

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 Independent School District Organization Name	059-901 County-District#
		Aikman Elementary Campus Name	101 Campus Number
		059901101 9-Digit Vendor ID#	16 ESC Region
		NOGA ID# (Assigned by TEA)	Amendment #

Texas Title I Priority Schools Grant

Schedule #1 - General Information

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

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

Project Beginning Date: 08/01/2010

Project Ending Date: 06/30/2013

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

Tier I ☐ Tier II ☐ Tier III ☒

Part 1: Index to the Application


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

Sch No.	Schedule Name	Application	
		New	Amend
1	General Information	X	<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	X	<input type="checkbox"/>
5C	Professional and Contracted Services 6200	X	<input type="checkbox"/>
5D	Supplies and Materials 6300	X	<input type="checkbox"/>
5E	Other Operating Costs 6400	X	<input type="checkbox"/>
5G	Capital Outlay 6600/15XX (Exclusive of 6619 and 6629)	X	<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 -- 7699	kellimoulton@herefordisd.net	 6-29-10

Only the legally responsible party may sign this application.

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

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

TEA DOCUMENT CONTROL CENTER

JUN 3 2 30 PM '10

TEA DOCUMENT
 701-10-112-093

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	059-901 County-District No.
by telephone/e-mail/FAX on _____ by _____ of TEA.		Amendment No. _____
Texas Title I Priority Schools Grant		
Schedule #1—General Information		
Part 2: List of Required Fiscal-Related Attachments and Assurances		
For competitive applications, the application will not be reviewed and scored if any of the required attachments do not accompany the application when it is submitted. Applicants will not be permitted to submit required attachments, or any revisions to those required attachments, after the closing date of the grant. Attach all required attachments to the back of the application as an appendix.		
1 <input type="checkbox"/>	Proof of Nonprofit Status	
	Required for all open-enrollment charter schools sponsored by a nonprofit organization: Check box to indicate that proof of nonprofit status is attached. (See Part 1: General and Fiscal Guidelines and Part 3: Schedule Instructions for acceptable proof.)	
2 <input 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.)	

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____		TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013		059-901 County-District No.	
by telephone/e-mail/FAX on _____ by _____ of TEA.				Amendment No.	
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
601 N. 25 Mile Avenue				Hereford	TX
U.S. Congressional District Number		Primary DUNS Number		Central Contractor Registration (CCR) CAGE Code	NCES Identification Number
TX-019		97060511		4B1T5	4823010
Campus Name				County-District Campus Number	
Aikman Elementary School				059901101	
Mailing Address Line - 1		Mailing Address Line - 2		City	State
900 Ave. K				Hereford	TX
Applicant Contacts					
Primary Contact					
First Name		Initial		Last Name	Title
Sandra				Maldonado	Principal
Telephone		Fax		Email	
806-363-7640		806-363-7699		sandramaldonado@herefordisd.net	
Mailing Address Line - 1		Mailing Address Line - 2		City	State
900 Ave. K				Hereford	TX
Secondary Contact					
First Name		Initial		Last Name	Title
Andrea		C.		Brown	Content Mastery Teacher
Telephone		Fax		E-mail	
806-363-7640		806-363-7640		andreabrown@herefordisd.net	
Mailing Address Line - 1		Mailing Address Line - 2		City	State
900 Ave. K				Hereford	TX

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	059-901 County-District No. _____ Amendment No.																																																																										
Texas Title I Priority Schools Grant																																																																												
Schedule #3—Purpose of Amendment																																																																												
Part 1: Schedules Amended (Check all schedules that are being amended.)																																																																												
When submitting a revision or an amendment, please indicate by checking the appropriate box what schedules are being revised/amended. Submit supporting budget schedules that are being revised or amended.																																																																												
<table style="width:100%; border: none;"> <tr> <td style="width:50%; vertical-align: top;"> <input type="checkbox"/> Schedule #1—General Information <input type="checkbox"/> Schedule #3—Purpose of Amendment <input type="checkbox"/> Schedule #4—Program Requirements <input type="checkbox"/> Schedule #4A—Program Abstract <input type="checkbox"/> Schedule #4B—Program Description <input type="checkbox"/> Schedule #4C— Performance Assessment and Evaluation <input type="checkbox"/> Schedule #4D—Equitable Access and Participation </td> <td style="width:50%; vertical-align: top;"> <input type="checkbox"/> Schedule #5—Program Budget Summary <input type="checkbox"/> Schedule #5B—Payroll Costs 6100 <input type="checkbox"/> Schedule #5C—Professional and Contracted Services 6200 <input type="checkbox"/> Schedule #5D—Supplies and Materials 6300 <input type="checkbox"/> Schedule #5E—Other Operating Costs 6400 <input type="checkbox"/> Schedule #5G—Capital Outlay 6600/15XX (Exclusive of 6619 and 6629) </td> </tr> </table>			<input type="checkbox"/> Schedule #1—General Information <input type="checkbox"/> Schedule #3—Purpose of Amendment <input type="checkbox"/> Schedule #4—Program Requirements <input type="checkbox"/> Schedule #4A—Program Abstract <input type="checkbox"/> Schedule #4B—Program Description <input type="checkbox"/> Schedule #4C— Performance Assessment and Evaluation <input type="checkbox"/> Schedule #4D—Equitable Access and Participation	<input type="checkbox"/> Schedule #5—Program Budget Summary <input type="checkbox"/> Schedule #5B—Payroll Costs 6100 <input type="checkbox"/> Schedule #5C—Professional and Contracted Services 6200 <input type="checkbox"/> Schedule #5D—Supplies and Materials 6300 <input type="checkbox"/> Schedule #5E—Other Operating Costs 6400 <input type="checkbox"/> Schedule #5G—Capital Outlay 6600/15XX (Exclusive of 6619 and 6629)																																																																								
<input type="checkbox"/> Schedule #1—General Information <input type="checkbox"/> Schedule #3—Purpose of Amendment <input type="checkbox"/> Schedule #4—Program Requirements <input type="checkbox"/> Schedule #4A—Program Abstract <input type="checkbox"/> Schedule #4B—Program Description <input type="checkbox"/> Schedule #4C— Performance Assessment and Evaluation <input type="checkbox"/> Schedule #4D—Equitable Access and Participation	<input type="checkbox"/> Schedule #5—Program Budget Summary <input type="checkbox"/> Schedule #5B—Payroll Costs 6100 <input type="checkbox"/> Schedule #5C—Professional and Contracted Services 6200 <input type="checkbox"/> Schedule #5D—Supplies and Materials 6300 <input type="checkbox"/> Schedule #5E—Other Operating Costs 6400 <input type="checkbox"/> Schedule #5G—Capital Outlay 6600/15XX (Exclusive of 6619 and 6629)																																																																											
NOTE: The last day to submit an amendment to TEA is 90 days prior to the ending date of the grant.																																																																												
Part 2: Revised Budget																																																																												
Complete this part if there are any budgetary changes.																																																																												
<table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="width:8%;">Line No.</th> <th style="width:8%;">Sch. No.</th> <th style="width:15%;">Class/ Object Code</th> <th style="width:18%;">Grant Project Costs Previously Approved Budget</th> <th style="width:15%;">B Amount Deleted</th> <th style="width:15%;">C Amount Added</th> <th style="width:12%;">D New Budget</th> </tr> </thead> <tbody> <tr> <td>01</td> <td>5B</td> <td>6100</td> <td style="text-align: center;">\$</td> <td style="text-align: center;">\$</td> <td style="text-align: center;">\$</td> <td style="text-align: center;">\$</td> </tr> <tr> <td>02</td> <td>5C</td> <td>6200</td> <td style="text-align: center;">\$</td> <td style="text-align: center;">\$</td> <td style="text-align: center;">\$</td> <td style="text-align: center;">\$</td> </tr> <tr> <td>03</td> <td>5D</td> <td>6300</td> <td style="text-align: center;">\$</td> <td style="text-align: center;">\$</td> <td style="text-align: center;">\$</td> <td style="text-align: center;">\$</td> </tr> <tr> <td>04</td> <td>5E</td> <td>6400</td> <td style="text-align: center;">\$</td> <td style="text-align: center;">\$</td> <td style="text-align: center;">\$</td> <td style="text-align: center;">\$</td> </tr> <tr> <td>05</td> <td>5G</td> <td>6600/15XX</td> <td style="text-align: center;">\$</td> <td style="text-align: center;">\$</td> <td style="text-align: center;">\$</td> <td style="text-align: center;">\$</td> </tr> <tr> <td>06</td> <td>Total Direct Costs</td> <td style="text-align: center;">\$</td> <td style="text-align: center;">\$</td> <td style="text-align: center;">\$</td> <td style="text-align: center;">\$</td> <td style="text-align: center;">\$</td> </tr> <tr> <td>07</td> <td colspan="2">Indirect Cost (%)</td> <td style="text-align: center;">\$</td> <td style="text-align: center;">\$</td> <td style="text-align: center;">\$</td> <td style="text-align: center;">\$</td> </tr> <tr> <td>08</td> <td colspan="2" style="text-align: right;">Total Costs</td> <td style="text-align: center;">\$</td> <td style="text-align: center;">\$</td> <td style="text-align: center;">\$</td> <td style="text-align: center;">\$</td> </tr> <tr> <td> </td> <td colspan="2"> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>							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		\$	\$	\$	\$							
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		\$	\$	\$	\$																																																																						

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	<u>059-901</u> County-District No. _____ Amendment No.
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.

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	<u>059-901</u> County-District No. _____ Amendment No.
by telephone/e-mail/FAX on _____ by _____ of TEA.		
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>		

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____		TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	059-901 County-District No.
by telephone/e-mail/FAX on _____ by _____ of TEA.			Amendment No.
Texas Title I Priority Schools Grant Schedule #4—Program Requirements			
Part 2: Statutory Requirements			
#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described	
1	The LEA must demonstrate that the LEA has analyzed the needs of each school and selected an intervention for each school and selected an intervention for each school.	Comprehensive Needs Assessment	
2	The LEA must demonstrate that it has the capacity to use these grant funds to provide adequate resources and related support to each Tier campus identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model it has selected.	Project Management—Capacity Project Management—LEA Support	
3	If the LEA is not applying to serve each Tier I school (through a separate application for each campus), the LEA must explain why it lacks capacity to serve each Tier I school.	Project Management—Lack of Capacity	
4	The LEA must describe actions it has taken, or will take, to design and implement interventions consistent with the final federal requirements, including the services the campus will receive or the activities the campus will implement.	Program Abstract Intervention Model	
5	The LEA must describe actions it has taken, or will take, to recruit, screen, and select external providers, if applicable, to ensure their quality.	Project Management—External Providers	
6	The LEA must describe actions it has taken, or will take, to align other resources with the interventions.	Project Management—Resource Management Program Budget Summary	
7	The LEA must describe actions it has taken, or will take, to modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively.	Project Management—Management of Grant Activities	
8	The LEA must describe actions it has taken, or will take, to sustain the reforms after the funding period ends.	Project Management—Program Continuation and Sustainability	
9	The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each campus.	Project Management—Activity Timeline	
10	The LEA must describe the annual goals for student achievement on the State's assessments in both reading/language arts and mathematics that it has established in order to monitor its Tier I and Tier II schools that receive school improvement funds.	Performance Assessment and Evaluation—Annual Performance Goals	
11	As appropriate, the LEA must consult with relevant stakeholders regarding the LEA's application and implementation of school improvement models on its campus	Comprehensive Needs Assessment—Groups of Participants Project Management—Partnerships/Involvement of Others	
12	Applicant provides assurance that financial assistance provided under the grant program will supplement, and not supplant, the amount of state and local funds allocated to the campus.	Program Assurances	
13	Applicant provides assurance that it will use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final federal requirements.	Program Assurances	

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____		TEXAS EDUCATION AGENCY Standard Application System (SAS)	059-901 County-District No.
by telephone/e-mail/FAX on _____ by _____ of TEA.		School Years 2010-2013	Amendment No. _____
Texas Title I Priority Schools Grant Schedule #4—Program Requirements			
Part 2: Statutory Requirements			
#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described	
14	Applicant provides assurance that it will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final federal requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the TEA) to hold accountable its Tier III schools that receive grant funds.	Program Assurances	
15	Applicant provides assurance that it will, if it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization (CMO), or education management organization (EMO) accountable for complying with the final federal requirements.	Program Assurances	
16	Applicant provides assurance that it will report to the TEA the school-level data required under section III of the final federal requirements.	Program Assurances	
17	If the LEA/campus selects to implement the turnaround model , the campus must implement the following federal requirements. <ul style="list-style-type: none"> a. Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates; b. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students; <ul style="list-style-type: none"> 1. Screen all existing staff and rehire no more than 50 percent; and 2. Select new staff. c. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school; d. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; e. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability; f. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; g. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students; h. Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and i. Provide appropriate social-emotional and community-oriented services and supports for students. 	Program Assurances	

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____		TEXAS EDUCATION AGENCY Standard Application System (SAS)	059-901 County-District No.
by telephone/e-mail/FAX on _____ by _____ of TEA.		School Years 2010-2013	Amendment No. _____
Texas Title I Priority Schools Grant Schedule #4—Program Requirements			
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	

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____		TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	059-901 County-District No.
by telephone/e-mail/FAX on _____ by _____ of TEA.			Amendment No.
Texas Title I Priority Schools Grant Schedule #4—Program Requirements			
Part 2: Statutory Requirements			
#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described	
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	

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____		TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	059-901 County-District No.
by telephone/e-mail/FAX on _____ by _____ of TEA.			Amendment No.
Texas Title I Priority Schools Grant Schedule #4—Program Requirements			
Part 2: Statutory Requirements			
#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described	
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	

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____		TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	059-901 County-District No.
by telephone/e-mail/FAX on _____ by _____ of TEA.			Amendment No.
Texas Title I Priority Schools Grant Schedule #4—Program Requirements			
Part 2: Statutory Requirements			
#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described	
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.		

