

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	KIPP, Inc. Organization Name KIPP NE Lower School DREAM	101813 County-District#
		Campus Name 13-3875888 9-Digit Vendor ID#	106 Campus Number IV 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

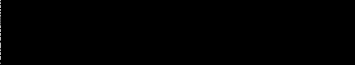
An X in the "New Application" column indicates those schedules that **must** be submitted as part of the application. The applicant must place an X in this column for each additional schedule submitted to complete the application. For amendments, the applicant must place an X in the Amendment Application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

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

Certification and Incorporation

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

Authorized Official

Typed First Name	Initial	Last Name	Title
Michael		Feinberg	Superintendent
Phone	Fax	Email	Signature (Print Name, Title, Date, and preferred)
832.328.1051	832.203.6365	mfeinberg@kipp.org	

Only the legally responsible party may sign this application.

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

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

TEA DOCUMENT CONTROL NO.

701-10-112-044

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>101813</u> 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.		
	Proof of Nonprofit Status	
1 <input checked="" type="checkbox"/>	Required for all open-enrollment charter schools sponsored by a nonprofit organization: Check box to indicate that proof of nonprofit status is attached. (See Part 1: General and Fiscal Guidelines and Part 3: Schedule Instructions for acceptable proof.)	
	Assurance of Financial Stability	
2 <input checked="" type="checkbox"/>	Required for all independent school districts, open-enrollment charter schools, and education service centers: Check box to indicate assurance that audit requirements have been met. All public school districts, open-enrollment charter schools, and education service centers must be in compliance with submitting the required annual audit for the immediate prior fiscal year to TEA in the time and manner requested by TEA, and the audit must be determined by the TEA Division of Financial Audits to be in compliance with the applicable audit standards. TEA reserves the right to ensure that all applicants are deemed by TEA to be financially stable at the initial time of preliminary selection for funding to receive a grant award. The TEA Division of Financial Audits will determine financial stability based on the required annual audit for the immediate prior fiscal year.	
	Assurance of Submittal of Reviewer Information Form	
3 <input checked="" type="checkbox"/>	Required for all applicants: Check box to indicate assurance that reviewer information form will be submitted. All applicants are required to complete the Reviewer Information Form and to submit it online by Thursday, May 6, 2010 . (See Part 2: Program Guidelines, "Reviewer Information Form," for instructions on how to access and submit the form.)	

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____		TEXAS EDUCATION AGENCY Standard Application System (SAS)		101813 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 #1—General Information					
Part 3: Applicant Information					
Local Educational Agency (LEA) Information					
LEA Name KIPP Inc.					
Mailing Address Line – 1		Mailing Address Line – 2		City	State
10711 KIPP Way				Houston	TX
U.S. Congressional District Number		Primary DUNS Number		Central Contractor Registration (CCR) CAGE Code	NCES Identification Number
18		947950879		4CXP7	480005411408
Campus Name				County-District Campus Number	
KIPP NE Lower School DREAM				101813106	
Mailing Address Line – 1		Mailing Address Line – 2		City	State
4610 E. Crosstimbers Street				Houston	TX
					Zip Code
					77016
Applicant Contacts					
Primary Contact					
First Name		Initial	Last Name		Title
Rebecca			Alsup		Manager of Annual Giving
Telephone		Fax		Email	
832.328.1051 ext. 1904		832.203.6365		ralsup@kipphouston.org	
Mailing Address Line – 1		Mailing Address Line – 2		City	State
10711 KIPP Way				Houston	TX
					Zip Code
					77099
Secondary Contact					
First Name		Initial	Last Name		Title
Carol			Moffett		Director of Development
Telephone		Fax		E-mail	
832.328.1051		832.203.6365		cmoffett@kipphouston.org	
Mailing Address Line – 1		Mailing Address Line – 2		City	State
10711 KIPP Way				Houston	TX
					Zip Code
					77099

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>101813</u> County-District No. _____ Amendment No.
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	101813 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) School Years 2010-2013	101813 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	
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) School Years 2010-2013	<u>101813</u> County-District No.
by telephone/e-mail/FAX on _____ 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	
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 _____ by telephone/e-mail/FAX on _____ of TEA. by _____	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	<u>101813</u> County-District No. _____ 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	<u>101813</u> 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	<p>An LEA may also implement comprehensive instructional reform strategies, such as--</p> <ul style="list-style-type: none"> (A) Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective; (B) Implement a school wide "response-to-intervention" model; (C) Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content; (D) Use and integrate technology-based supports and interventions as part of the instructional program; and (E) In secondary schools-- <ul style="list-style-type: none"> (1) Increase rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework; (2) Improve student transition from middle to high school through summer transition programs or freshman academies; (3) Increase graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or (4) Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate. 	Program Assurances	
24	<p>An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as--</p> <ul style="list-style-type: none"> (A) Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs; (B) Extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff; (C) Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or (D) Expand the school program to offer full-day kindergarten or pre-kindergarten. 	Program Assurances	

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____ by telephone/e-mail/FAX on _____ of TEA. by _____	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	<u>101813</u> County-District No. _____ 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)	101813 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 4: TEA Program Assurances			
#	TEA Assurance Description		
2	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant.		
3	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, the Texas School Improvement Conference, and sharing of best practices.		
4	For the LEAs selecting the TEA Designed Models the applicant provide assurances that it will participate in and make use of technical assistance and coaching support provided by TEA, SIRC, and/or its subcontractors.		
5	The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the effectiveness of the LEA's curriculum and its alignment with instruction occurring on the campus; assesses progress on student groups' academic achievement at the campus level; and guide instructional decisions by teachers for individual students.		
6	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.		
7	The applicant will provide access for onsite visits to the LEA and campus by TEA, SIRC and its contractors.		
8	The applicant, if selecting the Restart Model, agrees to contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.		
9	The applicant, if selecting the Turnaround Model or Transformation Model (Tiers I and Tiers II only) agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.		
10	If the LEA/Tier III campus selects to implement the transformation model , the campus assures That it will it implement the following federal requirements. <ol style="list-style-type: none"> 1. Develop and increase teacher and school leader effectiveness. <ol style="list-style-type: none"> A. Evaluate the effectiveness of the current principal and use the results of the evaluation to determine whether the principal should be replaced, be retained on the campus, or be provided leadership coaching or training. B. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so; C. Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and D. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school based on rigorous, transparent, and equitable evaluation systems for teachers and principals: <ol style="list-style-type: none"> 1. Takes into account data on student growth as a factor as well as other factors such as multiple observation-based assessments of student performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and 2. Are designed and developed and with teacher and principal involvement 		

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____		TEXAS EDUCATION AGENCY Standard Application System (SAS)	<u>101813</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 #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	<u>101813</u> County-District No. _____ Amendment No.
by telephone/e-mail/FAX on _____ by _____ of TEA.		
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)	101813 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 #4A—Program Abstract

Part 1: Grant Eligibility

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

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

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

Part 2: Grant Program Summary. Provide a brief overview of the program you plan to implement on the campus. Be sure to address fundamental issues such as your local program goals and objectives that align with the RFA purpose and goals, rationale for program design, etc. Address the specific gaps, barriers, or weaknesses to be addressed by the intervention model to be selected. A response to this question must be completed in the original submission regardless of whether the LEA/campus has selected an intervention model at this time or not. Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).

