</p>		

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Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Improve Student Achievement in Reading/ELA	Current State Assessments, Average Scale Score	81%	80%	87%	90%
2	Improve Student Achievement in Mathematics	Current State Assessments, Average Scale Score	58%	75%	83%	90%
3	Increase fidelity in use of TEKS through vertical/horizontal alignment of student expectations, curriculum and state assessment objectives	Teacher lesson plans and administrator walkthroughs	DNA	100%	100%	100%

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	Professional Learning Communities to collaborate, collect/disaggregate/analyze and communicate data to purposefully plan Instruction	Teaming Documentation, Principal Documentation, Instructional Documentation	DNA	100%	100%	100%
2	Increase data driven instruction	Lesson plans, Instructional Coaches Documentation, Walkthroughs	DNA	100%	100%	100%

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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	Increase on-going documentation of principal effectiveness	Principal Evaluation, Student Performance Data, Teacher Performance Data, Principal Self-Reflection	DNA	100%	100%	100%
2	Provide on-going job embedded professional development to the principal to the transformation process	Minutes documenting the leadership decisions when reviewing formative data, Principal Self-Reflection	DNA	100%	100%	100%
3	Provide time and tools for principal to collaborate with teachers for the improvement of campus leadership	Minutes of collaboration meetings, Principal Documentation, Instructional Coaches Documentation, Principal Self-Reflection	DNA	100%	100%	100%
4	Provide time and tools for principal to collaborate with evaluation of assistant principals	Documentation of Effort, Self-Reflections by assistant principals	DNA	100%	100%	100%

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Part 3: Annual Performance Goals						
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	Increasing learning time for students through technology resources	Schedule of technology resources, Teacher lesson plans, Walk Through data	DNA	100%	100%	100%
2	Increase individual staff competencies, analyze data for instruction, differentiation strategies, incorporating technology	Documentation of instructional coaches minutes, staff development records	DNA	100%	100%	100%

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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	Increase on-going parent/community opportunities for involvement	Documentation of attendance, number of activities, school calendar of events	DNA	100%	100%	100%
2	Increase the provision of accessible community support/student services	Documentation of programs offered by LSO, Nurses, Counselors	DNA	100%	100%	100%
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	Increase Attendance	PEIMS student data	DNA	100%	100%	100%
2	Decrease student discipline referrals	PEIMS student data, Teacher/Principal Documentation	DNA	100%	100%	100%
3	Increase Involvement of Extra-Co-Curricular Activities	Participation rosters, School calendar with involvement activities	DNA	100%	100%	100%

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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	Develop job embedded prescriptive professional development	Staff Development Attendance, Instructional coaching documentation, Individual teacher self-reflections	DNA	100%	100%	100%
2	Design/Implement/Evaluate Recruitment/Retention/Reward System	Attrition Records, Human Resources Records, Summative Evaluation of entire plan	DNA	100%	100%	100%

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Develop a culture of High performance for Students and Staff at Hereford Junior High	Parent Surveys, Student Surveys, Community Services	DNA	100%	100%	100%

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

Barrier: Drug-Related Activities

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

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

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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 checked="" 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 checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M14	Conduct an outreach program for traditionally "hard to reach" parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M99	Other (Specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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

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Texas Title I Priority Schools Grant				
Schedule #5—Program Budget Summary				
Program Authority: P.L. 107-110, Section 1003(g), as amended by ARRA, P.L. 111-S 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	\$ 3,589,650	\$ 241,500	\$ 3,831,150
Professional and Contracted Services	5C 6200	36,000		36,000
Supplies and Materials	5D 6300	940,000		940,000
Other Operating Costs	5E 6400	291,950		291,950
Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only)	5G 6600/ 15XX			
	Total Direct Costs			5,099,100
	% Indirect Costs			0
Grand Total				
Total Budgeted Costs:		\$ 4,857,600	\$ 241,500	\$ 5,099,100
Administrative Cost Calculation				
Enter total amount from Schedule #5 Budget Summary, Last Column, Total Budgeted Costs				5,099,100
Multiply by (5% limit)				X 5.0
Enter Maximum Allowable for Administration, including Indirect Costs				\$ 299,955

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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 \$1,175,750 Year 2: SY 2011-2012 \$1,326,550 * Year 3: SY 2012-2013 \$1,328,850 * * 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		
Empty space for explanation		