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____		TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	059-901 County-District No.
by telephone/e-mail/FAX on _____ by _____ of TEA.			Amendment No.
Texas Title I Priority Schools Grant Schedule #4—Program Requirements			
Part 4: TEA Program Assurances			
#	TEA Assurance Description		
2	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant.		
3	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, the Texas School Improvement Conference, and sharing of best practices.		
4	For the LEAs selecting the TEA Designed Models the applicant provide assurances that it will participate in and make use of technical assistance and coaching support provided by TEA, SIRC, and/or its subcontractors.		
5	The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the effectiveness of the LEA's curriculum and its alignment with instruction occurring on the campus; assesses progress on student groups' academic achievement at the campus level; and guide instructional decisions by teachers for individual students.		
6	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.		
7	The applicant will provide access for onsite visits to the LEA and campus by TEA, SIRC and its contractors.		
8	The applicant, if selecting the Restart Model, agrees to contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.		
9	The applicant, if selecting the Turnaround Model or Transformation Model (Tiers I and Tiers II only) agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.		
10	If the LEA/Tier III campus selects to implement the transformation model , the campus assures That it will it implement the following federal requirements. <ol style="list-style-type: none"> 1. Develop and increase teacher and school leader effectiveness. <ol style="list-style-type: none"> A. Evaluate the effectiveness of the current principal and use the results of the evaluation to determine whether the principal should be replaced, be retained on the campus, or be provided leadership coaching or training. B. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so; C. Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and D. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school based on rigorous, transparent, and equitable evaluation systems for teachers and principals: <ol style="list-style-type: none"> 1. Takes into account data on student growth as a a factor as well as other factors such as multiple observation-based assessments of student performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and 2. Are designed and developed and with teacher and principal involvement 		

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____		TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	059-901 County-District No.
by telephone/e-mail/FAX on _____ by _____ of TEA.			Amendment No.
Texas Title I Priority Schools Grant Schedule #4—Program Requirements			
Part 4: TEA Program Assurances			
#	TEA Assurance Description		
10	2. Comprehensive instructional reform strategies. A. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and B. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students. 3. Increasing learning time and creating community-oriented schools. A. Establish schedules and strategies that provide increased learning time; and B. Provide ongoing mechanisms for family and community engagement. 4. Providing operational flexibility and sustained support. A. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and B. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).		
11	An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as-- (A) Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school; (B) Institute a system for measuring changes in instructional practices resulting from professional development; or (C) Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.		
12	An LEA may also implement comprehensive instructional reform strategies, such as-- (A) Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective; (B) Implement a school wide "response-to-intervention" model; (C) Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content; (D) Use and integrate technology-based supports and interventions as part of the instructional program; and (E) In secondary schools-- (1) Increase rigor by offering opportunities for students to enroll in advanced coursework (such as advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework; (2) Improve student transition from middle to high school through summer transition programs or freshman academies; (3) Increase graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or (4) Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.		

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____		TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	059-901 County-District No.
by telephone/e-mail/FAX on _____ by _____ of TEA.			Amendment No. _____
Texas Title I Priority Schools Grant Schedule #4—Program Requirements			
Part 4: TEA Program Assurances			
#	TEA Assurance Description		
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.			

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	059-901 County-District No. _____ Amendment No.
by telephone/e-mail/FAX on _____ by _____ of TEA.		
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>Aikman Elementary is located in the Texas Panhandle in an agricultural-based rural community with a population of 14,499 (2000 Census). The school is one of five elementary campuses in the Hereford Independent School District. The student population consists of 406 students as reported in the 2009-2010 PEIMS Student Data Report. Aikman Elementary School has documented gaps, barriers, and weaknesses that adversely affect student achievement. The campus is a Title I, at-risk school. The percentage of economically disadvantaged students enrolled in the free and reduced lunch program is 86%. Of the school population, 12.4% of the students are migrant. In 2008-2009 Science scores for fifth grade were at 59% mastery, indicating a need for more focus in that area. There was also a deficit in fifth grade reading and math with only 68% passing the reading standard and 73% passing math. Fourth grade exhibited low scores in all areas with only 49% passing all tests. Third grade scores showed a decrease of 31% mastery in all tests from the previous year.</p> <p>Aikman staff is committed to meet AYP and raise academic standards in all subgroups in all grade levels through curriculum alignment using the Texas Title I Priority School Grant Tier III Transformation Model. A collaboration of all staff resulted in a general consensus that the ultimate goal is to enrich student's educational lives by providing multimodal experiences to meet the diverse needs of students. The campus will focus attention on these varied needs through a plethora of avenues such as multisensory technology, hands-on discovery learning, and additional support staff to meet increasing needs of all students and expand the knowledge of the campus instructional staff. The Aikman Elementary Transformation team realizes the uniqueness of the campus qualities and deterrents. It is hopeful that the students will become active, successful, life-long learners through a highly qualified and dedicated staff. The teachers and support team are motivated to invest time into on-going training to ensure the students flourish academically and socially. Teachers and support team acknowledge change is inevitable for academic improvement. Through data disaggregation, student progress will be evaluated on a regular basis and teacher accountability will be assessed.</p> <p>86% of Aikman students live in economically disadvantaged homes. Many students live in single parent homes or with extended family. Most caregivers and legal guardians work long hours in low-paying, strenuous jobs at local feedyards, dairies, meat processing plants and farms. They return home physically and mentally exhausted, incapable of helping their children with their studies. Many students are home alone without parental supervision, taking on parental responsibilities for themselves and their siblings. Due to language barriers, many parents feel inferior and intimidated; thus, refrain from the school community. This places limitations on communication between school and home; therefore, Aikman lacks an effective Parent Teacher Organization.</p> <p>The geographical and isolated location of the community presents a learning barrier to educational experiences outside the district. At times, students are bused 45 miles for field trips. The TTIPS grant will be a chance-of-a-lifetime experience for many Aikman students, providing them with golden opportunities for vast learning experiences. Field trips in our own backyard, and virtual learning will provide students memorable and applicable knowledge, offering tools necessary for a brighter, richer and more successful tomorrow. Doors will be opened to create a positive difference in children's lives. Stepping-stones for future success of Aikman students will build a firm foundation for future educational transitions. This grant will allow the staff of Aikman Elementary to vibrantly enrich many students from sheltered lives.</p>		

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	059-901 County-District No. _____ Amendment No.													
Texas Title I Priority Schools Grant Schedule #4B—Program Description															
Part 1: Comprehensive Needs Assessment															
Section A: Campus Grade Levels															
Type of School	Number of Students Enrolled in Grade Levels on the Campus to be Served with Grant														
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public School		77	83	53	71	58	64								406
Open-Enrollment Charter School															0
Total Students:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Total Instructional Staff														31	
Total Support Staff														18	
Section B: Data Sources Reviewed or to be Reviewed in the Comprehensive Needs Assessment Process															
1	AEIS / TAKS														
2	Current local assessment data provided														
3	Lesson plans														
4	PEIMS														
5	Professional Development Documentation														
6	Parent community involvement data														
7	School nurse log														
8	Staff and student attendance data														
9	Title I parent surveys														

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	059-901 County-District No.
by telephone/e-mail/FAX on _____ by _____ of TEA.		_____ Amendment No.
Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 1: Comprehensive Needs Assessment Cont.		
Section 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>The Aikman Elementary transformation committee collaborated with all staff to ensure the involvement of the entire school community. Input was received from all stakeholders to promote a positive change at the campus and to respond to the diverse needs of the student population. Academic performance, data-driven instruction, leadership effectiveness, student learning time, parent/community involvement, school climate, and teacher quality were included in the discussion. Collectively, the Aikman Elementary staff, and the transformation committee documented specific needs of the campus. Student data was analyzed and a needs assessment was determined to address academic and social deficits, emerging issues, and lack of community resources.</p> <p>With regard to academic performance, disaggregation of student and campus data included analysis of trends in AEIS reports. The 2008-2009 school year reports indicated a need for an improvement in science instruction, with only 59 percent of the fifth grade students passing the state assessment. Aikman scores indicate a need for more training in the area of 5th grade TAKS science objectives. Likewise, there were low passing percentages in fifth grade reading and math with only 68 percent passing the reading standard and 73 percent passing the math standard. Fourth grade also exhibited low scores in all academic areas with only 49 percent passing all tests. Third grade scores also showed a decrease of 31 percent from the 2007-2008 school year.</p> <p>District assessments were instrumental in gauging academic deficits in student performance. The assessments provided a diagnosis of strengths and weaknesses in instruction and progress within the student population per grade level, and allowed teachers to measure student progress throughout the year and make data-based decisions specific to individual students. Needs were determined from the weaknesses documented from these assessments.</p> <p>Lesson designs were analyzed in an effort to align curriculum with instruction and assessment to CSCOPE. The transformation team and campus staff determined a need for staff collaborative planning to increase the use of quality data to drive instruction; on-going communication among staff would promote effective collaboration through interpretation of data. This would also provide an opportunity for teachers to become trainers of trainers for the sustainability of knowledge gained from professional development, incorporating research-based/ innovative strategies that are meaningful and relevant to student learning differences and enriching the curriculum at Aikman Elementary. Documentation of professional development indicated a need for the sustainability of the implementation of knowledge and/or methods gained from training.</p> <p>Emerging issues in the school climate were discussed in establishing the needs of Aikman. Responsiveness to these issues has been a constant matter of concern at the campus due to time management and frequent mobility within the community. PEIMS data (discipline reports, special populations and staff/student attendance reports) was evaluated to get a multifaceted representation of the issues that sociologically affect the school community. The flexibility of the staff is limited due to large class size, scheduling, and developing problems that affect the environment and instruction daily. Thus, the transformation team viewed a need for flexible scheduling and operational flexibility. The team also determined a need for more support staff in order to provide a thorough understanding of, and accessibility to, community services. Data collected from the school nurse sign-in sheets exhibited a need for health and hygiene education. Many Aikman students have health issues that are preventable and lifestyle-based. Therefore, these topics need to be addressed with the school community to advocate better health choices and lifetime wellness.</p> <p>Community resources were also taken into consideration to establish specific needs for Aikman. A breakdown of parent/community involvement data (sign-in sheets and Title I parent surveys) was studied and indicated a need for more community outreach by the campus. Involvement is minimal due to time constraints, being uninformed, and lack of motivation to attend school functions. At this time it is pertinent that the campus culture be enriched by the realization and implementation of programs to build on parent and community needs, educating them to create a desire for lifelong learning, strengthen multicultural awareness and ethnic appreciation amongst all stakeholders.</p>		

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with		TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	059-901 County-District No.
by telephone/e-mail/FAX on _____ by _____ of TEA.			Amendment No.
Texas Title I Priority Schools Grant Schedule #4B—Program Description			
Part 1: Comprehensive Needs Assessment Cont.			
Section D: Groups of Participants Contributing/to Contribute to Needs Assessment Process, ensuring Parents and Community Groups were involved in the process.			
1	Principal		
2	Superintendent		
3	Special Programs Coordinator		
4	Special Education		
5	Parents		
6	Students		
7	ESL representative		
8	Support from Community		
9	School Board		
10	Migrant Coordinator		

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	059-901 County-District No.
by telephone/e-mail/FAX on _____ by _____ of TEA.		Amendment No.
Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 2: Project Management		
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>Aikman Elementary School is dedicated and committed to expending TTIPS Grant funding in a manner that demonstrates appropriate use of resources to meet the requirements associated with the Tier III Transformation Model. The campus will implement research-based intervention methods and learning strategies to establish a learning environment, which provides ample opportunities to improve professional practice and increase student achievement.</p> <p>1. Aikman Elementary will develop and increase teacher and school leader effectiveness. Aikman selects to retain the school principal due to quality and effective leadership and data-proven student success. Data on student growth and achievement, as well as other observation-based performance assessments, will be taken into account as significant factors in determining teacher and school leader effectiveness. PDAS will remain as Aikman's professional appraisal system along with a locally developed teacher evaluation and incentive system. Meaningful, authentic, engaging and relevant instruction will be a primary goal for all teachers and instructional leaders. Funds will be used to reward school leaders, teachers and other staff who have been identified as quality employees through proven increased student achievement. Funds will also be used to provide staff with ongoing, high-quality professional development deemed necessary from data disaggregation and the comprehensive needs assessment. Furthermore, funds will cover expenses incurred for Aikman representation at the Summer Team Training and Aikman attendance at the National Staff Development Council Summer Conference.</p> <p>2. Aikman Elementary will implement comprehensive instructional reform strategies. Funds will be utilized to implement a data-driven research-based instructional program that is vertically aligned from one grade level to the next and aligned with State academic standards; CSCOE (online, research-based, curriculum developed by Region 13 Education Service Center for Texas) along with on-going student needs comprehensive assessments will drive curriculum. Funds will be used to meet the needs associated with differentiated instruction in order to meet the academic needs of individual students and to ensure that Limited English Proficient students acquire language skills to master academic content; interventionists will be attained for RTI (Response to Intervention), Math, Reading and Science, along with the acquisition of a full-time counselor. Funds will be used to integrate technology-based supports and interventions as part of the instructional program; interactive whiteboards and tables, mobile computer labs and other instructional technology devices will be used throughout the school and in the classrooms to improve data collection, student instruction and school climate. Fund expenditure will provide a summer school program to increase student achievement in the primary grades by reducing the gaps in achievement due to the long summer break, and to improve 5th grade student transition from Aikman Elementary School to Hereford Junior High School. Furthermore, funds will be expended to provide Aikman with an outdoor learning facility and a greenhouse for an enhanced science experience. The continuous use of student data from formative, interim and summative assessments will be used to inform teachers and leaders, to differentiate instruction and to provide needed staff development.</p> <p>3. Aikman will increase learning time and create a community-oriented school. Aikman will increase learning time by using funds to support Extended day classes throughout the regular school calendar in order to provide comprehensive small group instruction to meet identified student needs. Family and community engagement will be encouraged through the purchase and utilization of a dual-language marquee, the institution of adult technology classes and the improvement of school/community activities and parent involvement.</p> <p>4. Aikman Elementary will provide operational flexibility and sustained support. Hereford Independent School District provides Aikman Elementary with sufficient operational flexibility with respect to staffing, calendar/time and budgeting to fully implement a comprehensive approach to substantially improve student achievement. The district's technology department ensures Aikman will receive on-going, intensive technical assistance and related support. The knowledge and skills that leaders, teachers and support staff will gain, coupled with the acquisition of high-quality classroom equipment and instructional programs, aided by the implementation of the Transformation Model will help to sustain Aikman's instructional intervention program.</p>		