RATIONALE FOR PROGRAM DESIGN

KIPP DREAM Prep plans to continue its school improvement process by formally implementing a TEA-approved transformation model. Several of **KIPP's operating norms** align with characteristics of the **transformation model**:

- **Focus on Results** – rigorous formative and summative teacher/leader evaluations; data-driven instruction
- **Power to Lead** – operational flexibility and site-based decision-making
- **More Time on Task** – extended school day and year

KIPP DREAM will expand upon these congruent objectives to meet the needs of its growing student population.

BARRIERS

Located in the 77016 ZIP code, KIPP DREAM serves students from under-resourced neighborhoods across Houston, but primarily in North Houston. The 77016 ZIP faces challenges that are not unique to many Houston urban regions – approximately 60% of the 25 and over population has completed high school, and only 7% possess a Bachelor's degree or higher. The median household income in the 77016 ZIP, in which 14% of DREAM students live, is \$23,835. A deeper analysis of KIPP DREAM's ZIP codes of residence reveals that 19% of students live within the Northeast ZIP 77093. In this ZIP, only 37% of people 25 years and older have completed high school and a mere 2.7% have a Bachelor's degree. At DREAM, 97% of students are eligible for the federal free and reduced price meals program. Most come from homes where English is seldom spoken and few, if any, family members have ever completed high school. Our students need a structured school environment that focuses on building the academic skills, intellectual habits, and qualities of character to succeed in high school, college, and the world beyond.

PROGRAM GOALS AND OBJECTIVES

KIPP Inc. is replacing the current principal at KIPP DREAM Prep and has hired Ms. Olive Hayden-Moore as the new School Leader. All KIPP school leaders have the "power to lead" their schools to serve the needs of their students. Ms. Moore will have jurisdiction over budget and personnel decisions. She will meet regularly with the other principals of KIPP Houston early childhood/elementary schools to share best practices. Ms. Moore will be evaluated on a quarterly basis by the Head of Lower Schools and Superintendent; formative evaluations will result in continuous feedback and improvement. Similarly, teachers will be appraised on an ongoing basis. To support teachers' growth, professional development opportunities will be individualized to meet specific needs, and coaching will be a key piece of "on-the-job" training. Teachers will be provided with two planning periods per day for collaboration with grade-level teams and individual planning. Together, teachers will implement a research-based curriculum that is vertically aligned with the curriculum at DREAM's feeder middle school, KIPP 3D Academy. Student achievement data, collected and disaggregated through KIPP's technology resources, will inform instruction. Real-time snapshots of student learning will allow for differentiation and remediation, as needed. Furthermore, teachers will engage in action research projects to investigate their own instructional methods.

KIPP DREAM's extended school day (7:30 AM – 5:00 PM) and year (two weeks in June) already allows for more learning time than traditional schools. The proposed model would further increase learning time by reducing class sizes. By adding a teacher to every elementary grade level, every student would receive more time, attention, engagement and interaction with his or her instructor. Through monthly workshops and a proposed Parent Center, KIPP DREAM parents will be empowered to support student learning at home.

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____ by telephone/e-mail/FAX on _____ of TEA. by _____	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	<u>101813</u> 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															0
Open-Enrollment															555
Charter School	120	115	115	110	0	0	95								555
Total Students:	120	115	115	110	0	0	95	0	0	0	0	0	0	0	555
Total Instructional Staff (teachers, teaching fellows, instructional aides, specialists)															43*
Total Support Staff (clerks, clinic aide, administrators)															7*
Section B: Data Sources Reviewed or to be Reviewed in the Comprehensive Needs Assessment Process															
1	Texas Assessment of Academic skills (TAKS), TAKS-m (modified), TAKS-alt (alternate)														
2	Stanford 10														
3	Teacher survey														
4	Parent survey														
5	KIPP Teacher Appraisal System														
6	Local demographic data, socio-economic status														
7	AEIS data regarding special populations: English-language learners, Special Education														
8	Formal and informal interviews with instructional leaders, campus leaders, and district administrators														
9	Informal interviews with students, parents and business/community partners														
10	Public Education Information Management System (PEIMS)														
11	Charter Performance Initiative (student data dashboard: attendance, demographics, and student achievement)														

*KIPP DREAM is expanding to include Pre-K for three-year-olds (120 students) as well as 3rd grade (110 students) in 2010-11. It will add 4th grade (110 students) in 2011-12. Instructional personnel will be added for each new grade level. With grant funding, additional personnel will be added in grades K-4 to reduce class sizes. Support staff, such as a full-time counselor and social worker, will also be hired.

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>101813</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 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.		
Preliminary Needs Assessment: District and campus administrators consulted with district data personnel for the latest, most up-to-date demographics, socio-economic data, and test results to ensure that planning for this initiative reflected the needs of the district's at-risk students, their parents, families, and teachers. In addition to the data sources noted on the previous page, the following this comprehensive needs assessment process included a review of the following: <ul style="list-style-type: none"> • Stakeholder feedback • Informal surveys/interviews with school administrators, teachers, district and campus support staff • Test scores • Internal review of local student achievement • Demographic break-down via PEIMS • Internal review of current early childhood program, gaps, and needs • Teacher and School Leader evaluations • Internal review of available funding sources • Discussions with Federal and State Compliance staff • Informal review of inventory (instructional supplies and materials, hardware/software, books and reading materials, etc.) • Collaborative dialogue between DREAM and 3D personnel to prepare for vertical alignment 		
Future Needs Assessments/Amendments/Updates: KIPP Inc. will continually assess DREAM students' needs to ensure that the transformation model implementation positively impacts student achievement. Adjustments will be made as needed. Data sources will include: <ul style="list-style-type: none"> • Benchmark, interim, and end-of-year student assessments • Daily checks for student understanding (captured with PDAs/netbooks and disaggregated by KIPP's Charter Performance Initiative technology resources) • Informal surveys/interviews with school administrators, teachers, district and campus support staff • Informal surveys/interviews with parents and students • Demographic break-down via PEIMS • Formative and summative teacher and School Leader evaluations 		
A site-based TTIPS decision-making committee, led by the KIPP DREAM School Leader, TTIPS Project Manager, and District Shepherd, will be responsible for continually assessing needs and modifying program activities as appropriate. A more specific timeline for assessment and implementation may be found on pages 30-33.		

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>101813</u> County-District No.
by telephone/e-mail/FAX on _____ 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	KIPP administrators: Superintendent, Head of Lower Schools, Chief Academic Officer		
2	KIPP DREAM incoming principal, Olive Moore		
3	KIPP DREAM faculty members		
4	KIPP DREAM incoming instructional coach		
5	KIPP business office staff: Human Resources, Finance, Development, Information Technology		
6	Parents		
7	Business and Community Partners		
8	Site-based decision-making committee		
9			
10			

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____ by telephone/e-mail/FAX on _____ of TEA. by _____	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	<u>101813</u> County-District No. 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.

KIPP Inc. has evolved from a small charter school project that began in 1994 into one of Houston's most successful free, open-enrollment, public school systems, serving more than 5,000 students in pre-kindergarten through 12th grade in 15 schools locally; KIPP has also expanded beyond Houston into a nationwide network serving 21,000 students in 19 states and the District of Columbia. *Newsweek*, *U.S. News & World Report*, and the *Houston Chronicle* have all ranked KIPP as one of the best public schools in Houston. As KIPP continues to grow, it remains steadfastly committed to the standards of excellence that have ensured college matriculation for 90% of its graduates. KIPP's intended outcome is to increase the number of low-income students, both locally and nationally, who complete a four-year college degree. KIPP plans to accomplish this outcome through a process called collaborative-competition: the collaborative nature of KIPP's effort lies in its commitment to share best practices and lessons learned with the broader educational community. Examples include KIPP Inc.'s partnership with YES Prep Public Schools in Houston and hosting numerous visitors from around the city, state, and nation who tour the campuses and meet with staff. By creating "proof points" around the city that demonstrate the ability of low-income students to complete college, KIPP is proving that high student achievement is possible even in disadvantaged urban areas.