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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	To implement Co-Teach Model	8		\$	1,080,000
2	Educational Aide		0			0
3	Tutor		0			0
Program Management and Administration						
4	Project Director	To implement grant with fiduciary care and fidelity	1			210,000
5	Project Coordinator		0			0
6	Teacher Facilitator		0			0
7	Teacher Supervisor		0			0
8	Secretary/Administrative Assistant		0			0
9	Data Entry Clerk		0			0
10	Grant Accountant/Bookkeeper		0			0
11	Evaluator/Evaluation Specialist		0			0
Auxiliary						
12	Counselor	To enhance a positive transition for students from elementary campuses to junior high	1			100,000
13	Social Worker		0			0
14	Child Care Provider		0			0
15	Community Liaison/Parent Coordinator	To empower parents to become active participants in educating their children	1			66,000
16	Bus Driver		0			0
17	Cafeteria Staff		0			0
18	Librarian		0			0
19	School Nurse	To implement health initiatives and support for families and students/staff	1			135,000
Other Employee Positions						
22	Title: Instructional Coaches		8			1,080,000
23	Title: Life Coach for Staff		1			150,000
24	Title: Instructional Specialist		1			140,000
25	Title: _____					
26	Subtotal Employee Costs				\$	\$ 2,961,000
Substitute, Extra-Duty, Benefits						
27	6112	Substitute Pay			\$	\$ 0
28	6119	Professional Staff Extra-Duty Pay				330,000
29	6121	Support Staff Extra-Duty Pay				75,000
30	6140	Employee Benefits				465,150
31	Subtotal Substitute, Extra-Duty, Benefits Costs				\$	\$ 870,150
32	Grand Total Payroll Budget (line 26 + line 31)				\$	\$ 3,831,150

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

	Expense Item Description	Pre-Award	Total Amount Budgeted
6212	Audit Costs (other than audits required under OMB Circular A-133) Specify purpose: _____	\$ 0	\$ 0
6269	Rental or Lease of Buildings, Space in Buildings, or Land Specify purpose and provide calculation: _____	0	0
6299	Contracted Publication and Printing Costs (specific approval required only for nonprofit charter schools) Specify purpose: _____	0	0
6299	Scholarships and Fellowships (not allowed for nonprofit charter schools) Specify purpose: _____	0	0
Subtotal			
6200 – Professional and Contracted Services Cost Requiring Specific Approval			

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

#	Topic/Purpose/Service	Total Contracted Amount	Pre-Award	Total Amount Budgeted
1.	Positive Behavior	\$ 4,000	\$ 0	\$ 12,000
2.	Stetson	3,000	0	9,000
3.	Randy Sprick	5,000	0	15,000
4.				
5.				
6.				
7.				
8.				
9.				
10.				

Subtotal

Professional and Consulting Services Less than \$10,000 \$ 0 \$ 36,000

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

1. 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	\$ 0
Title: _____				
Subgrants, Subcontracts, Subcontracted Services		0	0	0
Supplies and Materials		0	0	0
Other Operating Costs		0	0	0
Capital Outlay (Subgrants Only)		0	0	0
Indirect Cost (_____%)		0	0	0
Total Payment:		\$ 0	\$ 0	\$ 0

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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	\$ 0
Title: _____				
Subgrants, Subcontracts, Subcontracted Services		0	0	0
Supplies and Materials		0	0	0
Other Operating Costs		0	0	0
Capital Outlay (Subgrants Only)		0	0	0
Indirect Cost (____%)		0	0	0
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	\$ 0
Title: _____				
Subgrants, Subcontracts, Subcontracted Services		0	0	0
Supplies and Materials		0	0	0
Other Operating Costs		0	0	0
Capital Outlay (Subgrants Only)		0	0	0
Indirect Cost (____%)		0	0	0
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	0
Title: _____				
Subgrants, Subcontracts, Subcontracted Services		0	0	0
Supplies and Materials		0	0	0
Other Operating Costs		0	0	0
Capital Outlay (Subgrants Only)		0	0	0
Indirect Cost (____%)		0	0	0
Total Payment:		0	0	0
Subtotal: Professional and Consulting Services Greater Than or Equal to \$10,000:		0	0	0
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:		12,000	0	36,000
Subtotal of Professional and Consulting Services Greater than or Equal to \$10,000:		0	0	0
Remaining 6200- Professional and Contracted Services that do not require specific approval:		0	0	0
Grand Total:		12,000	0	36,000

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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	\$ 940,000	
	#	Type	Purpose			Quantity
	1	Laptops for 8 th grade student	1 to 1 Technology: 21 st Century Learners			350
	2	Scanner/Printer	Student Digital Portfolios, Shepherd/Administrative Use			3
	3	Flip Cameras	Teacher self-assessment and coaching discussion- Promote individual growth			10
	4	MacMobile Lab Cart	Differentiation of lessons in grades 6 th and 7 th , Parent Classes			2
5						
6399	Technology Software- Not Capitalized			0	0	
6399	Supplies and Materials Associated with Advisory Council or Committee			6	0	
Total Supplies and Materials Requiring Specific Approval:				0	0	
Remaining 6300- Supplies and Materials that do not require specific approval:				0	940,000	
Grand Total				\$ 0	\$ 940,000	