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	<u>059-901</u> County-District No.
by telephone/e-mail/FAX on _____ by _____ of TEA.		_____ Amendment No.
Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
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>Initially, the Assistant Superintendent of Hereford Independent School District, met with the Aikman Elementary School principal and presented the details of the Texas Title I Priority Schools grant, including specific reasons the campus was selected. The District Leadership Team, which consists of community members, district-wide teachers, administrators, personnel directors and the superintendent of schools, received initial information about the various school improvement models attached to the grant. The principal held a staff meeting involving all constituents to analyze all components of the grant and each reconfiguration model; the overall staff response was very positive towards the grant and the Tier III Modified Transformation Model. A Transformation Team was assembled, consisting of nine members who volunteered to dedicate their time to research, collaborate, discuss, articulate and create the overall goal for obtaining the grant for Aikman Elementary students. An invitation to participate in the grant writing process was addressed and opened to all staff interested in assisting with the development of the instructionally-focused three year plan. During the grant writing process, the principal communicated the TTIPS grant at numerous student award assemblies; parents applauded upon hearing the news. Dual-language parent notes were sent home with all students and community and all other stakeholders received information through a newspaper announcement and the Hereford Independent School District website at www.herefordisd.net. Throughout the grant writing process, the Transformation Team collaborated with the Superintendent and the Assistant Superintendent.</p> <p>The team worked cooperatively to gather and analyze data, creating a comprehensive needs assessment. A grant writer representative from the Region XVI Educational Service Center met with the Transformation Team to clarify elements of the grant, specifically the Critical Success Factors and Milestones. She was available to answer questions throughout the writing process. An assistant to the district superintendent collaborated with the transformation team during the budgeting phase of the grant writing process.</p> <p>All goals of the grant were aimed towards instructional improvement through golden opportunities for Aikman students.</p>		

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____	TEXAS EDUCATION AGENCY Standard Application System (SAS)	059-901 County-District No.
by telephone/e-mail/FAX on _____ by _____ of TEA.	School Years 2010-2013	_____ Amendment No.
Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Management of Grant Activities – Describe how the LEA and campus will modify its practices and/or policies, as necessary, to ensure its implementation of the intervention(s) fully and effectively.		
<p>Aikman Elementary School currently uses CSCOPE (online, research-based, curriculum developed by Region 13 Education Service Center for Texas) for curriculum alignment, and enhances this with a half-time Reading interventionist. Aikman Elementary School will add to these practices by hiring full-time core curriculum specialists/interventionists in RTI, math, and science, as well as, reading/ELA to aid teachers in best researched teaching strategies to increase student achievement by training staff through job-embedded professional development. Teachers will gain instructional knowledge that will allow them to guide students through data-driven individualized instruction using the technology that Aikman Elementary will supplement.</p> <p>Aikman Elementary currently has only one computer lab with 38 computers for 406 students. Each student is limited to 25 minutes, four days a week, for individualized instruction. The district presently uses DMAC Solutions (a web-based software suite designed to assist educators in the development and management of curriculum and assessment data in Texas schools) for data disaggregation. With the addition of mobile computer labs and software, teachers will become proficient in utilizing the information from DMAC to allow all students to have unlimited access to data-driven individualized instruction leading to improved student success. Hereford ISD has given each migrant family a laptop, but many of the younger children in the Aikman Elementary families lack knowledge in the area of technology. The mobile labs will give students added exposure, providing them with global experiences through the use of computers, and allowing them multiple opportunities for intellectual stimulation. The mobile labs will also be utilized for community technology education classes to help the parents take a greater role in their children's education by helping them make use of the parent portal that Hereford ISD currently has on its website.</p> <p>85.89% of Aikman Elementary students are from low socio-economic families and have very limited experiential educational opportunities. Research has shown that children learn best from hands-on, multi-sensory activities. The outdoor learning facility and all other learning materials that Aikman Elementary will purchase with the funds from the Texas Title I Priority Schools (TTIPS) Grant will allow for a larger amount of kinesthetic learning; therefore, leading to greater student success.</p> <p>Aikman Elementary will increase leadership effectiveness with the use of the interventionists, on-going communication and job-embedded professional development. The principal, staff, and interventionists will use staff collaborative planning aimed at operational flexibility to utilize resources and data to create an instructionally-focused calendar that leads to a higher percentage of on-task behaviors which will bring about improved academic performance.</p> <p>Aikman Elementary has offered extended day tutoring to migrant students. With the help of the TTIPS Grant, all students will be eligible for extended day services. The campus will furnish nutritional snacks for students; this will also aid in the education of diet and health.</p> <p>Parent/community technology classes offered in the evening will support parental involvement, thus, increasing utilization of the parent portal on the Hereford ISD website. The use of technology will accommodate parents and community with increased opportunities for input. Research shows active parent involvement increases effective communication between home and school. The full-time counselor and the school nurse will offer accessible community services by teaching classes to the community. The community will be able to utilize the outdoor learning facility for family recreational times.</p> <p>Instructional improvements will boost school climate, leading to higher motivation and increased attendance. Research has shown that a high level of off-task behavior increases discipline problems. The Positive Behavior Support Initiative, supported by the Olweus Bully Prevention Program currently used by the district, will decrease discipline referrals, thus, promoting a safe learning environment. The TTIPS Grant will be used to initiate a student council, offering more leadership opportunities and increased involvement in extra-curricular activities. Purchase of a music software program will lead to more involvement in co-curricular activities.</p> <p>Through job-embedded professional development using the core curriculum interventionists and through recruitment and retention programs aimed at rewarding teachers who have a high level of student success, the staff will use collaborative planning and a team approach with sharing of ideas and strategies to further increase teacher quality.</p>		

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	<u>059-901</u> County-District No. _____ Amendment No.
Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Resource Management – Describe how the LEA/campus will align other resources (federal, state, local, and community) with the school improvement intervention.		
<p>Aikman Elementary school will align the Tier III Transformation Model TTIPS Grant funding with other federal, state, and local funds. Aikman is committed to comply with all operating policies and procedures of Hereford Independent School District. The school-wide programs currently in place will be supplemented (not supplanted) through TTIPS grant funding in order to improve the educational content and experiences of all students and instructional leaders.</p> <p>Aikman Elementary currently receives Title I Part A funding which is used for salary, innovative supplies, and on-going staff development relevant to the needs of students, parental involvement, and summer school to ensure support the students need to maintain skills necessary for the following academic year. Title II Part A is utilizing the Teacher Principal Training Recruiting (TPTR), salary, class size reduction, and staff development. Students also benefit from Title VI Rural and Low Income funding to purchase supplies. Title I Part C Federal Funds pay for a campus migrant paraprofessional who works with all migrant students. The students are also supported by with migrant intervention specialists, NGS specialist, migrant recruiters, P3 home educators, and migrant extended day. Staff and parents are invited to attend state and national conferences, along with Region ESC 16 trainings. Title I Part C federal funding also provides supplies and materials for backpacks and school supplies for students, one laptop purchase for family, educational software, and supplemental instructional materials to use in the classrooms. Other costs covered by these funds include parental involvement activities, educational leadership experiences (for example, Hereford ISD secondary student educational trips to Washington DC and retreats), childcare, student transportation, snacks, compensation for migrant students to attend summer school, and parent and family trainings (for example, Rosetta Stone language acquisition training and computer usage training.</p> <p>All programs instituted through the TTIPS grant funding will supplement, not supplant, the current programs offered at Aikman Elementary and Hereford ISD.</p>		

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	<u>059-901</u> County-District No.
by telephone/e-mail/FAX on _____ by _____ of TEA.		_____ Amendment No.
Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
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 manager (District Shepherd) for the Tier III TTIPS Grant for Aikman Elementary School will be selected during the Fall semester for commencement of the job beginning January 1, 2011. The District Shepherd must possess the following qualities:</p> <ul style="list-style-type: none"> • Experience with elementary education and familiarity with Hereford ISD and the community it serves. This prior knowledge will allow this person to more fully understand the needs of the students, parents, and community and the complexities involved in serving those needs. The Shepherd will be dedicated to education and to the success of Aikman Elementary School and all of its stakeholders. • Commitment to seeing that the TTIPS Grant is fully and effectively implemented. Visible evidence of this dedication will enable Aikman Elementary to actively generate a positive school culture in the face of positive change. The District Shepherd will be devoted to using the Critical Success Factors to ensure the changes that are implemented meet the guidelines set forth by the TTIPS Grant and that the staff uses fidelity during the transformation process allowing for sustainability after the grant period ends. • Strong communication and collaboration skills to assist in problem-solving with the principal and teacher leaders, technical assistance, and development of an evaluation document. This expertise will aid in staff collaborative planning, on-going regular communication between staff and with the community, and job embedded professional development with the interventionists. The District Shepherd will be able to provide support and feedback to the principal and teachers. Proficiency in communication will aid in increasing community and parental involvement and support social service resources. • Skilled in operating a school and in central administration procedures. This will allow for assistance in the replacement and recruitment of qualified staff. This knowledge will also aid in removal of barriers between the campus and central administration that could hinder the transformation process, as well as influence departmental procedures. <p>The District Shepherd will be required to be a strong leader, efficient business manager, effective communicator, and have superior collaboration skills. The Shepherd must be dedicated to successfully leading the transformation process, leading into the sustainment of the campus reforms.</p>		

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	<u>059-901</u> County-District No.
by telephone/e-mail/FAX on _____ by _____ of TEA.		_____ Amendment No.
Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
LEA Support – Describe how the LEA will structure and implement an individual or office with responsibility for supporting the campus' school improvement efforts.		
<p>Aikman Elementary will accommodate the needs of the District Shepherd. Office space will be provided along with access to all school amenities. The Texas Title I Priority School Grant manager will be educated on all district policies and procedures. The campus principal and the Aikman Elementary Tier III Transformation Team will select the District Shepherd through an application process that will be open to all qualified applicants.</p>		

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	059-901 County-District No.
by telephone/e-mail/FAX on _____ by _____ of TEA.		Amendment No.
Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Program Continuation and Sustainability – Describe how the LEA will sustain the campus reforms after the funding period ends.		
<p>During the Texas Title I Priority Schools (TTIPS) grant period, Aikman Elementary School will use curriculum interventionists to help train current teachers in best researched teaching practices and in making data-driven curriculum decisions to increase student achievement. Using the teacher specialists to train staff will ensure the sustainability of the improvement of academic performance through on-going communication, on-going monitoring of instruction, and by continuing the alignment of curriculum that will be developed with the interventionists during the grant period. The teachers and staff will utilize the knowledge gained from the job-embedded professional development achieved throughout the three years to maintain the academic success of all students through the use of data-driven instruction. Knowledge gained by teachers and instructional leaders, coupled with the higher level of student function will help to sustain campus reforms. Updated technology will also lead to sustainability. Knowledge gained from professional development on individualized instruction using technology will be retained to ensure that data-driven instruction is continued. The technology staff that Hereford ISD currently employs will continue to maintain technology equipment.</p> <p>Aikman Elementary School will increase leadership effectiveness through resource/data utilization and staff collaborative planning. Employing the principles learned from professional development, the staff will continue with the administration allowing operational flexibility to use creative, yet researched, teaching practices through collaboration to ensure student success. The ability of staff to continue with the knowledge and experience obtained from on-going staff collaboration throughout the TTIPS grant period will allow the maintenance of effective leadership.</p> <p>Through flexible scheduling and implementing an instructionally-focused calendar, Aikman Elementary School will increase learning time. This will be sustained by the dedication of the Aikman Elementary School staff and the desire to continue to encourage students to work hard and make the most of their time to maintain the success acquired from the reforms. Utilizing the knowledge and professional expertise acquired, the staff will sustain student achievement through staff collaborative planning for an instructionally-focused calendar and flexible scheduling.</p> <p>Increased parent/community involvement will be attained through technology classes for the parents of Aikman Elementary and the community of Hereford and through parenting and health education classes. Educating the stakeholders in technology will aid in effective communication between home and school. It will help parents utilize the parent portal that Hereford ISD maintains to keep them current on their child's education. This will create a desire to help the children become life-long learners and help them access community services. Using the counselor to educate the community on social issues will decrease the obesity rate and other health issues that Aikman Elementary is presently fighting. Creating health conscientiousness among community members and instilling a comfort in parents to communicate with the school will allow for the volunteering of community members to continue these educational opportunities for the adults of Hereford, thus, allowing Aikman Elementary to sustain parent/community involvement.</p> <p>Success breeds success! The transformation of the Aikman Elementary School campus will increase attendance and decrease discipline referrals by instilling a desire for improvement of academic achievement in the students and their parents. Increased opportunities for involvement in extra/co-curricular activities will build a pride in the students for themselves, their school, and their community. This enthusiasm about the accomplishments earned from the improved school climate will be sustained through the community's desire to continue these traditions.</p> <p>The high quality of education and instruction that is begun from the increase of job-embedded professional development and the retention of staff during the grant period will continue through on-going communication, data-driven instruction, and staff collaborative planning. The staff at Aikman Elementary School will sustain the increased achievement attained by continuing with the many proficiencies attained through the opportunities awarded the campus from the TTIPS Grant.</p>		

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	<u>059-901</u> County-District No.
by telephone/e-mail/FAX on _____ by _____ of TEA.		_____ Amendment No.
Texas Title I Priority Schools Grant		
Schedule #4B—Program Description		
Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
External Providers -- Describe how the LEA will recruit, screen, and select external providers to ensure their quality.		
<p>Recruitment, screening and selection of external providers will be consistent with current Hereford Independent School District policy. Adherence to legal and financial guidelines in conjunction with fair, equitable, nondiscriminatory and objective practices will be utilized during the selection process. Screenings will include evaluations of applicant's education, service record, and references. Providers selected must demonstrate the necessary requirements and experience to assist with the campus goals.</p>		

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	<u>059-901</u> County-District No. _____ Amendment No.
by telephone/e-mail/FAX on _____ by _____ of TEA.		Texas Title I Priority Schools Grant
Schedule #4B—Program Description		
Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to <i>one page each</i> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Site Visits – If the intervention program includes site visits to other campuses successfully implementing the intervention model, describe the process for selecting the locations and the expected outcomes of the site visit.		
<p>The Aikman Elementary Transformation Team will participate in distance learning and site visits if the time for travel is reasonable and there is not an extended time away from the classroom. If site visits are implemented, it will be at campuses successfully incorporating the Transformation Model or already implementing strategies outlined in the Aikman Elementary plan. Another factor to consider would be campuses sharing similar demographics to Aikman Elementary.</p> <p>The team anticipates bringing productive detailed information back to the campus to enhance teaching strategies to respond to the diverse interests and needs of Aikman Elementary students. The team would like to observe successful procedures for gathering, analyzing and using data from a variety of sources for informed campus decision-making. This will promote high expectations and intellectual stimulation for all staff and students. The Transformation Team also hopes to use the site visits to garner information leading to the establishment of partnerships with parents and the community. The visits will promote effective communication with diverse groups in the school community to ensure that all students have an equal opportunity for educational success and continuous and appropriate development.</p> <p>The ultimate goal of site visits is to facilitate effective campus curriculum planning based on knowledge of such factors as occupational and economic trends of the community, demographic and student learning data, principles of curriculum design and human developmental processes. The site visits will promote the use of creative and critical thinking and problem solving by staff and other campus stakeholders involved in curriculum design and delivery. The staff will be responsible for facilitating sound, research-based instructional strategies, decisions, and programs in which there are multiple opportunities for all students to learn and be successful.</p>		

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	<u>059-901</u> County-District No.
by telephone/e-mail/FAX on _____ by _____ of TEA.		_____ Amendment No.
Texas Title I Priority Schools Grant		
Schedule #4B—Program Description		
Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
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.		
Does not apply.		