As an organization, KIPP Inc. has demonstrated experience managing large financial gifts and numerous grant projects simultaneously and with integrity. **Large public projects** include millions in entitlement and stimulus grants; \$1.4 million from TEA to create a Texas Science, Technology, Engineering, and Math (T-STEM) Academy; approximately \$900,000 in teacher incentive pay grants from TEA; \$270,000 for extended-day programming from the Harris County Department of Education; and a U.S. Department of Education Voluntary Choice grant of \$6.8 million. All of these projects require regular narrative and financial reports, and many require additional data collection and reporting. **Major private projects** supporting capital and growth include over \$10 million each from the Arnold Family Foundation, The Brown Foundation, The Bill & Melinda Gates Foundation, Wendy and Jeff Hines, and the Houston Endowment, Inc.; \$5 million from the Michael & Susan Dell Foundation; and \$4 million from Jan and Dan Duncan. Together with additional major gifts from HEB, Rockwell Fund, Inc., Tony Annunziato, and the Fondren Foundation, KIPP has earned the trust of partners across Houston.

In 2006, KIPP issued \$34,459,942.53 in Education Revenue Bonds. In 2009, KIPP issued \$66,865,000 in Education Revenue Bonds. During a challenging market period, the sale was the first significant charter school bond transaction sold in the country since mid-2008 and was supported by a \$10 million credit enhancement from the Bill and Melinda Gates Foundation. Orders totaling more than \$200 million were received from institutional and charter school bond investors.

KIPP's business offices support the responsible management of financial resources, enabling school personnel to focus primarily on programmatic decisions. KIPP is committed to increasing DREAM's capacity for reform primarily in the form of additional human resources:

- Instructional coaches
- Counselor
- Social Worker
- Additional K-4 lead teachers
- District Shepherd
- Campus-Based Grant Data Assistant
- SIRC's technical assistance

The purpose of KIPP Inc.'s reform efforts at KIPP DREAM is to ensure that its students will transition into KIPP 3D Academy, beginning in 2012-13, performing at or above grade level. During the last several years, district leadership realized that differentiated instruction, individualized professional development, and vertical curriculum alignment needed to become priorities in order to best prepare DREAM students for their transition to middle school.

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____	TEXAS EDUCATION AGENCY Standard Application System (SAS)	<u>101813</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 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.

At all KIPP schools, stakeholder involvement and input from **administrators, teachers, parents, students**, and others is sought routinely as a matter of course. Stakeholder representatives from the KIPP DREAM learning community were involved on a weekly basis during April and May 2010 to design a transformation program that reflects and supports KIPP DREAM's sense of responsibility for students at all levels of academic ability and achievement as well as its college-bound philosophy and culture.

The decision to apply for the TTIPS grant was led by KIPP Houston Superintendent, Mike Feinberg, and KIPP Head of Lower Schools, Aaron Brenner. Additionally, the outgoing and incoming leadership at KIPP DREAM was consulted, as well as the current leadership at KIPP 3D Academy, the middle school that DREAM students will eventually attend.

Each year, a comprehensive Needs Survey is completed by each family and administered by Communities In Schools. We find that the needs correlate directly to the criteria for free pre-kindergarten because entry into DREAM occurs in Pre-K. By definition, students and families are eligible for free pre-kindergarten in Texas if a child is unable to comprehend and speak English, economically disadvantaged, homeless, in the conservatorship of DFPS, or the child of a member of the Armed Forces. Consequently, parents have expressed the following specific goals for the KIPP DREAM extended-day program:

- A safe place for children during the extended day – i.e. not at home alone or at daycare in the afternoons
- High-caliber enrichment programming built on a foundation of academic skills and character development
- Parental support through education trainings – ESL, GED, parenting skills, strategies for helping their children at home, techniques for instilling values and consistency between home and school
- To be part of the team and family and feel involved, engaged and cared for

Upon receipt of the TTIPS grant, KIPP DREAM will convene a site-based decision committee comprised of a newly-hired District Shepherd, site-based grant manager, campus and district leadership, faculty, and community partners to further develop goals, objectives, and a detailed implementation timeline for the transformation model. KIPP Inc. is committed to the school improvement process and will support DREAM with human and fiscal resources.

KIPP's infrastructure will bolster DREAM's implementation of the transformation model:

- Human Resources: Recruitment, on-boarding, salaries, benefits
- Development: Grant reporting assistance
- Finance: Grant accounting
- Academic Team: Professional development resources, curriculum development, vertical alignment
- Information Technology: Technology support (Promethean boards, netbooks, computers); Charter Performance Initiative (student data dashboard); KIPP SHARE (web portal for collaboration and sharing best practices)

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with	TEXAS EDUCATION AGENCY Standard Application System (SAS)	<u>101813</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 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.

One of the pillars of the KIPP philosophy—common among all KIPP schools nationwide—is that principals should have the “power to lead” their schools in the way that best meets the needs of the students it serves. KIPP School Leaders, therefore, are effective academic and organizational managers who understand that great schools require great leadership. **They have control over their school budget, scheduling, curriculum selection, and personnel.** They are free to swiftly move dollars or make staffing changes, allowing them maximum effectiveness in helping students learn. School Leaders establish methods for student and family engagement that are tailored specifically to the communities they serve. They may structure the school day to dig deeply on academics, addressing remediation needs, while retaining the time for the co-curricular activities that capitalize on students’ interests and strengths.

As KIPP Inc. expands throughout Houston, school leaders are empowered to retain their autonomy while taking advantage of collective wisdom and economies of scale. KIPP DREAM’s incoming School Leader, Olive Moore, will have the authority to build upon the campus’ improvement efforts to build a complete transformation model; additionally, she will be given ample opportunities to collaborate with experienced KIPP School Leaders, who will share best practices.

KIPP is willing to grant additional operational flexibility to the DREAM campus, enabling the School Leader and District Shepherd to continually assess and revise decisions regarding budget and personnel, class sizes, curriculum selection, and professional development as they relate to the implementation of the TEA transformation model. This operational flexibility will include, but not be limited to, the following:

- **Budgeting:**
 - Flexibility to direct funds for staffing, supplies and materials, contracted services, equipment/capital outlay, professional development, and other needs to support student achievement
 - The ability to advocate for variances in previous years’ budgets and models based on new data, new research, expansion plans, or action learning project results
- **Staffing:**
 - Support in identifying/recruiting staff to fill gaps in the instructional program
 - Flexibility in structuring staff time and position requirements to meet student needs
- **Calendar/Time:**
 - Flexibility in determining the amount of additional extended learning time (tutorials, summer learning) to add to the existing rigorous instructional day and year
- **Professional Development:**
 - Flexibility to determine individual, department, grade-level, and campus-wide PD
 - Support for administrative action learning projects that investigate leader-identified issues that require further study or intensive problem-solving

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	101813 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.

KIPP Inc. is committed to the **responsible implementation** of this and every project it undertakes and realizes that this commitment extends beyond the resources to be acquired with grant funds to include a much broader range of **human, financial, infrastructure, facility, volunteer, and in-kind resources and support**. Managing resources effectively includes continually assessing, updating, and communicating the need for such resources and monitoring and adjusting project activities to bring them into alignment with these needs.