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Schedule #5E - Itemized 6400 Other Operating Costs Requiring Specific Approval		
Expense Item Description	Pre-Award	Total Budgeted
6411 Out of State Travel for Employees (includes registration fees) Specify purpose: NSDC Summer Conference-Required	\$ 0	\$ 94,500
6412 Travel for Students (Includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools) Specify purpose: _____	0	0
6413 Stipends for Non-Employees (specific approval required only for nonprofit charter schools) Specify purpose: _____	0	0
6419 Travel for Non-Employees (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools) Specify purpose: _____	0	0
6411/6419 Travel Costs for Executive Director (6411), Superintendents (6411), or Board Members (6419) (includes registration fees) Specify purpose: _____	0	0
6429 Actual losses which could have been covered by permissible Insurance	0	0
6490 Indemnification Compensation for Loss or Damage	0	0
6490 Advisory Council/Committee Travel or Other Expenses (explain purpose of Committee on Schedule #4B-Program Description: Project Management)	0	0
6499 Membership Dues in Civic or Community Organizations (Not allowable for University applicants) Specify name and purpose of organization: _____	0	0
6499 Publication and Printing Costs- If reimbursed (specific approval required only for nonprofit charter schools) Specify purpose: _____	0	0
Total 64XX- Operating Costs Requiring specific approval:		0 94,500
Remaining 6400 - Other Operating Costs that do not require specific approval:		0 197,450
Grand Total		\$ 0 \$ 291,950

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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 #6A GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>059-901</u> County-District No.
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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	059-901 County-District No.
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- E. Signature Authority; Final Expression; Superseding Document:** Applicant certifies that the person signing this application has been properly delegated this authority. The Contract represents the final and complete expression of the terms of agreement between the parties. The Contract supersedes any previous understandings or negotiations between the parties. Any representations, oral statements, promises or warranties that differ from the Contract shall have no force or effect. The Contract may be modified, amended or extended only by formal written amendment properly executed by both TEA and Contractor.
- F. State of Texas Laws:** In the conduct of the contract project, Contractor shall be subject to Texas State Board of Education and Commissioner rules pertaining to this contract and the contract project and to the laws of the State of Texas governing this contract and the contract project. This contract constitutes the entire agreement between Agency and Contractor for the accomplishment of the contract project. This contract shall be interpreted according to the laws of the State of Texas except as may be otherwise provided for in this contract.
- G. Monitoring:** Desk reviews or on-site monitoring reviews may be conducted by Agency to determine compliance with the approved application and the applicable statute(s), law(s), regulations, and guidelines.
- H. Sanctions for Failure to Perform or for Noncompliance:** If Contractor, in Agency's sole determination, fails or refuses for any reason to comply with or perform any of its obligations under this contract, Agency may impose such sanctions as it may deem appropriate. This includes but is not limited to the withholding of payments to Contractor until Contractor complies; the cancellation, termination, or suspension of this contract in whole or in part; and the seeking of other remedies as may be provided by this contract or by law. Any cancellation, termination, or suspension of this contract, if imposed, shall become effective at the close of business on the day of Contractor's receipt of written notice thereof from Agency.
- I. Contract Cancellation, etc.:** If this contract is canceled, terminated, or suspended by Agency prior to its expiration date, the reasonable monetary value of services properly performed by Contractor pursuant to this contract prior to such cancellation, termination or suspension shall be determined by Agency and paid to Contractor as soon as reasonably possible.
- J. Indemnification:**
For local educational agencies (LEAs), regional education service centers (ESCs), and institutions of higher education (IHEs) and state agencies: Contractor, to the extent permitted by law, shall hold Agency harmless from and shall indemnify Agency against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising from, or in connection with, any acts of Contractor, its agents, employees, and subcontractors, done in the conduct of the contract project.
For all other grantees, subgrantees, contractors, and subcontractors, including nonprofit organizations and for-profit businesses: Contractor shall hold Agency harmless from and shall indemnify Agency against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising from, or in connection with, any acts of Contractor, its agents, employees, and subcontractors, done in the conduct of the contract project.
- K. Encumbrances/Obligations and Liquidations:** All encumbrances/obligations shall occur on or between the beginning and ending dates of the contract. All goods must be received and all services rendered between the beginning and ending dates of the contract. The contractor must liquidate (record as an expenditure) all obligations (encumbrances) incurred under the contract no later than 30 days after the ending date of the contract, to coincide with the submission of the final expenditure report, due 30 days after the ending date of the contract. In no manner shall encumbrances be considered or reflected as accounts payable or as expenditures, and an encumbrance cannot be considered an expenditure or accounts payable until the goods have been received and the services have been rendered. Obligations that are liquidated and recognized as expenditures must meet the allowable cost principles in OMB Circular A-87, A-21, or A-122 (as applicable) and program rules, regulations, and guidelines contained elsewhere. This applies to all grant programs, including state and federal, discretionary and formula.