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	059-901 County-District No.
by telephone/e-mail/FAX on _____ by _____ of TEA.		Amendment No.
Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 3: Intervention Model		
Section A: Intervention Model Selection Process		
Intervention Model to be Implemented – Indicate the model(s) being <u>considered</u> by the LEA/campus for implementation. Indicate whether the LEA/campus will participate in the TEA Approved Model with Technical Assistance provided by the TEA-funded School Improvement Resource Center or the LEA/campus will implement its own intervention design within the requirements of the grant program.		
<input type="checkbox"/> Turnaround <input type="checkbox"/> Closure <input type="checkbox"/> Restart <input type="checkbox"/> 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		
<p style="text-align: center;">Schedule #4B—Program Description, Part 3, Intervention Model, continued on next page</p>		

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	059-901 County-District No. _____ Amendment No.
by telephone/e-mail/FAX on _____ by _____ of TEA.		
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).		
<p>The Tier III Transformation Team discussed the various models attached with the TTIPS grant and carefully examined the needs of Aikman Elementary school. The Tier III Transformation Modified Model with technical assistance from the School Improvement Resource Center would best meet the diverse needs of the campus. The process and timeline are as followed:</p> <p>1. <u>Process</u></p> <p>The Closure Model for Aikman Elementary was not a feasible option due to the detrimental effects on the Hereford community, as parents would not have access to public school transportation. Also, neighborhood schools are full.</p> <p>Replacing the principal and fifty percent of the staff in the Turnaround Model was also impossible due to the rural location of Hereford Independent School District; an abundance of high quality individuals are not available. Converting and re-opening as a charter school or with outside educational management was not feasible as the staff of Aikman Elementary School knows their students and, thus, can better serve and meet student needs.</p> <p>Due to a consensus of the staff, Aikman Elementary has elected to implement the Tier III Transformation Modified Model. This would allow the school to keep the principal, who has nine years of service to the school with documented progress of student growth. Student success has improved in the principal's tenure, except for the 2008-2009 reconfiguration year of Hereford Independent School District. In that year, Aikman transformed from a K-3 campus to a K-5 campus. New school district boundaries resulted in many students enrolling in five neighborhood schools. Tracking of students with district-wide data was utilized and the redistribution of students attributed to a district-wide decrease in student performance. As a result of the transfer of students, supplies and materials were limited for newly placed teachers to successfully educate children. Since the transfiguration is already occurring, the staff chose the Tier III Transformation Modified Model. Implementation of a more comprehensive transformation strategy will better meet the identified needs of students, thus extending and optimizing instructional programs through operational flexibility.</p> <p>2. <u>Timeline</u></p> <p><i>Fall I</i></p> <ul style="list-style-type: none"> • Selection of Hereford ISD District Shepherd for Transformation Model • Retention of Aikman Elementary Principal as school leader • Continuation and enhancement of CSCOPE (online, research-based, curriculum developed by Region 13 Education Service Center for Texas) curriculum alignment as school's comprehensive instructional program • Provide job-embedded campus-based professional staff development on CSCOPE curriculum to vertically align instruction • Implementation of Response-To-Intervention program and consult with specialist to provide high-quality staff training • Increase learning time by providing extended day classes • Conduct Campus Snapshot through utilization of campus TAKS scores, benchmarks, screeners, PEIMS, parent/student surveys and other student data to provide an early-warning system to note students who might be at risk of failure, to identify school/community needs and individual student needs • Utilization of DMAC disaggregation of TAKS scores, benchmarks and student data to drive regular curriculum and extended day lessons and activities in order to meet the academic needs of individual students and to provide effective teaching and learning • Provide campus-based DMAC professional development • Develop and implement quarterly assessments for each grade level 		

- Conduct comprehensive needs assessment and on-going evaluation to implement Texas Positive Behavior Initiative
- Develop teacher reward system and recruitment/retention plan to attract and keep quality staff
- Continuation of PDAS to evaluate teaching professionals
- Implementation of interactive instructional boards, digital cameras and other technology in all classrooms to improve academic performance by creating meaningful, authentic, engaging and relevant instruction
- Professional staff development on Interactive Classrooms, technology and other school reform strategies
- Implementation of mobile classroom computer labs to successfully implement school reform strategies
- Restructure Internet network to accommodate mobile computer labs to enhance the capacity for continued technology advancements
- Provide age-appropriate learning materials, reading materials and manipulatives to facilitate effective teaching and enriched learning
- Expansion of software programs and licenses to meet student needs determined by disaggregated data
- Attain an outdoor greenhouse to provide students with a hands on learning approach for science activities
- Conduct professional staff development on the use of a green house as a classroom
- Provide teacher resource books for staff professional growth opportunities and to increase teacher quality
- Develop a staff evaluation and incentive program

Spring I

- Acquisition of Behavior Interventionist, full-time counselor and full-time nurse to improve school climate and discipline
- Acquisition of interventionists for Math, Reading, Science, and Science to improve academic performance and to support differentiated learning
- Implementation of interactive tables in primary grades to facilitate effective teaching and learning
- Review and Evaluation of all student data and teacher performance to determine professional development
- Promotion of parent/community communication by the implementation of scrolling marquee with dual language messages to be located in the front of the building where the community can see it as they drive past the school
- Purchase and utilize manipulatives and classroom kits of materials to increase kinesthetic learning
- Purchase and utilize different levels of Reading books for differentiated literacy
- Furnish science activity classroom with science tables and manipulatives to increase experiential learning
- Continuation of extended day and all other Transformation programs already implemented
- Evaluate all technology, programs and curriculum
- Implement staff evaluation and incentive program

Summer I

- Implement a Summer school program based on student needs as provided by DMAC and TAKS/TEKS data
- Attend National Staff Development Council Summer Conference
- Attend Summer Team Training provided by SIRC
- Provide staff development on classroom management and instructional technology
- Provide staff development based on needs determined from analyzing student data and teacher performance

Fall II

- Institution of adult technology classes through the access of the school technology lab for the community
- Provide flat screen TV's in entrance hall and science activity classroom to enhance academic achievement and to improve school climate and community involvement
- Implementation of mobile computer labs in to facilitate effective teaching and to implement school reform strategies
- Install and utilize a distance learning lab to enhance academic achievement by increasing curriculum opportunities
- Implementation of electronic student response system for assessing student learning
- Continuation of extended day and all other Transformation programs already implemented

Spring II

- Review and Evaluate student data and teacher performance to determine professional development
- Continuation of extended day and all other Transformation programs already implemented
- Implementation of drop-down big screens in the gymnasium and library to facilitate effective teaching and learning in large groups
- Evaluate all technology, programs and curriculum

Summer II

- Continue summer school program to improve academic achievement
- Attend National Staff Development Council Summer Conference
- Attend Summer Team Training provided by SIRC
- Provide staff development based on needs determined from analyzing student data and teacher performance

Fall III

- Installation of window to blinds to enhance lighting for use of interactive technology
- Continuation of extended day and all other Transformation programs already implemented
- Install a two-way intercommunication system from the campus office to each classroom to improve school climate and to improve student safety
- Construct wire fencing around the playground area for student safety
- Construction of an Outdoor Learning Activity Center to provide a flexible learning environment to meet the academic needs of all students

Spring III

- Review and evaluation of all student data and teacher performance to determine professional development
- Continuation of extended day and all other Transformation programs already implemented
- Evaluate all technology, programs and curriculum

Summer III

- Continue summer school programs to improve academic achievement
- Attend National Staff Development Council Summer Conference
- Attend Summer Team Training provided by SIRC
- Provide staff development based on needs determined from analyzing student data and teacher performance

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with		TEXAS EDUCATION AGENCY Standard Application System (SAS)	<u>059-901</u> County-District No.
by telephone/e-mail/FAX on _____ by _____ of TEA.		School Years 2010-2013	Amendment No. _____
Texas Title I Priority Schools Grant			
Schedule #4B—Program Description			
Part 3: Intervention Model			
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	Superintendent		
2	Assistant Superintendent		
3	Principal		
4	Site Based Decision Making Team		
5	Tier III Transformation Committee		
6	Parents		
7	Community Members		
8			
9			
10			

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	<u>059-901</u> County-District No. _____ Amendment No.
Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 3: Intervention Model		
Section D: Improvement Activities and Timeline		
<p>On the following pages of charts applicants should describe all other school improvement activities that will be incorporated with the model to be selected.</p> <p>For each additional improvement activity entered, enter the Critical Success Factor Code(s) from this table, enter the LEA/campus' rationale for including the activity, provide the supporting research that indicates the activity will be effective, and indicate the beginning and ending date of the activity.</p> <ul style="list-style-type: none"> 1 – Improve Academic Performance, including (but not limited to) Reading/ELA and Math <ul style="list-style-type: none"> A. Data-driven instruction B. Curriculum Alignment (both horizontal and vertical) C. On-going Monitoring of Instruction 2 – Increase the Use of Quality Data to Drive Instruction <ul style="list-style-type: none"> A. Data Disaggregation/Training B. Data-driven Decisions C. On-going Communication 3 – Increase Leadership Effectiveness <ul style="list-style-type: none"> A. On-going Job Embedded Professional Development B. Operational Flexibility C. Resource/Data Utilization 4 – Increase Learning Time <ul style="list-style-type: none"> A. Flexible Scheduling B. Instructionally-focused Calendar C. Staff Collaborative Planning 5 – Increase Parent/Community Involvement <ul style="list-style-type: none"> A. Increased Opportunities for Input B. Effective Communication C. Accessible Community Services 6 – Improve School Climate <ul style="list-style-type: none"> A. Increased Attendance B. Decreased Discipline Referrals C. Increased Involvement in Extra/Co-Curricular Activities 7 – Increase Teacher Quality <ul style="list-style-type: none"> A. Locally Developed Appraisal Instruments B. On-going Job Embedded Professional Development C. Recruitment/Retention Strategies 		

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____		TEXAS EDUCATION AGENCY Standard Application System (SAS)		059-901 County-District No.	
by telephone/e-mail/FAX on _____ by _____ of TEA.		School Years 2010-2013		Amendment No. _____	
Texas Title I Priority Schools Grant					
Schedule #4B—Program Description					
Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 1: Improve Academic Performance including (but not limited to) Reading/ELA and Math					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1A, 1B, 1C	Extended school day	Extended school day will allow teachers to teach in a small group setting providing a better opportunity to gauge student needs and individualize instruction.	Gewertz, C. "Consensus on Increasing Learning Time Builds." <i>Education Digest: Essential Readings Condensed for Quick Review</i> . V74. n7 p48-54.	Fall 2010	On-going
1A, 1B, 1C	Improve student achievement in mathematics through data disaggregation and Response to Intervention	Identifying the specific needs of all students will allow teachers to address targeted skills with students to refine areas of concern in all students. AYP percentages will rise in all students due to all deficits being targeted.	Grant, Catherine, et. al., "Principals in Partnership with Math Coaches." <i>Principal</i> , v88 n5 p 36-41. Reschly, D. (2007). <i>Response to Intervention in Prevention, Disability Identification, and Educational Programming</i> . Presented at Midwest Symposium for Leadership in Behavior Disorders, Kansas City, Missouri.	Spring 2010	On-going
1A, 1B, 1C	Improve student achievement in reading/ELA through data disaggregation and Response to Intervention	Identifying the specific needs of all students will allow teachers to address targeted skills with students to refine areas of concern in all students. AYP percentages will rise in all students due to all deficits being targeted.	Marsh, Julie, et. al. "Supporting Literacy Across the Sunshine State: A Study of Florida Middle School Reading Coaches" (2008). www.rand.org . Berhardt Victoria L., "Data-Driven Decision Making Takes a Big-Picture View of the Needs of Teachers and Students." <i>Journal of Staff Development</i> . V30. n1 p24-27.	Spring 2010	On-going
1A, 1B, 1C	Improve student achievement in science through data disaggregation and Response to Intervention.	Identifying the specific needs of all students will allow teachers to address targeted skills with students to refine areas of concern in all students.	Berhardt Victoria L., "Data-Driven Decision Making Takes a Big-Picture View of the Needs of Teachers and Students." <i>Journal of Staff</i>	Spring 2010	On-going