Human Resources:

KIPP Inc. knows that the key to success for at-risk students is high-quality teaching and learning. All instructional personnel for this three-year project will be **highly-qualified, degreed KIPP instructors with extensive teaching and leadership experience**. KIPP has explicitly defined and observable high expectations for academic achievement and conduct that make no excuses based on the backgrounds or prior academic records of students. Teachers at KIPP DREAM will be expected to teach engaging, challenging lessons that display their subject competency on a daily basis while meeting the needs of each student's individual and preferred learning styles. Teachers will also be expected to plan meticulously for each lesson in order to achieve the high academic standards and curriculum set forth by the campus and to guide their students to success in all aspects of college-readiness. To attain the necessary student results, personnel involved in this TTIPS initiative will have access to best practices professional development to grow in the profession of teaching.

Financial Resources:

- **Federal**
 - Existing Title I funds
 - Title IIA, Title IID, Title IIIA, Title IVA
 - Voluntary Choice
- **State**
 - Per-pupil allotment (increased in 2011 when grade 4 is added)
 - Student Success Initiative
 - District Awards for Teacher Excellence (DATE) grant funding
 - Pre-Kindergarten Early Start (PKES) grant funding
- **Private**
 - Annual operating gifts from foundations, corporations, and individuals

Facilities:

- Existing campus (Campus rented from Houston I.S.D. complete with classrooms, science labs, cafeteria, auditorium, gymnasium and ample green space)
- Space for additional lead teacher per K-4 grade level
- Space for 4th grade classrooms in 2011-12
- Space for new counselor
- Space for new social worker
- Parent Center
- Professional Development resource center

Technology/Infrastructure:

- Existing technology infrastructure/network (WAN/LAN)
- Promethean boards for all classrooms
- PDAs or netbooks for all classrooms for tracking data (TPRI, DRA, DIBELS, eCIRCLE)
- Software for above programs
- 5 CD players for each classroom that can be loaned to students for listening to books on CD at home
- Books/CD lending libraries for each classroom with leveled books to be used with CD players listed above

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	101813 County-District No. Amendment No.
by telephone/e-mail/FAX on _____ of TEA. by _____	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).		
Grant Project Manager Qualifications – Describe the qualifications of the person selected to be the project manager for this grant on the campus.		
<p>The TTIPS Grant Project Manager will be Rebecca Alsup, KIPP Inc.'s Manager of Annual Giving and Stewardship; she will contribute 1% of her time as an in-kind match to oversee project implementation, reporting, and program adjustment. Ms. Alsup's background in teaching and grant management and her M.Ed. in Organizational Leadership from Vanderbilt University prepare her to oversee a project of this scope. She has been the Grant Manager for several other grant programs at KIPP. Ms. Alsup reports to the Assistant Superintendent of KIPP Inc.</p> <p>KIPP Inc. will hire a campus-based Grant Data Assistant who will spend 50% of his/her time collecting grant-related data and synthesizing it for required reporting. The Grant Data Assistant will report to the Grant Manager at least monthly.</p> <p>Another key leader in the implementation of the project will be KIPP DREAM's new School Leader. Olive Hayden-Moore has been in education for 19 years. She is completing her fourth year with KIPP, where she has been a teacher, grade-level chair, instructional coach, professional development coordinator, and early childhood specialist. Ms. Moore has also been the BISI (Building Inclusive Schools Initiative) Year 1 Campus facilitator and has initiated the development of the RTI process at DREAM. Ms. Moore holds a Bachelor of Music degree and an MBA from the University of Houston, as well as an M.Ed., early childhood emphasis, from the University of Arkansas at Little Rock, all with honors.</p> <p>Finally, KIPP Inc. will hire a District Shepherd, whose position is described on the following page. This individual will be responsible for the implementation and continual assessment of the grant program activities and will also provide coaching and mentoring to KIPP DREAM staff members.</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>101813</u> County-District No. _____ Amendment No.
by telephone/e-mail/FAX on _____ of TEA. by _____	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).		
LEA Support – Describe how the LEA will structure and implement an individual or office with responsibility for supporting the campus' school improvement efforts.		
KIPP Inc.'s Chief People Officer and Superintendent will conduct a search, internally and externally, for a District Shepherd. The position will be full-time; the District Shepherd will spearhead transformation efforts at KIPP DREAM Prep, serving as a school improvement consultant to the School Leader. The District Shepherd will report to the Superintendent.		
Education: <ul style="list-style-type: none"> Master's degree in education or related field Texas Teacher certification 		
Experience: <ul style="list-style-type: none"> At least 5 years of exemplary teaching experience in a public or charter school environment At least 5 years of exemplary experience in a senior leadership role At least 5 years of experience as an instructional or administrative coach 		
Roles & Responsibilities: <ul style="list-style-type: none"> Ensure operational flexibility Ensure effective implementation of all components of the transformation process Monitor 90-day action plans Support/provide feedback to principal and teacher leaders Engage in active problem-solving Attend campus leadership meetings Assist in hiring/firing Bolster community/parental involvement Support social service placement at the campus Instill positive school culture Attend required trainings Provide oversight of transformation process Act as liaison to KIPP Inc. business faculty and leadership, including Superintendent, Head of Lower Schools, Chief Academic Officer, and Development staff Be a resource and mentor for KIPP DREAM faculty Attend meetings/PD related to transformation process Be a positive change agent 		

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____ by telephone/e-mail/FAX on _____ of TEA.	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	<u>101813</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).

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

The Grant Project Manager, DREAM School Leader, District Shepherd, and campus-based Grant Data Assistant will assume joint responsibility for the management and implementation of the grant-funded program:

- Coordination, scheduling, and facilitation of regular meetings to ensure feedback and continuous improvement;
- Coordination of related efforts and with other appropriate community, state, and federal resources;
- Collection and archiving of project artifacts;
- Assurance that the activities of the project are accomplished on time and within budget;
- Adherence to all Federal, State, and local/district policies, procedures, and reporting timelines;
- Ongoing monitoring of project activities, implementation, and effectiveness; and
- Assistance with data collection in support of formative and summative project evaluation.

KIPP, Inc. is committed to the **cost-effective implementation** of this and every project it undertakes in support of project sustainability and expansion. At all stages of project implementation and management, the project will involve KIPP **administrative business office and development staff** who will oversee adherence to all policies and procedures relating to the following:

- Maintaining fiduciary and financial responsibility for all grant activities;
- Keeping accurate accounting data, records, and archiving of supporting documentation for all charges;
- Requesting funds through the automated payment request systems;
- Preparing and submitting written expenditure reports in coordination with the project manager;
- Certifying expenses are true and correct;
- Classifying and reporting the accounting transactions properly; and
- Procurement records.

KIPP, Inc. is committed to continuing this grant program and promises the following:

- To maintain accurate, up-to-date records of grant activities and expenditures;
- To file accurate, thorough interim and final progress and financial reports in a timely manner;
- To fully account for the accomplishment (or failure to accomplish) each program objective and performance target;
- To maintain our accountability rating and meet AYP requirements; and
- To share details of our model and the results of our pilot program with others.