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

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

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

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

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

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

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

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

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

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

CC. Federal Regulations Applicable to All Federal Programs:

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

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

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

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

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LL. High-Risk Status, Special Conditions, and Enforcement Actions: Pursuant to the provisions in 34 CFR 80.12 and 74.14, a grantee may be identified by TEA as high-risk if the grantee has a history of unsatisfactory performance; is not financially stable; has a financial management system that does not meet federal financial management standards or the requirements in TEA's Financial Accounting and Reporting (FAR) module; has not conformed to terms and conditions of previous awards; or is otherwise not responsible. TEA may impose one or more special conditions or restrictions on a high-risk grantee, including payment on a reimbursement basis; withholding authority to proceed to the next phase until receipt of evidence of acceptable performance within a given funding period; requiring additional, more detailed financial reports; additional project monitoring; requiring the grantee to obtain technical or management assistance; establishing additional prior approvals; or other conditions that may be legally available. A grantee identified as high-risk will be notified in writing by TEA of the special conditions imposed and the process for removing the high-risk status and special conditions.

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

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

Rev. 03/2010

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

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>059-901</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

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

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

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

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

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>059-901</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**059-901

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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): <u>21</u>	
6. Federal Department/Agency:		7. Federal Program Name/Description: CFDA Number, if applicable: _____	
8. Federal Action Number, if known:		9. Award Amount, if known: \$ _____	
10. a. Name and Address of Lobbying Registrant (if individual, last name, first name, MI):		10. b. Individuals Performing Services (including address if different from No. 10a; last name, first name, MI):	
(Attach Continuation Sheet(s), if necessary)			
[ITEMS 11-15 REMOVED]			
16. Information requested through this form is authorized by Title 31 U.S.C. Section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.		Signature: _____	
		Name: _____	
		Title: _____	
		Telephone#: _____	Date: _____
Federal Use Only:		Standard Form LLL	

SCHEDULE #6E NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	 <u>059-901</u> County-District No.
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The following special provisions apply to all programs funded under the Elementary and Secondary Education Act, as amended by P. L. 107-110, No Child Left Behind (NCLB) Act of 2001. By signing Schedule #1 of this SAS, the applicant is assuring it is in compliance with the following provisions:

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

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>059-901</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 &
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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 2001:
1. **Charter School:** An open enrollment charter school receiving federal funds of any type must meet the federal definition of a charter school as provided in P. L. 107-110, Section 5210(1). The term "charter school" means a school that:
 - (A) is created by a developer as a public school, or is adapted by a developer from an existing public school, and is **operated under public supervision and control;**
 - (B) operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency [i.e., the State Board of Education (SBOE)];
 - (C) provides a program of elementary or secondary education, or both;
 - (D) is **nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious instruction;**
 - (E) **does not charge tuition;**
 - (F) **complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act;**
 - (G) is a school to which parents choose to send their children, and that **admits students on the basis of a lottery, if more students apply for admission than can be accommodated;**
 - (H) **agrees to comply with the same Federal and State audit requirements** as do other elementary schools and secondary schools in the State, unless such requirements are specifically waived for the purpose of this program;
 - (I) **meets all applicable Federal, State, and local health and safety requirements;**
 - (J) operates in accordance with State law; and
 - (K) has a written performance contract with the authorized public chartering agency in the State (i.e., SBOE) that includes a description of how student performance will be measured pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the SBOE.
 2. **Community-Based Organization:** A public or private nonprofit organization of demonstrated effectiveness that is representative of a community or significant segment of a community and that provides educational or related services to individuals in the community.
 3. **Core Academic Subjects:** English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, art, history, and geography.

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>059-901</u> County-District No.
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4. Highly Qualified:

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

5. Parental Involvement: The participation of parents in regular, two-way and meaningful communication involving student academic learning and other school activities, including ensuring:

- (A) that parents play an integral role in assisting their child's learning;
- (B) that parents are encouraged to be actively involved in their child's education at school;
- (C) that parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and
- (D) the carrying out of other activities, such as those described in section 1118 of P. L. 107-110.

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>059-901</u> County-District No.
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6. Professional Development includes activities that:

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

7. Scientifically Based Research:

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

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

SCHEDULE #6F**PROGRAM-SPECIFIC PROVISIONS
& ASSURANCES****TEXAS EDUCATION AGENCY****Standard Application System****School Year 2010-2013**059-901

County-District No.

Texas Title I Priority Schools Grant**Federal Statutory Requirements**

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

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

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

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

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

Statutory Program Assurances

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

TEA Program Assurances

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

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

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