		AYP percentages will rise in all students due to all deficits being targeted.	<i>Development. V30. n1</i> On-going p24-27.		
1A, 1B, 1C	Improve student achievement in writing through data disaggregation and Response to Intervention	Identifying the specific needs of all students will allow teachers to address targeted skills with students to refine areas of concern in all students. AYP percentages will rise in all students due to all deficits being targeted.	Berhardt Victoria L., "Data-Driven Decision Making Takes a Big-Picture View of the Needs of Teachers and Students." <i>Journal of Staff Development. V30. n1</i> p24-27.	Fall 2010	On-going
1A, 1B, 1C	Math coach for teacher instructional growth	Providing teachers with a coach to model lessons, teaching techniques, and strategies will provide sustainability and on-going improvement.	Keller, B. "Coaching Teachers to Help Students Learn." <i>Education Week. V27 n15</i> p22-24, Dec. 2007.	Fall 2010	Summer 2013
1A, 1B, 1C	Professional learning communities	Professional learning communities are a powerful approach to staff development for school change and improvement.	Curry, M., et. al. "Slicing the Layers of Learning: Professional Learning Communities Fill the Gaps as Educators Put New Knowledge into Practice." <i>Journal of Staff Development, v30 n1</i> p56, 58-60, 62. 2009.	Spring 2011	On-going
1A, 1B, 1C	Reading coach for teacher instructional growth	Providing teachers with a coach to model lessons, teaching techniques, and strategies will provide sustainability and on-going improvement.	Marsh, Julie, et. al. "Supporting Literacy Across the Sunshine State: A Study of Florida Middle School Reading Coaches" (2008). www.rand.org .	Spring 2011	Summer 2013
1A, 1B, 1C	Institute extensive professional development programs, incentives, accommodate structures to motivate effort in the desired direction.	Instituting a professional development program, incentives, and accommodating structures to motivate effort will build campus morale and encourage teachers to reach their full potential. It will also improve quality of instruction and increase student achievement.	Frase, L. "Effects of Teacher Rewards on Recognition and Job Enrichment." <i>Journal of Educational Research. V83 n1</i> p52-57, Sept.-Oct. 1989. Fogarty, Robin; Pete, Brian. "Professional Learning." <i>Phi Delta Kappan. V91 n4</i> p32-34. Dec. 2009 – Jan. 2010	Fall 2010	On-going
1A, 1B, 1C	Invest in programs that are school based and specific to the campus goals.	Investing in school-based programs will target the specific needs of the student population of Aikman Elementary School.	Berhardt Victoria L., "Data-Driven Decision Making Takes a Big-Picture View of the Needs of Teachers and Students." <i>Journal of Staff Development. V30. n1</i> p24-27.	Fall 2010	On-going

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____		TEXAS EDUCATION AGENCY Standard Application System (SAS)		059-901 County-District No.	
by telephone/e-mail/FAX on _____ by _____ of TEA.		School Years 2010-2013		Amendment No. _____	
Texas Title I Priority Schools Grant					
Schedule #4B—Program Description					
Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 2: Increase the use of Quality Data to Drive Instruction					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
2A, 2B, 2C	Expand authentic assessment by use of Quizdoms	Quizdoms will add to classroom participation and motivation to learn. Students will be provided immediate feedback.	Bangert-Drowns, R. et. al., "Effects on Frequent Classroom Testing." <i>Journal of Educational Research</i> . V85. p 89-99, 1991. Ratto, M., et. al. "The ActiveClass project: Experiments in Encouraging Classroom Participation." <i>CSCL '03: Computer Support for Collaborative Learning</i> . 2003.	Fall 2010	On-going
2A	Schedule professional development for administration and instructional staff in data disaggregation and collection	Professional development will provide staff and administration with the knowledge necessary to make data-based decisions to improve the campus' achievement.	Berhardt Victoria L., "Data-Driven Decision Making Takes a Big-Picture View of the Needs of Teachers and Students." <i>Journal of Staff Development</i> . V30. n1 p24-27.	Fall 2010	On-going
2B, 2C	Conduct curriculum evaluations	Curriculum evaluations will ensure alignment of curriculum, instruction and assessment.	Poston, W. "Pretending to Know What We Don't Know: A Constructivist Look at Current Assessment Findings in Curriculum Audits." <i>International Journal of Education Reform</i> . V6 n9 p. 55-58. May 2009.	Fall 2010	On-going
2B, 2C	Evaluation of lesson design	Evaluation of lesson design will ensure that instruction of Texas TEKS are being taught through grade level lesson plans in a strategic manner to motivate students.	Johnson, A., "It's Time for Madeline Hunter to Go: A New Look at Lesson Plan Design." <i>Action in Teacher Education</i> . V22 n1 p72-78. Spring 2000 Edition.	Fall 2010	On-going
2A, 2B, 2C	Instructional evaluation of teachers with observation data	Evaluations provide teachers with immediate feedback and encourage instructional improvement, as needed, as well as build confidence	Goldstein, J. "Designing Transparent Teacher Evaluation: The Role of Oversight Panels for Professional Accountability." <i>Teachers</i>	Fall 2010	On-going

		in areas of strength.	<i>College Record</i> . V111 n4 p893-933. 2009.		
--	--	-----------------------	--	--	--

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____		TEXAS EDUCATION AGENCY Standard Application System (SAS)		059-901 County-District No.	
by telephone/e-mail/FAX on _____ by _____ of TEA.		School Years 2010-2013		Amendment No. _____	
Texas Title I Priority Schools Grant					
Schedule #4B—Program Description					
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	Providing professional development for attending administrative & leadership conferences	Professional development provides a means to acquire new knowledge and skills necessary for professional growth and for sustainability of research-based practices.	Fogarty, Robin; Pete, Brian. "Professional Learning." <i>Phi Delta Kappan</i> . V91 n4 p32-34. Dec. 2009 – Jan. 2010	Fall 2010	On-going
3C	Developing and utilizing a leadership survey	Utilizing a leadership survey will provide the principal with constructive feedback in order to make changes and consider input from staff.	Park, Vicki. Datnow, Amanda. "Co-Constructing Distributed Leadership: District and School Connections in Data-Driven Decision-Making." <i>School Leadership & Management</i> . V29 n5 p477-494. 2009.	Spring 2011	On-going
3A, 3B, 3C	Professional learning communities	Professional learning communities are a powerful approach to staff development for school change and improvement.	Curry, M., et. al. "Slicing the Layers of Learning: Professional Learning Communities Fill the Gaps as Educators Put New Knowledge into Practice." <i>Journal of Staff Development</i> , v30 n1 p56, 58-60, 62. 2009.	Spring 2011	On-going
3A, 3B, 3C	Provide support to maintain high quality instructional leadership	Supporting teachers through the use of coaches, professional development, and staff collaboration will assist the school in maintaining high quality instructional leadership.	Atwell, N. "Project TRREE: Teacher Recruitment and Retention for Educational	Fall 2010	On-going
3A, 3B, 3C	Staff study groups	Staff study groups would increase collaboration and communication amongst staff members, providing meaningful learning experiences.	Lick, D., et. al. "The Whole-Faculty Study Groups Fieldbook: Lessons Learned and Best Practices from Classrooms, Districts and Schools." <i>Corwin Press, A SAGE Publications Company</i> . 2006	Spring 2011	On-going

3A, 3B, 3C	Support professional development that relates to and complements existing professional development	Supporting existing professional development allows the staff to gain new knowledge necessary the sustainability of programs and new school improvement practices.	Fogarty, Robin; Pete, Brian. "Professional Learning." <i>Phi Delta Kappan</i> . V91 n4 p32-34. Dec. 2009 – Jan. 2010	Fall 2010	On-going
3A, 3B, 3C	Transparent teacher evaluations through use of technology	Transparent teacher evaluations to be entered by the principal in a timely manner will produce efficiency and immediate feedback to teachers as well as open communication between administration and staff.	Goldstein, J. "Designing Transparent Teacher Evaluation: The Role of Oversight Panels for Professional Accountability." <i>Teachers College Record</i> . V111 n4 p893-933. 2009	Fall 2010	On-going

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____		TEXAS EDUCATION AGENCY Standard Application System (SAS)		059-901 County-District No.	
by telephone/e-mail/FAX on _____ by _____ of TEA.		School Years 2010-2013		Amendment No. _____	
Texas Title I Priority Schools Grant					
Schedule #4B—Program Description					
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
4B	Changing classroom learning environment by adding blinds and using desks instead of tables.	Adding blinds to classrooms will help create an environment that is promotes student learning and conducive to academic achievement.	Kennedy, M. "Room for Adjustment." <i>American School and University</i>	Fall 2011	On-going
4B	Classroom management coaching and professional development	Improving classroom management will increase learning time by providing teachers with the necessary tools to problem solve student discipline issues without involving administrators, when necessary.	Marzano, Jana; Marzano, Robert., "The Key to Classroom Management." <i>Educational Leadership</i> . V61 n1 p6-13, Sep. 2003.	Fall 2010	On-going
4A, 4B	Enhance use of technology to enrich campus curriculum including but not limited to mobile MacBook labs per grade level.	Expanding the use of technology in the classrooms will promote student engagement, participation, and motivation while providing students with knowledge of technology practices.	Kopcha, T. "A Systems-Based Approach to Technology Integration Using Mentoring and Communities of Practice." <i>Educational Technology Research and Development</i> . V58 n2 p175-190. April 2010. Harper, C. "A Network on Wheels." <i>Computing Teacher</i> . V22 n3 p31-35. Nov. 1994. EIB, B.J., et. al., "Integrating Technology with Teacher Inquiry." <i>Principal Leadership</i> . V3 n6 p54-58. Jan. 2003.	Fall 2011	On-going
4B, 4C	Increase job-embedded professional development opportunities to administrative, professional and support staff	Increasing job-embedded professional development will apply authentic adult learning principles to campus personnel by aligning professional development to campus goals while increasing learning time.	Fogarty, Robin; Pete, Brian. "Professional Learning." <i>Phi Delta Kappan</i> . V91 n4 p32-34. Dec. 2009 – Jan. 2010. Rock, Marcia L., et. al., "See Me, Hear Me, Coach Me." <i>Journal of Staff Development</i> . V30 n3	Fall 2010	On-going

			<p>p24-26, 28-31. Summer 2009.</p> <p>Von Frank, Valerie. "Ambassadors of Learning: Teachers' Enthusiasm Builds Momentum for District's Long-Running Program." <i>Journal of Applied Behavior Analysis</i>. V30 n2 p14-26, 28, 30. Spring 2009.</p>		
4A, 4B	Summer school opportunities for all grade levels	Providing summer school for all grade levels would promote retention of skills and refinement of knowledge to prepare them for the upcoming school year. Adding the increased learning time would promote an instructional based calendar and build skills for students to perform at grade level.	<p>Gewertz, C. "Consensus on Increasing Learning Time Builds." <i>Education Digest: Essential Readings Condensed for Quick Review</i>. V74. n7 p48-54</p>	Fall 2011	On-going

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____		TEXAS EDUCATION AGENCY Standard Application System (SAS)		059-901 County-District No.	
by telephone/e-mail/FAX on _____ by _____ of TEA.		School Years 2010-2013		Amendment No. _____	
Texas Title I Priority Schools Grant					
Schedule #4B—Program Description					
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	Develop a strong and consistent P.T.O. (Parent/Teacher Organization) to be facilitated at Aikman	Developing a consistent P.T.O. would create systematic communication between parents and school personnel and allow for input from all campus stakeholders. It would also provide opportunities for parents/caregivers to be engaged in the education of their children.	Pechman, E et. al., "Creating Good Schools of Children in Poverty Through Title 1 School Wide Programs." <i>Journal of Education for Students Placed at Risk</i> . V11 n3 p 171-192, 1996 Aten, Angela; Mueller, Deborah; New, Diane; Peshang, Teresa, "Parent Involvement: Improving School Climate and Strengthening Relationships Among the Parent Community," Dissertations/Theses Rutherford, Barry, and Others "Parent Community Involvement in Education 1995-00-00 Non-Journal	Fall 2010	On-going
5A, 5B, 5C	Establish a parent support network to be facilitated at Aikman	Establishing a parent support network at Aikman would establish a comprehensive program of community relations that involves multiple constituencies, strengthens relationships and supports campus goals.	Denton, M., "Where Would You Turn for Help? Older Adults Awareness of Community Support Services." <i>Canadian Journal on Aging</i> . V27 n4 p 359-370, 2008 Wittman, B. "Getting the Community Hooked," <i>Principal Leadership</i> . V8 n2 p 52-55. Oct 2007.	Fall 2010	On-going
5A, 5B	Establish relational trust between parents and teachers	Establishing relational trust between parents and teachers would promote collaborative development of a shared campus vision for academic success.	Pechman, E et. al., "Creating Good Schools of Children in Poverty Through Title 1 School Wide Programs." <i>Journal of Education for Students Placed at Risk</i> . V11 n3 p 171-192. 1996.	Fall 2010	On-going

			<p>Aten, Angela; Mueller, Deborah; New, Diane; Peshang, Teresa," Parent Involvement: Improving School Climate and Strengthening Relationships Among the Parent Community," Dissertations/Theses.</p> <p>Rutherford, Barry, and Others "Parent Community Involvement in Education 1995-00-00 Non-Journal.</p>		
5A, 5B, 5C	Implement a system to acknowledge and celebrate the contributions of student, staff, parents, and community members toward the realization of the campus mission	By implementing a system to acknowledge and celebrate contributions of students, staff, parents and community members toward the realization of the campus mission, Aikman will strive to encourage more parent and community involvement.	<p>Aten, Angela; Mueller, Deborah; New, Diane; Peshang, Teresa," Parent Involvement: Improving School Climate and Strengthening Relationships Among the Parent Community," Dissertations/Theses.</p> <p>Rutherford, Barry, and Others "Parent Community Involvement in Education 1995-00-00 Non-Journal.</p>	Spring 2011	On-going
5A, 5B	Invest in programs that are school-based and specific to the campus goal	Investing in programs that are school-based will provide curriculum that is specific to the needs of the student population and will align resources to support the implementation of the campus goals.	<p>Wittman, B. "Getting the Community Hooked," <i>Principal Leadership</i>. V8 n2 p 52-55, Oct 2007.</p> <p>Pechman, E et. al., "Creating Good Schools of Children in Poverty Through Title 1 School Wide Programs." <i>Journal of Education for Students Placed at Risk</i>. V11 n3 p 171-192, 1996.</p> <p>Rutherford, Barry, and Others "Parent Community Involvement in Education 1995-00-00 Non-Journal</p>	Fall 2010	On-going
5B, 5C	Establish school-family partnerships through adult technology training opportunities for parents/community	Establishing school-family partnerships through adult education classes will provide meaningful opportunities for parents, caregivers and the community to become engaged in their own education, thus in the education of their children.	<p>Wittman, B., "Getting the Community Hooked." <i>Principal Leadership</i>. V8 n2 p52-55. 2007.</p>	Fall 2010	On-going