Because KIPP DREAM Prep is adding three grade levels, it will receive increased per-pupil revenue from the state, which will help it to sustain grant many activities after the three-year grant period. Through the successful implementation of the transformation model, KIPP DREAM Prep will build the capacity to sustain results without an additional infusion of funding. Project inputs such as professional development, coaching, technology, and parent workshops will have effects lasting beyond the three-year 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	<u>101813</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 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.		
When KIPP selects professional development resources, consultants, or other external service providers, the process centers on need and quality. KIPP administrators first identify areas in which they would like their teachers and schools to develop, and then they scour the nation for those who are considered most effective both in content knowledge as well as presentation of content.		
Once School Leaders have identified potential professional development partners, they often send a small number of people to assess the effectiveness of the training and either return with recommendations or cautions. In the case of consultants, KIPP administrators screen their work for quality and conduct in-depth interviews to ascertain their understanding of the issues/topics/processes they would be researching.		
The criteria KIPP School Leaders utilize when screening external providers are: <ol style="list-style-type: none"> 1. Do we think the partner's research is sound? 2. Do we think the skills teachers would acquire are useful to our students? 3. Does this align with our kids' needs? 		
KIPP schools share information with each other about effective and ineffective external providers, thereby building a collective institutional knowledge of effective external resources to meet a myriad of developmental needs for teachers, administrators, and business staff.		
In addition to the KIPP network, KIPP DREAM Prep will utilize SIRC for recommendations for high-quality external providers of services related to school improvement.		

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>101813</u> County-District No.
by telephone/e-mail/FAX on _____ of TEA. by _____		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 <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>KIPP DREAM Prep is one of six early childhood/elementary KIPP schools in Houston. KIPP elementary teachers often visit other KIPP schools to observe instructional methods, classroom management strategies, and learning centers. Faculty members from multiple schools frequently meet together to share subject- or grade-level-specific best practices. They also utilize an online portal called KIPP SHARE to post sample unit plans, videos of lessons, and other important resources to benefit their colleagues. Furthermore, master teachers often share their expertise at professional development sessions within their own school and other KIPP Houston schools.</p>		
<p>KIPP teachers also benefit from being part of a nationwide network of over 80 schools. Two annual conferences, the KIPP Early Childhood Retreat and KIPP School Summit (KSS) provide opportunities for KIPP teachers from across the country to convene to learn from guest presenters and each other.</p>		
<p>The eighth annual KSS will be held in the summer of 2010 in Las Vegas, Nevada, and will bring together more than 1,800 individuals. From its inception, KSS has been designed to share best practices, knowledge, insights, and curricular support to teachers, who comprise the largest audience of the KSS event.</p>		
<p>With four full days of workshops and classes, a range of KIPP stakeholders are offered enriched programming—led by KIPP Foundation staff, industry experts and education practitioners—of more than 300 professional development sessions. Sessions are broad and varied, with general interest topics ranging from cultural diversity to behavior management, and content-specific sessions ranging from cross-curricular technology integration, to abstract chemistry, to creating “reading addicts.” As with prior years, the goal of KSS is to ensure the KIPP network continues to share knowledge and ideas with teachers, leaders and others that will ultimately inform their work in providing the best possible education to thousands of educationally underserved students throughout the nation.</p>		
<p>In the past, teachers have represented over 70% of KIPP School Summit participants, and over 20 strands focused on improving instructional practice were offered to educators. Teaching strands were offered for specific academic topics, from ELA, Math, and Social Studies to Foreign Language, Arts and Music. Teaching strands were also offered on topics such as Using Data and Technology, Critical Thinking, Cooperative Learning, and Cultural Awareness.</p>		
<p>Beyond its own network, KIPP also has productive relationships with YES Prep Public Schools and Houston Independent School District. The three organizations frequently host site visits for each other’s faculty members in an effort to elevate teaching and learning throughout the city.</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>101813</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 *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.

N/A. KIPP does not have any schools identified as Tier I.

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>101813</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 3: Intervention Model		
Section A: Intervention Model Selection Process		
Intervention Model to be Implemented – Indicate the model(s) being <i>considered</i> by the LEA/campus for implementation. Indicate whether the LEA/campus will participate in the TEA Approved Model with Technical Assistance provided by the TEA-funded School Improvement Resource Center or the LEA/campus will implement its own intervention design within the requirements of the grant program.		
<input type="checkbox"/> Turnaround <input type="checkbox"/> Closure <input type="checkbox"/> Restart <input checked="" type="checkbox"/> Transformation <input type="checkbox"/> Tier III Modified Transformation <input 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 checked="" type="checkbox"/> The LEA/campus will implement its own intervention design, within the parameters required by the final federal regulations released by USDE		
Schedule #4B—Program Description, Part 3, Intervention Model, continued on next page		

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with	TEXAS EDUCATION AGENCY Standard Application System (SAS)	101813 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 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).

Upon learning of KIPP DREAM's eligibility for the TTIPS grant, KIPP personnel began to investigate the four TEA-designed school intervention models. The Superintendent of KIPP Houston as well as staff members from the KIPP Development office and KIPP DREAM Prep formed an informal **TTIPS Decision-Making Team**; the team reviewed literature published on TEA's website and viewed the TTIPS grant webinar. Together, the group concluded that the **transformation model** reflected many of the reforms that KIPP had already initiated within each of its schools. To confirm this conclusion and ascertain DREAM's capacity to formally undertake the transformation model, the team worked through each of the narrowing questions suggested by TEA:

- 1) **Is the LEA willing to replace the principal?** Yes. In fact, plans were already in place to hire a new School Leader for the 2010-11 year to enhance the transformational work begun by the previous principal.
- 2) **Is the LEA willing to grant the school operational flexibility?** Yes. "Power to lead" is a core operating norm of all KIPP Houston schools, and School Leaders have jurisdiction over staffing, scheduling, and budget decisions.
- 3) **Is the LEA willing and able to increase and provide ongoing mechanisms for parent/community engagement?** Yes. Currently, KIPP DREAM faculty conduct home visits for newly-enrolled students. Parents are invited to participate in the KIPP Parent Association, and they are encouraged to attend monthly parent workshops. A part-time Social Worker assists families with social services. KIPP Inc. is willing to expand the social services provided at the school and is committed to increasing parent involvement.
- 4) **Is the LEA willing to develop and utilize rigorous, transparent, and equitable teacher and principal evaluation systems?** Yes. The School Leader is evaluated quarterly by the Superintendent and Head of Lower Schools; and KIPP has a thorough Teacher Appraisal system. Upon receipt of the grant, KIPP DREAM is willing to convene a site-based decision-making committee comprised of multiple community stakeholders to further refine the evaluation system to align with transformation goals.
- 5) **Will the LEA ensure that the school receives ongoing technical assistance?** Yes. KIPP Inc. is willing to hire a District Shepherd and campus-based grant data assistant to facilitate the implementation of this project. Additionally, KIPP is willing to contract with SIRC for technical assistance.
- 6) **Will the LEA support strategies designed to recruit and retain staff?** Yes. KIPP Inc.'s payroll system is currently being evaluated by KIPP's new Chief People Officer. While faculty members already have the opportunity to earn excellence stipends, these incentives will be tied directly to the teacher and principal appraisal systems as developed by the site-based decision-making committee. Also, several leadership pathways allow for promotion opportunities within the KIPP network. Other strategies for recruitment and retention will be considered.
- 7) **Is the LEA willing and able to provide increased learning time?** Yes. Currently, KIPP DREAM's school day is from 7:30 AM – 5 PM. Additionally, all students attend school for two weeks in the summer. Other strategies to increase learning time will be considered.

After considering the questions and answers above, the team decided to move forward with the transformation model. Upon receipt of the grant, a more permanent site-based decision-making committee will be formed to expand the preliminary implementation timeline described in the subsequent pages.