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____		TEXAS EDUCATION AGENCY Standard Application System (SAS)		059-901 County-District No.	
by telephone/e-mail/FAX on _____ by _____ of TEA.		School Years 2010-2013		Amendment No. _____	
Texas Title I Priority Schools Grant Schedule #4B—Program Description					
Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 6: Improve School Climate					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
6B, 6C	Implement a student recognition program	Implementing a student recognition program will create a stronger school community, raise confidence levels, and encourage multicultural awareness, and ethnic appreciation.	Shadel, J. "Adding a Twist to Student Recognition in Middle Level Schools." <i>Schools in the Middle</i> . V2, n4 p39-42. Summer 1993.	Fall 2010	On-going
6A, 6B, 6C	Participate in the Texas Positive Behavior Initiative program with support from Region 16 ESC.	Facilitating a positive behavior support system will assist in framing, analyzing and resolving problems using appropriate problem solving techniques and decision-making skills.	Luiselli, James K; et. al., "Whole-School Positive Behavior Support: Effects on Student Discipline Problems and Academic Performance." <i>Educational Psychology</i> . V25 n2-3 p183-198. Apr.-Jun. 2005. Scott, J. et. al., "Effects of Positive Unified Behavior Support on Instruction." <i>International Journal on School Disaffection</i> . V6 n2 p41-48. 2009.	Fall 2010	On-going
6B, 6C	Establish after school program(s) to support students socially, academically, and physically, in partnership with the community.	Establishing an after school program will create partnerships with businesses and others in the community to strengthen programs and support campus goals.	Aten, Angela; et. al., "Parent Involvement: Improving School Climate and Strengthening Relationships Among the Parent Community." Dissertation. Pechman, E. et. al., "Creating Good Schools of Children in Poverty Through Title I Schoolwide Programs." <i>Journal of Education for Students Placed At-Risk</i> . V11 n3 p171-192. 1996.	Fall 2010	On-going
6B	Improving campus safety and operation by adding window blinds and using tables instead of desks.	By adding window blinds in each classroom, the campus will enable school operations to be safe, efficient, and effective.	Beck, Wouten. Lighting Research Center at RPI. 2005. Kennedy, M. "Room for	Fall 2011	On-going

		Using tables instead of desks will encourage collaboration and build classroom communities.	Adjustment." <i>American School and University</i> . V79 n2 p29-31. Oct. 2006.		
--	--	---	--	--	--

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____		TEXAS EDUCATION AGENCY Standard Application System (SAS)		059-901 County-District No.	
by telephone/e-mail/FAX on _____ by _____ of TEA.		School Years 2010-2013		Amendment No. _____	
Texas Title I Priority Schools Grant					
Schedule #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
7C	Retaining and recruiting quality teachers	Implementing a strong recruitment and retaining system for teachers will build staff morale and motivate teachers to be risk-takers and innovative thinkers for improved academic success.	<p>Atwell, N. "Project TRREE: Teacher Recruitment and Retention for Educational Excellence." <i>Online Submission, Research and Taskforce work presented at American Association of Colleges for Teacher Education, New York City, NY. April 2007</i></p> <p>Coggshall, Jane G.; Ott, Amber "Retaining Teacher Talent: Convergence and Contradictions in Teachers Perceptions of Policy Reform Ideas. A Retaining Teacher Talent Report from Learning Point Associates and Public Agenda." Public Agenda. 6 East Street. New York, NY 10016. Site: http://www.publicagenda.org.</p> <p>"An American Imperative: Transforming the Recruitment, Retention, and Renewal of Our Nation's Mathematics and Science Teaching Workforce," Business-Higher Education Forum. 2025 M. Street NW Suite 800, Washington DC 20036. http://www.bhef.com</p>	Fall 2010	On-going
7B	Teachers training teachers	Providing teachers with the opportunity to become trainers of teachers will present opportunities for engagement in on-going professional developments	Von Frank, Valerie, "Ambassadors of Learning: Teachers' Enthusiasm Builds Momentum for District's Long-Running Program."	Fall 2010	On-going

		to enhance and sustain knowledge and skills and model lifelong learning.	<p><i>Journal of Applied Behavior Analysis</i>. V 30 n2 p14-26, 28, 30 Spr. 2009.</p> <p>Rock, Marcia L.; Greg, Madeline, Howard, Pamela W.; Ploessi, Donna M.; Maughn, Sharron; Gabele, Robert A.; Zigmond, Naomi P., "See Me, Hear Me, Coach Me." <i>Journal Staff Development</i>, V30 n3 p24-26, 28-31 Sum 2009.</p>		
7C	Teacher Reward System	An incentive program will motivate teachers toward professional growth in the areas of job attendance, classroom instruction, lesson design, and authentic assessment.	<p>Frase, L. "Effect of Teacher Rewards on Recognition and Job Enrichment." <i>Journal of Education Research</i>. V2 n4 p52-57, Sept-Oct 1989.</p> <p>Muralidharan, K., et. al., "Teacher Performance Pay: Experimental Evidence from India," <i>National Bureau of Economic Research</i>, 2009.</p>	Spring 2010	On-going
7B	Employ Ruby Payne strategies for teaching students from poverty	Training Aikman staff with Ruby Payne's <u>A Framework for Understanding Poverty</u> will educate staff about the effects of poverty on learning. The majority of the student population at Aikman is at or below poverty level, or suffers from other types of poverty; therefore it is imperative that teachers gain an understanding of the various student cultures and the effects they have on student learning.	<p>Payne, Ruby. "Poverty Does Not Restrict a Student's Ability to Learn., <i>Phi Delta Kappan</i>, v90 n5 pg 371-372 Jan 2009.</p> <p>Orfield, Gary; et. al., "The New Diversity." <i>Principal</i>, V79 n5 p 6-32 May 2000.</p>	Fall 2010	On-going

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	<u>059-901</u> County-District No. _____ Amendment No.
by telephone/e-mail/FAX on _____ by _____ of TEA.		
Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 4: Waiver Requests		
Applicants must check the waivers in which the LEA/campus intends to implement.		
<p>* Extending the period of availability of school improvement funds. <i>This waiver extends the "life" of the funds for two additional years; allowing the state to fund the grant period for three years to the LEA on behalf of the eligible campus, as long as the campus meets the requirements of implementation of the grant program.</i></p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Note: Since TEA has requested and received a waiver of the period of availability of these school improvement grant funds, this waiver automatically applies to all LEAs in the State and must be checked.</p> </div> <p><input type="checkbox"/> "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model. <i>Under this waiver, the LEA with an eligible Tier I or Tier II campus implementing the turnaround model or restart model may have their School Improvement status reset regardless of the actual AYP status and other school improvement interventions, such as School Choice and Supplemental Education Services (SES) would not be applicable. This waiver allows the campus two years to effectively implement the selected turnaround or restart model of reform without additional statutory school improvement interventions being required.</i></p> <p><input type="checkbox"/> Implementing a school wide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold. <i>This waiver allows a Tier I Title I campus that otherwise does not qualify to operate a Schoolwide program to do so in order to implement the Tier I reform model selected.</i></p>		

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	<u>059-901</u> County-District No.
by telephone/e-mail/FAX on _____ by _____ of TEA.		_____ Amendment No.
Texas Title I Priority Schools Grant		
Schedule #4C—Performance Assessment and Evaluation		
Part 1: Component Description. By submitting this application, the applicant agrees to comply with any reporting and evaluation requirements that TEA may establish and to submit the reports in the format TEA requests. (Response limited to one page each, font size no smaller than 9 pt, Arial or Verdana)		
Section A: Ongoing Monitoring/Continuous Improvement - Describe the LEA/campus' process for providing on-going monitoring of grant activities to ensure continuous improvement		
<p>Alkman Elementary will provide on-going monitoring to ensure continuous improvement of grant activities. The Transformation Team will partner with the District Shepherd to ensure that a system is in place that will effectively monitor grant activities. All members of the Transformation Team will be educated in the data disaggregation and interpretation process. The campus will utilize data derived from all grade levels in decision making as outlined in the 90 day action plan. There will be scheduled time allotted to look at the trends and patterns from the data. It will be the responsibility of the Transformation Team and school staff to monitor particular areas and to report findings. The team will work alongside the District Shepherd to make effective decisions concerning the intervention strategies that will be put into place. As program deficiencies are encountered, continuous improvements will be made. An accountability component will be implemented in the on-going monitoring process to ensure student growth. Focused instructional practices will be monitored. Increased learning time will be monitored to ensure students will be exposed to every opportunity to be involved in experiential learning. Student progress will be evaluated to ensure academic growth in math, reading/ELA, and science. Furthermore, discipline referrals, attendance, and extracurricular activity participation will also be followed. Measures of teacher effectiveness will include walkthroughs, observations, parent surveys and PDAS evaluations. Professional development and teacher coaching will also be closely examined to make certain that knowledge gained from staff training is being utilized in the classroom. The recruitment and retention plan of highly qualified, talented staff must be regularly checked. The degree of parent and community involvement will additionally be audited.</p> <p>It is vitally important for the grant activities to be closely monitored to ensure students receive the highest quality of education possible.</p>		

	TEXAS EDUCATION AGENCY Standard Application System (SAS)	<u>059-901</u> County-District No.
by telephone/e-mail/FAX on _____ by _____ of TEA.	School Years 2010-2013	_____ Amendment No.
Texas Title I Priority Schools Grant		
Schedule #4C—Performance Assessment and Evaluation		
Part 1: Component Description. By submitting this application, the applicant agrees to comply with any reporting and evaluation requirements that TEA may establish and to submit the reports in the format TEA requests. (Response limited to one page each, font size no smaller than 9 pt, Arial or Verdana)		
Section B: Formative Evaluation- Describe the LEA/campus' process for formative evaluation, including how the results of the evaluation will be used to improve the grant program		
<p>The Aikman Elementary Transformation Team, in conjunction with the District Shepherd, SIRC support personnel, and Aikman staff, parents, and community members, will conduct a formative evaluation based on data collection from a comprehensive needs assessment to determine the current status of the campus and the goals for improvement during the grant period. The Transformation team will use data from the formative evaluations to determine specific needs to be addressed by the restructuring program and set goals for improvement during the grant period. Quarterly assessments will be utilized to review the progress of the program and to make adjustments for the greatest amount of success. Formative evaluations will be conducted in the following areas to determine strengths and weaknesses of the program, and changes that need to occur:</p> <ul style="list-style-type: none"> • Academic Performance – Data from local and district screeners and benchmarks, as well as state assessments, Texas Primary Reading Initiative, and Developmental Reading Assessment, and daily teacher observations and monitoring will be utilized in the Formative Evaluation. Data-driven decisions will be made to determine best teaching practices and remediation strategies. • Leadership Effectiveness and Teacher Quality – Teachers and Team Leaders will be held accountable for the effectiveness and fidelity of the use of intervention strategies and student improvement through a newly-developed evaluation system for the grant plan. Teachers and Leaders will be reviewed according to collegial, collaborative planning, professional attitude, promptness and attendance, willingness to change and influence positive change in others, alignment of curriculum instruction and assessment, and student data. Student data will be analyzed to ensure student academic progress. The principal will be evaluated based on the success rate of campus teachers and student growth as well as in growth according to evaluation of SIRC leadership coaching. • Professional Development and Instructional Reform Strategies – The Transformation Team will choose professional development based on the comprehensive needs assessment aimed at best-researched teaching strategies to improve identified areas. Curriculum interventionists will work with teachers in the classroom for job-embedded professional development to improve instructional strategies. Formative evaluation on the effectiveness of professional development will occur quarterly. • Increased Learning Time – The Transformation Team will conduct formative evaluations on the extended day program at the end of each semester; the summer school program will be evaluated annually. The increased learning time will be evaluated according to increased student achievement. • Parent and Community Involvement – The Title I Parent survey will be used for formative evaluation of parent and community involvement as well as attendance of parents at campus extra-curricular and co-curricular activities and parent/teacher conferences. • School Climate – Attendance rates, number of discipline referrals, and number of bullying incidents will be used for formative evaluation on improved school climate. • Recruitment and Retention of Teachers – The recruitment and retention of high quality teachers will be evaluated on the turnover rate of teachers as well as student data and willingness to adhere with fidelity to practices and strategies implemented during the grant period. 		

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	059-901 County-District No.
by telephone/e-mail/FAX on _____ by _____ of TEA.		Amendment No.
Texas Title I Priority Schools Grant		
Schedule #4C—Performance Assessment and Evaluation		
Part 1: Component Description. By submitting this application, the applicant agrees to comply with any reporting and evaluation requirements that TEA may establish and to submit the reports in the format TEA requests. (Response limited to one page each, font size no smaller than 9 pt, Arial or Verdana)		
Section C: Qualitative and Quantitative Data Collection Methods- Describe the LEA/campus' process for data collection methods to be implemented and 1) how the data will be disaggregated; 2) used to improve instruction; and 3) obtain continuous improvement results		
<p>Review of qualitative and quantitative performance data will be utilized by Aikman Elementary to drive all academic instructional decisions in the transformation model. Aikman Elementary will implement an on-going data collection method to process and manage student information and to assess student needs, utilizing Data Management Software for Assessment and Curriculum in Texas schools (DMAC). All student information from PEIMS, district and campus benchmarks, and TAKS assessments will be continuously recorded and monitored by campus teachers, instructional leaders, the transformation team, the school principal and the district shepherd. Data will be disaggregated with respect to Texas Knowledge of Essential Skills (TEKS), Texas Assessment of Knowledge and Skills (TAKS) objectives, demographics, and individual, small group and classroom student needs. Through professional development, campus teachers, leaders, and the transformation team will be fully trained in the process of disaggregating and interpreting data and will be held accountable for implementing data results in the curriculum focus. Disaggregated data results will be utilized to develop lesson plans, create student sub-groups, and generate extended day and summer school classroom rosters, the constant goal being to provide high-quality instruction to meet each student's individual needs. Data results will also be used to provide supplemental support to maintain high quality instructional leadership and to determine teacher/leader effectiveness.</p> <p>Disaggregated data derived from all grade levels will determine student recommendations for extended day and summer school. The curriculum will focus specifically on individual needs of students and objectives not mastered derived from Texas grade level expectations, in an effort to ensure effective response to diverse cultural, linguistic, sociological, and various factors that could affect student learning. Refinement of student knowledge and skills through lessons focused on disaggregated data will improve instruction.</p> <p>Discipline records, attendance reports, and student surveys will be analyzed to construct and implement a positive behavior support system in order to improve school climate and thus build an improved safe learning environment. Parent surveys will assist in initiating a strong and consistent parent/teacher organization and parent support network. Collaborative work and responsibility will facilitate a strong Aikman family-oriented environment; this will create relational trust between parents, teachers and students.</p> <p>Vertical and horizontal collaboration of teachers, instructional leaders and the transformation team, reviewing formative and summative data, along with scope and sequence, will provide opportunity for discussion and sharing of what works and what doesn't work in the daily classroom. Sharing of successful teaching strategies and methods, along with establishing collegial relationships will result in stronger and higher quality lessons and, thus, improve campus-wide instruction.</p> <p>Instructional staff will be closely monitored through documented classroom walk-throughs, PDAS evaluations and student performance data. Teacher surveys will be employed to assist in the evaluation of instructional coaches. Professional development and teacher mentoring will be provided as needed to ensure opportunities for professional growth. Data-based incentives and rewards will be offered to retain quality teachers. Quality includes stewardship, attendance, positive articulation, professional attitude, alignment of curriculum, instruction and assessment, collaborative relationships, risk-taking, responding to diverse needs, purposeful planning with minutes to support improvement with intentional instruction, flexibility, ability to respond to emerging issues, fidelity, integrity and confidentiality.</p>		