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____ by telephone/e-mail/FAX on _____ of TEA.	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	<u>101813</u> County-District No. Amendment No.
--	--	---

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

Part 3: Intervention Model

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

MAJOR IMPLEMENTATION TASKS	RESPONSIBLE PARTIES	TIMELINE: YEAR/QUARTER
A) Replace the principal	Superintendent, Head of Lower Schools	Y1, Q1
B) Utilize rigorous, transparent, equitable evaluation systems for leaders and teachers a. Teacher appraisal system b. School Leader Performance & Development system	a. School Leader, Instructional Coaches, District Shepherd b. Superintendent, Head of Lower Schools	Already implemented; ongoing
C) Identify and reward faculty who increase student achievement through transformation model; remove faculty who do not	School Leader, Instructional Coaches, District Shepherd	Y1, Q4
D) Provide ongoing, high-quality, job-embedded professional development a. Develop mentoring/coaching process • Incorporate mentors from Region IV and Rice University Literacy and Culture Project b. Implement mentoring/coaching process c. Attend conferences/workshops based on individualized needs • Kathy Richardson training • Guided reading training • RTI training • Training in project-based learning and differentiation • Ruby Payne in-service on children of poverty • TAKS Intervention Strategies training • ESL/ELL Strategies training for all faculty • Responsive Classroom training • Capturing Kids' Hearts training and implementation for grades 2 & 3 • Attendance at national conferences (NCTM, NCTS, IRA, NAEYC)	a. School Leader, Instructional Coaches, District Shepherd, Site-Based Decision-Making Committee b. School Leader, Instructional Coaches, District Shepherd, Site-Based Decision-Making Committee c. Lead Teachers and Instructional Aides	a. Y1, Q1 b. Y1, Q2 c. Ongoing
E) Implement strategies designed to recruit, place, and retain staff a. Identify participants for KIPP leadership cohorts • KIPP Houston Emerging Leaders training • KIPP Fisher and Miles Fellowships (school leadership training) b. Provide two planning periods per day • Individual planning • Grade-level Professional Learning Community common planning c. Refine financial incentive program to align with transformation model implementation criteria & teacher appraisal system d. Implement financial incentive program	a. Superintendent, KIPP Executive Team, School Leader b. School Leader c. Superintendent, Chief People Officer, School Leader d. Superintendent, Chief People Officer, School Leader, District Shepherd, Instructional Coaches	a. Y2, Q1 b. Ongoing c. Y1, Q1 d. Y1, Q4

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____	TEXAS EDUCATION AGENCY Standard Application System (SAS)	101813 County-District No.
by telephone/e-mail/FAX on _____ of TEA.	School Years 2010-2013	Amendment No.

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

Part 3: Intervention Model

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

Comprehensive instructional reform strategies		
MAJOR IMPLEMENTATION TASKS	RESPONSIBLE PARTIES	TIMELINE: YEAR/QTR.
A) Use data to identify and implement research-based and vertically-aligned instructional program <ul style="list-style-type: none"> a. Evaluate past curricula, review latest early childhood education research, and select new curricula b. Monitor, adjust, and evaluate instructional program c. Ensure vertical alignment <ul style="list-style-type: none"> • Align curriculum selections to district-wide 12-Pre-k standards, set by Academic Leadership Team • Conduct regular planning between KIPP DREAM and KIPP 3D faculty to plan for alignment from elementary to middle school 	<ul style="list-style-type: none"> a. Teachers, Instructional Coaches, School Leader, Head of Lower Schools, Chief Academic Officer, Site-Based Decision-Making Committee b. Teachers, Instructional Coaches, School Leader, Head of Lower Schools, Chief Academic Officer, Site-Based Decision-Making Committee c. KIPP DREAM Prep teachers, KIPP 3D Academy Teachers, KIPP DREAM School Leader, KIPP 3D School Leader 	<ul style="list-style-type: none"> a. Y1, Q1 b. Y1-Y3, Q4 c. Ongoing
B) Promote continuous use of student data to inform and differentiate instruction <ul style="list-style-type: none"> a. Verify and update campus demographics, student need, and other related baseline data. b. Implement Charter Performance Initiative (CPI) dashboard to track student performance and demographic information <ul style="list-style-type: none"> • Acquire and provide requisite technology to collect student data (PDAs/netbooks, comp.) • Provide technology training to show teachers how to collect daily student data using CPI • Provide technology training to show teachers how to process and analyze benchmark assessment data using CPI c. Utilize multiple assessments to gather benchmark (formative) student data regarding strengths, "bubble areas," and deficiencies <ul style="list-style-type: none"> • TPRI, DRA (Reading inventories) • DIBELS (Early literacy skills) • Woodcock-Munoz (Reading, writing, listening, comprehension) • Kathy Richardson, Saxon Math (PK-2) • Brigance (Special education diagnostic) • SAT 10 (K-2) • TELPAS, IPT (LEP students) • IPT (LEP students) • Teacher-generated common assessments for math and reading (All grade levels) d. Conduct mid-year (interim) assessments e. Conduct end-of-year (summative) assessments, including TAKS tests 	<ul style="list-style-type: none"> a. District Shepherd, Campus-Based Grant Data Assistant, PEIMS Staff b. IT Staff, Teachers, School Leader, Chief Academic Officer, District Shepherd, Campus-Based Grant Data Assistant c. Teachers, Instructional Coaches d. Teachers, Instructional Coaches e. Teachers, Instructional Coaches 	<ul style="list-style-type: none"> a. Y1, Q1 b. Y1, Q1 c. Y1-Y3, Q1 d. Y1-Y3, Q2 e. Y1-Y3, Q4

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____ by telephone/e-mail/FAX on _____ of TEA.	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	101813 County-District No. Amendment No.
--	--	---

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

Part 3: Intervention Model

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

Increasing learning time and creating community-oriented schools		TIMELINE: YEAR/QUARTER
MAJOR IMPLEMENTATION TASKS	RESPONSIBLE PARTIES	
A) Establish schedules and strategies that provide increased learning time a. Extend school day (7:30 AM – 5 PM) <ul style="list-style-type: none"> Increase learning time in core academic subjects Provide daily instruction in Spanish and English Incorporate arts, athletics, field lessons, performances, and assemblies into extended learning time b. Extend school year c. Add one lead teacher per grade (K-4) to reduce class sizes and increase student-teacher interaction	a. School Leader, Superintendent b. School Leader, Superintendent c. School Leader	a. Ongoing b. Ongoing c. Y1, Q1
B) Provide mechanisms for family and community engagement a. Conduct summer home visits for all incoming students b. Increase parental participation in KIPP Parent Association c. Promote monthly Parents As Leaders (PALs) workshops <ul style="list-style-type: none"> Teach parents strategies to support student learning at home Facilitate parent education services such as GED, ESL, and financial literacy courses d. Develop Parent Center <ul style="list-style-type: none"> Provide books, DVDs, CDs, and portable players on a variety of topics that parents may borrow Provide space for parents to meet with school leadership, teachers, and student support staff e. Enhance social services <ul style="list-style-type: none"> Hire full-time social worker Hire full-time counselor f. Create community volunteer program	a. Teachers, School Leader b. Parents, Teachers, School Leader, District Shepherd, Social Worker, Counselor c. Parents, Teachers, School Leader, District Shepherd, Social Worker, Counselor d. Parents, Teachers, School Leader, District Shepherd, Social Worker, Counselor e. School Leader f. Parents, Teachers, District Shepherd, Site-Based Decision-Making Committee	a. Ongoing b. Ongoing c. Ongoing d. Y1, Q3 e. Y1, Q1 f. Ongoing

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____ by telephone/e-mail/FAX on _____ of TEA.	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	101813 County-District No. Amendment No.
--	--	---