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	<u>059-901</u> County-District No. _____ Amendment No.
by telephone/e-mail/FAX on _____ by _____ of TEA.		
Texas Title I Priority Schools Grant		
Schedule # 4C—Performance Assessment and Evaluation		
Part 2: Process for Development of Performance Goals		
Describe the process to be implemented to develop the campus' performance goals. Include the groups participating in the development of the goals. Responses are limited to two pages , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<p>The primary goal of Aikman Elementary is to increase student academic achievement in Reading, Writing, Math, and Science. After reviewing past student performance on state assessments and other student data, realistic annual performance goals were developed to ensure individual student success.</p> <p>The Transformation Team, teachers, and principal collaborated and disaggregated state and local student performance data. The group then developed academic performance goals regarding student improvement in math, reading, writing, and science. A need for additional curriculum and support staff was identified; intervention was deemed necessary in core subjects in order to improve campus success. Interventionists will be hired for RTI, Math, Reading/ELA, and Science; an additional Counselor will also be employed. Science scores showed need for drastic improvement, thus, the collaboration team decided to implement addition research-based hands-on science activities. Campus leaders, teachers and interventionists will improve and increase student achievement in all content areas through the successful implementation of horizontal and vertical TEKS curriculum alignment.</p> <p>Goals will be set in order to use quality data to drive instruction. The Transformation Team, school leader, and all instructional staff, including interventionists, will devote quality time to the precise collection, disaggregation, analysis, and interpretation of data to improve classroom instruction. Documented meetings will be held regularly with teachers and instructional leaders; team members will utilize disaggregated data to aid in the selection of best-researched teaching strategies. Instructors will analyze teaching strategies to enhance CSCOPE (online, research-based, curriculum developed by Region 13 Education Service Center for Texas) lesson design and choose more effective delivery methods aimed at increasing student achievement. The instructional program will be constantly reviewed and monitored through continuous use of formative, interim, and summative assessments in an effort to differentiate instruction in order to meet the academic needs of individual students.</p> <p>Aikman staff and the transformation team reviewed effectiveness of campus leadership. Effective leadership goals were developed through the assessment of student growth and performance data. The campus will furnish on-going job-embedded professional development to the principal through SIRC leadership coaching to allow for monitoring of growth and productiveness. The principal will collaborate with teachers to improve campus leadership. The development of teacher leaders will also provide guidance, coupled with input from the transformation team, will also guide the campus leader to become more effective.</p> <p>The transformation team reviewed the existing instructionally-focused school calendar and realized a need for extended learning time. Extended day and Summer school programs will be utilized in order to increase student-learning time, to improve the school calendar, and to achieve academic growth. Time will be incorporated for planning, teaming and job-embedded professional development. Teachers will conduct purposeful planning with curriculum interventionists to create meaningful and intentional instruction.</p> <p>The campus staff discussed current parent/community involvement and noted a major lack of participation. Several avenues were discussed to improve community relations. Performance goals were set to improve parent/community involvement. Implementation of the Rosetta Stone Language Learning Program will increase opportunities for parental and community input. Adult technology trainings offered during various evening parent assemblies will increase technological awareness. The installation of scrolling marquees will allow more accessible communication, as information will be displayed in both English and Spanish. This will help to increase the rate of attendance for parent/teacher conferences and other extra/co-curricular events. Aikman will also initiate after school programs by partnering with other community-based organizations. This partnership will serve as a positive, influential role model for the school and will provide better access to community offered services for the children.</p> <p>The Aikman administration, school counselor, classroom teachers and other support staff assessed school climate and developed performance goals to improve the campus environment. After reviewing class rosters and discipline referrals, strategies were developed to increase attendance and decrease discipline issues. Attendance, discipline, and participation in extra/co-curricular activities will be continually reviewed to monitor climate. A goal of increased attendance will be met through student incentives. Positive rewards and referrals will assist with a decrease in discipline issues. The campus will establish and maintain an effective school environment that maximizes academic achievement and behavioral competence of all learners through the Positive Behavior Support Initiative.</p> <p>The transformation team, along with the school principal and campus staff, evaluated teacher quality. Performance goals were established to increase teacher effectiveness. Evaluation of student data and teacher</p>		

performance will be closely monitored and will be the basis for professional development. Research-based teaching strategies will also be implemented. Engaging staff meetings will be conducted on a regular basis to review successful teaching strategies and methods. This will lead to improvement in teacher quality and, thereby, improvement in differentiated classroom instruction and increased student success. Aikman will continue the annual collection of formal teacher evaluations through PDAS and informal walkthroughs and observations. Teacher appraisals based on classroom practices and adherence to job-embedded professional development will improve lesson delivery. Construction of an incentive-based recruitment and retention plan for highly qualified, talented teachers will also assist in closing the student achievement gaps.

Aikman Elementary performance goals will be continually reviewed and monitored to meet the ever-changing needs of the constantly changing student data; intervention strategies will be implemented as necessary.

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	059-901 County-District No. _____ Amendment No.				
by telephone/e-mail/FAX on _____ by _____ of TEA.						
Texas Title I Priority Schools Grant						
Schedule # 4C—Performance Assessment and Evaluation						
Part 3: Annual Performance Goals						
Improve Academic Performance – Enter the annual goals for student achievement, on both the State's assessments and other measures identified by the LEA, to which the LEA is holding the campus accountable						
#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Improve Student Achievement in Reading/ELA	TPRI, DRA, Screeners, Benchmarks, TAKS	83%	85%	87%	89%
2	Improve Student Achievement in Mathematics	Screeners, Benchmarks, TAKS	71%	74%	77%	80%
3	Improve Student Achievement in Science	Screeners, Benchmarks, TAKS	59%	64%	69%	75%
4	Improve Student Achievement in Writing	Benchmarks, TAKS	77%	79%	81%	83%
5						
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	Use common planning time to disaggregate data to plan instruction	Teaming minutes	DNA	1 hour per week	1 hour per week	1 hour per week
2	Collaborate with interventionists and teacher leaders to plan data-driven instruction	Teaming minutes	DNA	1 hour per week	1 hour per week	1 hour per week
3						
4						
5						

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	059-901 County-District No. _____ Amendment No.				
Texas Title I Priority Schools Grant						
Schedule # 4C—Performance Assessment and Evaluation						
Part 3: Annual Performance Goals						
Increase Leadership Effectiveness — Enter the annual goals for increasing the effectiveness of campus leadership, to which the LEA is holding the campus accountable.						
#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase Effectiveness of the Principal	State Assessments – All Tests	52%	56%	63%	70%
2	Teacher Leaders involved in leadership professional development	Participation documentation	60 hours	60 hours	60 hours	60 hours
3						
4						
5						
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	Extended day opportunity for all students	Roll sheets, TAKS Scores – All tests	52%	56%	63%	70%
2	Summer school opportunity for all students	Roll sheets, TAKS Scores – All tests	52%	56%	63%	70%
3	Provide after school programs	Participation documentation	DNA	10%	15%	20%
4						
5						

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	<u>059-901</u> County-District No. _____ Amendment No.				
by telephone/e-mail/FAX on _____ by _____ of TEA.						
Texas Title I Priority Schools Grant						
Schedule # 4C—Performance Assessment and Evaluation						
Part 3: Annual Performance Goals						
Increase Parent/Stakeholder Involvement – Enter the annual goals for increasing parent and community involvement, to which the LEA is holding the campus accountable.						
#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase number of parents in attendance at extra curricular and co-curricular events	Participation documentation	58%	63%	68%	73%
2	Increase rate of attendance at conferences	Participation documentation	82%	85%	88%	90%
3	Increase parent/community technology knowledge	Participation documentation	DNA	10%	10%	10%
4						
5						
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 Data	95.5%	96%	96.5%	97%
2	Decrease Discipline Referrals	PEIMS Data	4%	3.5%	3%	2.5%
3						
4						
5						

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	<u>059-901</u> County-District No. _____ Amendment No.				
by telephone/e-mail/FAX on _____ by _____ of TEA.						
Texas Title I Priority Schools Grant						
Schedule # 4C—Performance Assessment and Evaluation						
Part 3: Annual Performance Goals						
Increase Teacher Quality – Enter the annual goals for increasing teacher quality by measures identified by the LEA, to which the LEA is holding the campus accountable.						
#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Develop a recruitment / retention plan – Decrease teacher turnover rate	Turnover rates of staff	29%	26%	23%	20%
2	Job-embedded professional development	Participation documentation	36 hours	42 hours	56 hours	70 hours
3	Implementing research-based teaching strategies	Lesson plans/ Walk-throughs/ Evaluations	DNA	2 documented walk-through per six weeks	3 documented walk-through per six weeks	3 documented walk-through per six weeks
4	Improve teacher quality	Post-observation form	DNA	Improve 2 out of 3 years	Improve 2 out of 3 years	Improve 2 out of 3 years
5						
Other – Enter any other annual goals for improvement to which the LEA is holding the campus accountable.						
#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1						
2						
3						
4						
5						

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____		TEXAS EDUCATION AGENCY Standard Application System (SAS)		059-901 County-District No.	
by telephone/e-mail/FAX on _____ by _____ of TEA.		School Years 2010-2013		Amendment No. _____	
Texas Title I Priority Schools Grant					
Schedule # 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	X	<input type="checkbox"/>	X	
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"/>	

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	059-901 County-District No. _____ Amendment No.
by telephone/e-mail/FAX on _____ by _____ of TEA.		

Texas Title I Priority Schools Grant				
Schedule # 4D—Equitable Access and Participation: Barriers and Strategies				
Barrier: 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.	X	<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"/>

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____		TEXAS EDUCATION AGENCY Standard Application System (SAS)		059-901 County-District No.	
by telephone/e-mail/FAX on _____ by _____ of TEA.		School Years 2010-2013		Amendment No. _____	
Texas Title I Priority Schools Grant					
Schedule # 4D—Equitable Access and Participation: Barriers and Strategies					
Barrier: Drug-Related Activities (cont.)					
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
D08	Provide comprehensive health education programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
D09	Conduct parent/teacher conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
D10	Establish school/parent compacts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
D11	Develop/maintain community partnerships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
D12	Provide conflict resolution/peer mediation strategies/programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
D13	Seek collaboration/assistance from business, industry, or institution of higher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
D14	Provide training/information to teachers, school staff, & parents to deal with drug-related issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
D15	Seek Collaboration/assistance from business, industry, or institution of higher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
D99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Barrier: Visual Impairments					
#	Strategies for Visual Impairments	Students	Teachers	Others	
E01	Provide early identification and intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
E02	Provide Program materials/information in Braille.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
E03	Provide program materials/information in large type.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
E04	Provide program materials/information on tape.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
E99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Barrier: Hearing Impairments					
#	Strategies for Hearing Impairments	Students	Teachers	Others	
F01	Provide early identification and intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
F02	Provide interpreters at program activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
F99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Barrier: Learning Disabilities					
#	Strategies for Learning Disabilities	Students	Teachers	Others	
G01	Provide early identification and intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
G02	Expand tutorial/mentor programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
G03	Provide staff development in identification practices and effective teaching strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
G04	Provide training for parents in early identification and intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
G99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Barrier: Other Physical Disabilities or Constraints					
#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others	
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
H99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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	059-901 County-District No. _____ Amendment No.		
Texas Title I Priority Schools Grant				
Schedule # 4D—Equitable Access and Participation: Barriers and Strategies				
Barrier: Absenteeism/Truancy				
#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences.	<input type="checkbox"/>	X	<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"/>	X	<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.	X	<input type="checkbox"/>	X
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"/>

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	059-901 County-District No. _____ Amendment No.		
by telephone/e-mail/FAX on _____ by _____ of TEA.				
Texas Title I Priority Schools Grant				
Schedule # 4D—Equitable Access and Participation: Barriers and Strategies				
Barrier: Shortage of Qualified Personnel				
#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide professional development in a variety of formats for personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Collaborate with colleges/universities with teacher preparation programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Lack of Knowledge Regarding Program Benefits				
#	Strategies for Lack of Knowledge regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities & benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P03	Provide announcements to local radio stations & newspapers about program activities/benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Lack of Transportation to Program Activities				
#	Strategies for Lack of Transportation to Program Activities	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q04	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Other Barrier				
#	Strategies for Other Barrier	Students	Teachers	Others
Z99	Other Barrier:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other Strategy:			

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____			TEXAS EDUCATION AGENCY Standard Application System (SAS)		059-901 County-District No.	
by telephone/e-mail/FAX on _____ by _____ of TEA.			School Years 2010-2013		Amendment No. _____	
Texas Title I Priority Schools Grant						
Schedule #5—Program Budget Summary						
Program Authority: P.L. 107-110, Section 1003(g), as amended by ARRA, P.L. 111-5 CFDA # 84.388A & 84.377A					Fund Code ARRA (CFDA# 84.388A): 286 Regular (CFDA# 84.377A): 276	
Project Period: August 1, 2010 through June 30, 2013						
Class/Object Code and Description			Campus Grant Costs	LEA Admin Grant Costs	Pre-Award Cost	Total Grant Funds Budgeted
Payroll Costs	5B	6100	\$1,987,775	\$1,987,775	\$ 0	\$1,987,775
Professional and Contracted Services	5C	6200	\$52,200	\$52,200	0	\$52,200
Supplies and Materials	5D	6300	\$113,828	\$113,828	0	\$113,828
Other Operating Costs	5E	6400	\$802,275	\$802,275	0	\$802,275
Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only)	5G	6600/15XX	\$541,900	0	0	\$541,900
		Total Direct Costs	\$3,497,978	0	0	\$3,497,978
		0% Indirect Costs		0	0	0
Grand Total						
Total Budgeted Costs:			\$ 3,497,978	\$ 0	\$ 0	\$3,497,978
Administrative Cost Calculation						
Enter total amount from Schedule #5 Budget Summary, Last Column, Total Budgeted Costs						\$3,497,978
Multiply by .05 (5% limit)						X .05
Enter Maximum Allowable for Administration, including Indirect Costs						\$174,898.90