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

Part 3: Intervention Model

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

Providing operational flexibility and support		
MAJOR IMPLEMENTATION TASKS	RESPONSIBLE PARTIES	TIMELINE: YEAR/QUARTER
A) Give school sufficient operational flexibility to improve student achievement (staffing, calendars/time, and budgeting) <ul style="list-style-type: none"> a. Expand faculty by hiring one additional lead teacher per grade level b. Personalize social services by hiring full-time social worker and counselor c. Meet needs of expanding school by hiring fourth grade faculty d. Manage budget to satisfy implementation of transformation model, including decisions regarding: <ul style="list-style-type: none"> • Salaries • Financial incentives • Materials/Supplies • Professional development fees e. Identify, locate, purchase, requisition, receive, and install/store project-related supplies and materials 	School Leader, District Shepherd	a. Y1, Q1 b. Y1, Q1 c. Y2, Q1 d. Y1, Q1 e. Ongoing
B) Ensure that school receives ongoing, intensive technical assistance and support <ul style="list-style-type: none"> a. Confirm designation of grant-specific personnel <ul style="list-style-type: none"> • Grant Project Manager • District Shepherd • Campus-based Grant Data Assistant b. Create site-based decision-making committee c. Set contracts with SIRC d. Begin project management team meetings to enhance, monitor, adjust, and finalize implementation timeline (monthly for first 4 months of project, then quarterly.) e. Gather final data, conduct summative evaluation of implementation model f. Begin planning to adjust activities for the following school year. 	a. Superintendent, School Leader, Chief People Officer b. School Leader, District Shepherd, Teachers, Parents c. School Leader d. Site-Based Decision-Making Committee, School Leader, District Shepherd, Grant Manager, Campus-Based Grant Data Assistant e. Site-Based Decision-Making Committee, School Leader, District Shepherd, Grant Manager, Campus-Based Grant Data Assistant, Teachers, Parents f. Site-Based Decision-Making Committee, School Leader, District Shepherd	a. Y1, Q1 b. Y1, Q1 c. Y1, Q1 d. Y1, Q1 e. Y1, Q4 f. Y1, Q4

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with		TEXAS EDUCATION AGENCY Standard Application System (SAS)	<u>101813</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	KIPP administrators: Superintendent, Head of Lower Schools, Chief Academic Officer		
2	KIPP DREAM incoming principal, Olive Moore		
3	KIPP DREAM faculty members		
4	KIPP DREAM incoming instructional coach, Johanna Even		
5	KIPP business office staff: Human Resources, Finance, Development, Information Technology (IT)		
6	Parents		
7	Business and Community Partners		
8	District Shepherd		
9	Site-based decision-making committee		
10	SIRC personnel		

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with	TEXAS EDUCATION AGENCY Standard Application System (SAS)	<u>101813</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 D: Improvement Activities and Timeline

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

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

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

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

2 – Increase the Use of Quality Data to Drive Instruction

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

3 – Increase Leadership Effectiveness

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

4 – Increase Learning Time

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

5 – Increase Parent/Community Involvement

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

6 – Improve School Climate

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

7 – Increase Teacher Quality

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

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____ by telephone/e-mail/FAX on _____ of TEA. by _____	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	101813 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 (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	Improve Student Achievement in Reading/ELA	Ensure that students are making adequate gains at each grade level to prepare for middle-school transition.	<i>Organizing instruction and study to improve student learning.</i> Pashler, H., Bain, P. M., Bottge, B. A., Graesser, A., Koedinger, K., McDaniel, M., et al. (2007). Washington, DC: National Center for Education Research. IES practice guide (NCER 2007-2004). http://ies.ed.gov/ncee/wwc/pdf/20072004.pdf	Sept 2010	June 2013
1A, 1B, 1C	Improve Student Achievement in Mathematics	Ensure that students are making adequate gains at each grade level to prepare for middle-school transition.	<i>Getting to "Got It!": Helping Mathematics Students Reach Deep Understanding.</i> Abner Oakes, and Jon R. Star, Ph.D. March 2008. The Center for Comprehensive School Reform and Improvement.	Sept 2010	June 2013

Add additional pages as needed.

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>101813</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 (cont.)					
Critical Success Factor 2: Increase the use of Quality Data to Drive Instruction					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
2B	Use of technology to collect, disaggregate, analyze, and access data	Provide remediation or acceleration as appropriate; test and refine instructional methods.	<i>Using Student Achievement Data to Support Instructional Decision Making.</i> IES Practice Guide. What Works Clearinghouse. NCEE 2009-4067 U.S. Department of Education. September 2009 http://ies.ed.gov/ncee/wc/publications/practiceguides/	Sept 2010	June 2013
2B	Technology-based interventions	Engage multiple modalities; differentiate instruction to meet unique learning needs/preferences.	<i>21st Century Skills, Education & Competitiveness: A Resource and Policy Guide.</i> 2008. Partnership for 21 st Century Skills/National Education Association. http://www.21stcenturyskills.org	Jan 2011	June 2013
2C	Classroom observation systems	Enable teachers to learn from one another; provide mentoring/coaching for professional development.	<i>Empowering Effective Teachers: Readiness for Reform.</i> Bill and Melinda Gates Foundation Issue Brief. February 2010. http://www.gatesfoundation.org	Sept 2010	June 2013
2C	Ongoing communication systems	Enable teachers to learn from one another; provide mentoring/coaching for professional development.	<i>Empowering Effective Teachers: Readiness for Reform.</i> Bill and Melinda Gates Foundation Issue Brief. February 2010. http://www.gatesfoundation.org	Sept 2010	June 2013

Add additional pages as needed.

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>101813</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 (cont.)					
Critical Success Factor 3: Increase Leadership Effectiveness					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
3A	Professional development to support achievement of campus and TTIPS goals	Center professional development on transformation goals to improve academic achievement and school climate.	"Here and now: Improving teaching and learning." In R. DuFour, R. Eaker, & R. Dufour (Eds.), <i>On common ground: The power of professional learning communities</i> . Schmoker, M. (2005). Bloomington, IN: National Educational Service.	Sept 2010	June 2013
3B	Individualized professional development	Elevate the profession of teaching; meet unique needs based on background, skills, and years of experience.	See above.	Sept 2010	June 2013
3A, 3C	System for measuring utility of professional development	Demonstrate transfer from knowledge to practice; create accountability for ongoing instructional improvement.	<i>Building school-based teacher learning communities: Professional strategies to improve student achievement</i> . McLaughlin, M. W., & Talbert, J. E. (2006). New York: Teachers College Press.	Jan 2011	June 2013
3C	Evaluation of staff development	Build institutional knowledge around what trainings/conferences are effective.	See above.	Sept 2010	June 2013

Add additional pages as needed.