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	<u>059-901</u> County-District No.
by telephone/e-mail/FAX on _____ by _____ of TEA.		_____ Amendment No.
Texas Title I Priority Schools Grant		
Schedule #5—Program Budget Summary		
Budget Request by Grant Year: Enter the amount of grant funds requested for each year of the three year grant period.		
Year 1: SY 2010-2011 \$1,180,436.33 Year 2: SY 2011-2012 \$1,187,683.33 * Year 3: SY 2012-2013 \$1,129,858.34 * * 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		

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____		TEXAS EDUCATION AGENCY Standard Application System (SAS)		059-901 County-District No.		
by telephone/e-mail/FAX on _____ by _____ of TEA.		School Years 2010-2013		Amendment No. _____		
Texas Title I Priority Schools Grant Schedule #5B—Payroll Costs (6100)						
Budgeted Costs						
Employee Position Titles		Justification	#Full-Time Effort	#Part-Time Effort	Pre-Award	Amount Budgeted
Instruction						
1	Teacher		0	0	\$ 0	\$ 0
2	Educational Aide		0	0	0	0
3	Tutor		0	0	0	0
Program Management and Administration						
4	Project Director		0	.5	0	\$152,000
5	Project Coordinator		0	0	0	0
6	Teacher Facilitator		0	0	0	0
7	Teacher Supervisor		0	0	0	0
8	Secretary/Administrative Assistant		0	0	0	0
9	Data Entry Clerk		0	0	0	0
10	Grant Accountant/Bookkeeper		0	0	0	0
11	Evaluator/Evaluation Specialist		0	0	0	0
Auxiliary						
12	Counselor		1	0	0	\$137,500
13	Social Worker		0	0	0	0
14	Child Care Provider		0	0	0	0
15	Community Liaison/Parent Coordinator		0	0	0	0
16	Bus Driver		0	0	0	0
17	Cafeteria Staff		0	0	0	0
18	Librarian		0	0	0	0
19	School Nurse		0	0	0	0
Other Employee Positions						
22	Title: Math Interventionist		1	0	0	\$125,000
23	Title: Reading Interventionist		1	0	0	\$125,000
24	Title: Science Interventionist		1	0	0	\$125,000
25	Title: RTI Coach		1	0	0	\$125,000
26	Subtotal Employee Costs				\$ 0	\$789,500
Substitute, Extra-Duty, Benefits						
27	6112	Substitute Pay			\$ 0	\$ 15,000
28	6119	Professional Staff Extra-Duty Pay			0	\$ 837,000
29	6121	Support Staff Extra-Duty Pay			0	\$ 87,000
30	6140	Employee Benefits			0	\$ 259,275
31	Subtotal Substitute, Extra-Duty, Benefits Costs				\$ 0	\$1,198,275
32	Grand Total Payroll Budget (line 26 + line 31)				\$ 0	\$1,987,775

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		059-901 County-District No. _____ Amendment No.		
Texas Title I Priority Schools Grant						
Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval						
Expense Item Description				Pre-Award	Total Amount Budgeted	
6212	Audit Costs (other than audits required under OMB Circular A-133)			\$ 0	\$ 0	
	Specify purpose: _____					
6269	Rental or Lease of Buildings, Space in Buildings, or Land			0	0	
	Specify purpose and provide calculation: _____					
6299	Contracted Publication and Printing Costs (specific approval required only for nonprofit charter schools)			0	0	
	Specify purpose: _____					
6299	Scholarships and Fellowships (not allowed for nonprofit charter schools)			0	0	
	Specify purpose: _____					
Subtotal						
6200 – Professional and Contracted Services Cost Requiring Specific Approval						
Professional and Consulting Services (6219/6239) Less than \$10,000						
#	Topic/Purpose/Service			Total Contracted Amount	Pre-Award	Total Amount Budgeted
1.				\$ 0	\$ 0	\$ 0
2.				0	0	0
3.				0	0	0
4.				0	0	0
5.				0	0	0
6.				0	0	0
7.				0	0	0
8.				0	0	0
9.				0	0	0
10.				0	0	0
Subtotal						
Professional and Consulting Services Less than \$10,000				\$ 0	\$ 0	
Professional and Consulting Services (6219) Greater than or Equal to \$10,000						
1. Description of Professional or Consulting Service (Topic/Purpose/Service):						
Mounting LCD projectors on ceiling / safety						
Contractor's Cost Breakdown of Service to be Provided			# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs			1	\$ 21,000	\$ 0	\$ 21,000
Title: Mounting LCD projectors on ceiling						
Subgrants, Subcontracts, Subcontracted Services				0	0	0
Supplies and Materials				19,200	0	19,200
Other Operating Costs				0	0	0
Capital Outlay (Subgrants Only)				0	0	0
Indirect Cost (0%)				0	0	0
Total Payment:				\$ 40,200	\$ 0	\$ 40,200

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____ by telephone/e-mail/FAX on _____ by _____ of TEA.	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	059-901 County-District No. Amendment No. _____		
Texas Title I Priority Schools Grant				
Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval (cont.)				
Professional and Consulting Services (6219) Greater than or Equal to \$10,000 (cont.)				
2. Description of Professional or Consulting Service (Topic/Purpose/Service):				
Texas Positive Behavior / Behavior Improvement / Behavior Support				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$ 0	\$ 0	\$ 0
Title: _____				
Subgrants, Subcontracts, Subcontracted Services		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	0
Total Payment:		\$ 12,000	\$ 0	\$ 12,000
3. Description of Professional or Consulting Service (Topic/Purpose/Service):				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$ 0	\$ 0	\$ 0
Title: _____				
Subgrants, Subcontracts, Subcontracted Services		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
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:		0	0	0
Subtotal of Professional and Consulting Services Greater than or Equal to \$10,000:		\$52,200	0	\$52,200
Remaining 6200- Professional and Contracted Services that do not require specific approval:		0	0	0
Grand Total:		\$52,200	0	\$52,200

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____		TEXAS EDUCATION AGENCY Standard Application System (SAS)		059-901 County-District No.		
by telephone/e-mail/FAX on _____ by _____ of TEA.		School Years 2010-2013		Amendment No. _____		
Texas Title I Priority Schools Grant						
Schedule #5D - Itemized 6300 Supplies and Materials Costs Requiring Specific Approval						
Expense Item Description				Pre-Award	Total Budgeted	
6399	Technology Hardware- Not Capitalized				\$ 0	\$ 113,828
	#	Type	Purpose	Quantity		
	1	SMART tables	Provide hands on technology and interactive learning for younger students	5		
	2	Flip Cameras	Enhance technological skills while utilizing as a form of media communication	30		
	3	Digital Cameras	Record school events and preserve memories to create a feeling of classroom and school community	7		
	4	Eno Board	Enhance music education by use of interactive technology	1		
	5	Quizdom remotes	Provide authentic assessment and increase participation	300		
	6	Quizdom tablets	Allow teachers to gauge student participation and knowledge through Quizdoms	21		
	7	Orff instruments	Introduce basics of music education	10 sets of 5		
	8	Printers	Provide printers to each classroom	16		
	9	Wireless access points	Accommodate technology and provide better access for students	8		
	10	Sympodium	Accommodate distant learning components	1		
	11	Document Cameras	Provide campus with innovative technology for interactive learning	2		
12	Flat Screen TV's	Provide visual communications to campus	2			
6399	Technology Software- Not Capitalized				0	\$113,828
6399	Supplies and Materials Associated with Advisory Council or Committee				0	0
Total Supplies and Materials Requiring Specific Approval:				0	0	
Remaining 6300- Supplies and Materials that do not require specific approval:				0	0	
Grand Total				0	\$ 113,828	

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	059-901 County-District No. _____ Amendment No.	
Texas Title I Priority Schools Grant			
Schedule #5E - Itemized 6400 Other Operating Costs Requiring Specific Approval			
	Expense Item Description	Pre-Award	Total Budgeted
6411	Out of State Travel for Employees (includes registration fees) Specify purpose: National Staff Development Conference / National Technology Conference	0	\$205,000
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
	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	\$205,000
Remaining 6400 - Other Operating Costs that do not require specific approval:		0	\$202,650
Grand Total		\$ 0	\$407,650

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____		TEXAS EDUCATION AGENCY Standard Application System (SAS)		059-901 County-District No.	
by telephone/e-mail/FAX on _____ by _____ of TEA.		School Years 2010-2013		Amendment No. _____	
Texas Title I Priority Schools Grant					
Schedule #5G - Itemized 6600/15XX Capital Outlay- Capitalized Assets Regardless of Unit Cost (15XX is for use by Charter Schools sponsored by a nonprofit organization)					
	Description/Purpose	Unit Cost	Quantity	Pre-Award	Total Budgeted
6699/15XX- Library Books and Media (capitalized and controlled by library)					
1					
66XX/15XX- Technology Hardware - Capitalized					
2	Scrolling Marquee	\$75,000	1	0	\$80,000
3	Mobile Computer Lab	\$30,000	6	0	\$190,000
4	Distance Learning Lab	\$16,000	1	0	\$16,000
5					
6					
7					
8					
9					
10					
11					
66XX/15XX- Technology Software- Capitalized					
12	Waterford Math and Reading licenses	\$7,200	17	0	\$122,400
13	Waterford Math, Reading, Science licenses	\$10,800	5	0	\$54,000
14	Lexia Licenses	\$1,500	33	0	\$49,500
15	Achieve 3000	\$30,000	1	0	\$30,000
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:					\$541,900

SCHEDULE #6A GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	059-901 County-District No.
Texas Title I Priority Schools Grant		

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

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

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

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

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

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

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	059-901 County-District No.
Texas Title I Priority Schools Grant		

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

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	059-901 County-District No.
Texas Title I Priority Schools Grant		

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

SCHEDULE #6A – cont.GENERAL PROVISIONS &
ASSURANCES**TEXAS EDUCATION AGENCY****Standard Application System****School Years 2010-2013**059-901

County-District No.

Texas Title I Priority Schools Grant

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.

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	059-901 County-District No.
Texas Title I Priority Schools Grant		

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

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	059-901 County-District No.
Texas Title I Priority Schools Grant		

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.

CC. Federal Regulations Applicable to All Federal Programs:

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

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

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

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>059-901</u> County-District No.
Texas Title I Priority Schools Grant		

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

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>059-901</u> County-District No.
Texas Title I Priority Schools Grant		

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

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

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

Rev. 03/2010

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	<div style="text-align: center;"> <u>059-901</u> County-District No. </div>
Texas Title I Priority Schools Grant		

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

Terms defined: As used in these Provisions and Assurances

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

SCHEDULE #6B Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 Required for all federal grants regardless of the dollar amount	<u>059-901</u> County-District No.
Texas Title I Priority Schools Grant		

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

Certification

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

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

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

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

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

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.
Texas Title I Priority Schools Grant		

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

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

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

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

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

11/89
 03/90

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

SCHEDULE #6D -

Disclosure of Lobbying Activities

TEXAS EDUCATION AGENCY**Standard Application System****School Years 2010-2013**059-901

County-District No.

Texas Title I Priority Schools Grant

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

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

SCHEDULE #6E NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	 County-District No.
Texas Title I Priority Schools Grant		

The following special provisions apply to all programs funded under the Elementary and Secondary Education Act, as amended by P. L. 107-110, No Child Left Behind (NCLB) Act of 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	059-901 County-District No.
Texas Title I Priority Schools Grant		

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

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	059-901 County-District No.
Texas Title I Priority Schools Grant		

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

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	059-901 County-District No.
Texas Title I Priority Schools Grant		

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	059-901 County-District No.
Texas Title I Priority Schools Grant		

6. Professional Development includes activities that:

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

7. Scientifically Based Research:

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

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

TEXAS EDUCATION AGENCY
Standard Application System
School Years 2010-2013

059-901
County-District No.

Texas Title I Priority Schools Grant

- (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

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		

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

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		

- 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--

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		

- (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.

SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013	 <u>059-901</u> County-District No.
Texas Title I Priority Schools Grant		

- 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.

SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013	<u>059-901</u> County-District No.
Texas Title I Priority Schools Grant		

- 12) An LEA **may** also implement comprehensive instructional reform strategies, such as--
- Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;
 - Implement a school wide "response-to-intervention" model;
 - Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;
 - Use and integrate technology-based supports and interventions as part of the instructional program; and
 - In secondary schools--
 - Increase rigor by offering opportunities for students to enroll in advanced coursework (such as advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;
 - Improve student transition from middle to high school through summer transition programs or freshman academies;
 - Increase graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or
 - Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.
- 13) An LEA **may** also implement other strategies that extend learning time and create community-oriented schools, such as--
- Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;
 - Extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;
 - Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or
 - Expand the school program to offer full-day kindergarten or pre-kindergarten.
- 14) The LEA may also implement other strategies for providing operational flexibility and intensive support, such as--
- Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or
 - Implement a per-pupil school-based budget formula that is weighted based on student needs.
- 15) The LEA/campus assures TEA that data to meet the following federal requirements will be available and reported as requested.
- Number of minutes within the school year.
 - Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup.
 - Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes. (High Schools Only)
 - College enrollment rates. (High Schools Only)
 - Teacher Attendance Rate
 - Student Completion Rate
 - Student Drop-Out Rate
 - Locally developed competencies created to identify teacher strengths/weaknesses
 - Types of support offered to teachers
 - Types of on-going, job-embedded professional development for teachers
 - Types of on-going, job-embedded professional development for administrators
 - Strategies to increase parent/community involvement
 - Strategies which increase student learning time

SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013	<u>059-901</u> County-District No.
Texas Title I Priority Schools Grant		

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.

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		

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.

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		

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)

SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013	<div style="text-align: center;"> <u>059-901</u> County-District No. </div>
Texas Title I Priority Schools Grant		

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

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

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

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

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

SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013	 <u>059-901</u> County-District No.
Texas Title I Priority Schools Grant		

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

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

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

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

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

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	

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