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____ by telephone/e-mail/FAX on _____ of TEA. by _____	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	101813 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 (cont.)					
Critical Success Factor 4: Improve Learning Time					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
4A	Extended summer learning time	Provide adequate time for remediation and acceleration.	<i>Lasting Consequences of the Summer Learning Gap.</i> Karl L. Alexander, Doris R. Entwisle, Linda Steffel Olson, Johns Hopkins University. <i>American Sociological Review</i> , 2007, VOL. 72 (April:167-180)	June 2011; June 2012; June 2013	July 2011; July 2012; July 2013
4A	Extended school day.	Provide adequate time for remediation and acceleration; meet needs of the "whole child."	<i>Transforming Schools to Meet the Needs of Students: Improving School Quality and Increasing Learning Time in ESEA.</i> National Center on Time and Learning. Center for American Progress. http://www.americanprogress.org/issue/s/2010/02/pdf/elt_policy_brief.pdf	Sept 2010	June 2013
3C, 4C	Data utilization training (assessment program/reports)	Empower teachers to assess and adjust their instructional methods; enable teachers to share best practices.	<i>Parsing the Achievement Gap: Baselines for Tracking Progress.</i> Paul E. Barton and Richard J. Coley. April 2009. Policy Evaluation and Research Center Policy Information Center. Educational Testing Service http://www.ets.org/research/pic	Sept 2010	May 2013
4A, 4B, 4C	Ongoing family/community engagement	Equip families to support student learning at home.	<i>Understanding Latino parental involvement in education: Perceptions, expectations, and recommendations.</i> Zarate, M. E. (2007). New York: The Thomas Rivera Policy Institute. http://www.trpi.org/PDFs/TW%20REPO RT.pdf	Sept 2010	June 2013
4C	Students' social, emotional, health needs (counseling, referrals to social services, etc.)	Must meet basic needs of a child before he/she can learn.	<i>Organized Communities, Stronger Schools: A Preview of Research Findings.</i> Kavitha Mediratta, Seema Shah, and Sara McAlister. Annenberg Institute for School Reform at Brown University March 2008. http://www.annenberginstitute.org	Sept 2010	June 2013
4A	Decrease class sizes	Increase level of time and attention spent on each student.	<i>Organizing instruction and study to improve student learning.</i> Pashler, H., Bain, P. M., Bottge, B. A., Graesser, A., Koedinger, K., McDaniell, M., et al. (2007). Washington, DC: National Center for Education Research. IES practice guide (NCER 2007-2004). http://ies.ed.gov/ncee/wwc/pdf/20072004.pdf	Sept 2010	June 2013
Add additional pages as needed.					

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____ by telephone/e-mail/FAX on _____ of TEA.	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	101813 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 (cont.)					
Critical Success Factor 5: Increase Parent/Community Involvement					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
5A	Access to community services	Must meet basic needs of a child before he/she can learn.	<i>Organized Communities, Stronger Schools: A Preview of Research Findings.</i> Kavitha Mediratta, Seema Shah, and Sara McAlister. Annenberg Institute for School Reform at Brown University March 2008. http://www.annenberginstitute.org	Sept 2010	June 2013
5A, 5B, 5C	Continuing education for parents	Equip families to support student learning at home.	<i>Reaching Out to Families and the Community: How Some High-Performing Schools are Engaging Families and Citizens to Support Student Achievement.</i> Warger, Eavy & Associates for the Center for Comprehensive School Reform. Issue Brief. April 2009. http://www.centerforcsri.org	Sept 2010	June 2013
5B	Effective parent conferencing	Improve school climate and culture by building trust and making parents partners in their children's education.	See above	Sept 2010	June 2013
5A	Increasing opportunity for input	Improve school climate and culture by building trust and making parents partners in their children's education.	See above.	Sept 2010	June 2013
5A, 5B	Parent volunteer programs	Improve school climate and culture by building trust and making parents partners in their children's education.	See above.	Sept 2010	June 2013
Add additional pages as needed.					

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	101813 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 D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 5: Increase Parent/Community Involvement (CONTINUED)					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
5A, 5B, 5C	Parent workshops and skills training	Equip families to support student learning at home.	<i>Reaching Out to Families and the Community: How Some High-Performing Schools are Engaging Families and Citizens to Support Student Achievement.</i> Warger, Eavy & Associates for the Center for Comprehensive School Reform. Issue Brief. April 2009. http://www.centerforcsri.org	Sept 2010	June 2013
5A, 5B, 5C	Parent Resource Center	Equip families to support student learning at home.	See above.	Sept 2010	June 2013
5A, 5B	Home visits for newly-enrolled families	Improve school climate and culture by building trust and making parents partners in their children's education.	See above.	Sept 2010, Sept 2011, Sept 2012	Sept 2010, Sept 2011, Sept 2012

Add additional pages as needed.

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____ by telephone/e-mail/FAX on _____ of TEA. by _____	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	101813 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 (cont.)					
Critical Success Factor 6: Improve School Climate					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
6A, 6B	Improve school safety and perception of school safety	Heighten campus security to establish school as a place where students feel safe, trust their teachers, and are able to learn.	<i>The school climate challenge: Narrowing the gap between school climate research and school climate policy, practice guidelines and teacher education policy.</i> National School Climate Center, Center for Social and Emotional Education, and National Center for Learning and Citizenship at Education Commission of the States. (2008). http://www.ecs.org/html/projectsPartners/nclc/docs/school-climate-challenge-web.pdf	Sept 2010	June 2013
6C	Structure extended-day to provide time for extra-co-curricular activities	Develop the whole child; appeal to various student interests and abilities.	<i>Transforming Schools to Meet the Needs of Students: Improving School Quality and Increasing Learning Time in ESEA.</i> National Center on Time and Learning. Center for American Progress. http://www.americanprogress.org/issues/2010/02/pdf/elt_policy_brief.pdf	Sept 2010	June 2013

Add additional pages as needed.

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	101813 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 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
7A	Systems for ongoing feedback and observations	Elevate the profession of teaching; improve instruction.	<i>Reviewing the evidence on how teacher professional development affects student achievement.</i> October 2007. Institute of Education Sciences. National Center for Education Evaluation and Regional Assistance. US Department of Education. http://ies.ed.gov/ncee/edl/abs	Sept 2010	June 2013
7B	Align professional development with campus needs assessment	Elevate the profession of teaching; improve instruction.	"Here and now: Improving teaching and learning." In R. DuFour, R. Eaker, & R. Dufour (Eds.), <i>On common ground: The power of professional learning communities.</i> Schmoker, M. (2005). Bloomington, IN: National Educational Service.	Sept 2010	June 2013
7C	Provide leadership pathways for teachers	Recruit and retain strong teachers through training and promotion opportunities.	"Professional Learning Framework and Module Summaries." SREB Leadership Curriculum Modules. Southern Regional Education Board, 2009. http://www.sreb.org	Sept 2010	June 2013
7C	Provide daily collaborative and individual planning time to teachers	Establish Professional Learning Communities in which teachers can share best practices.	"Here and now: Improving teaching and learning." In R. DuFour, R. Eaker, & R. Dufour (Eds.), <i>On common ground: The power of professional learning communities.</i> Schmoker, M. (2005). Bloomington, IN: National Educational Service.	Sept 2010	June 2013
Add additional pages as needed.					

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>101813</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.		
<div style="margin-bottom: 20px;"> <input checked="" type="checkbox"/> Extending the period of availability of school improvement funds. <i>This waiver extends the "life" of the funds for two additional years; allowing the state to fund the grant period for three years to the LEA on behalf of the eligible campus, as long as the campus meets the requirements of implementation of the grant program.</i> </div> <div style="border: 1px solid black; padding: 10px; margin-bottom: 20px; background-color: #f0f0f0;"> Note: Since TEA has requested and received a waiver of the period of availability of these school improvement grant funds, this waiver automatically applies to all LEAs in the State and must be checked. </div> <div> <input type="checkbox"/> "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model. <i>Under this waiver, the LEA with an eligible Tier I or Tier II campus implementing the turnaround model or restart model may have their School Improvement status reset regardless of the actual AYP status and other school improvement interventions, such as School Choice and Supplemental Education Services (SES) would not be applicable. This waiver allows the campus two years to effectively implement the selected turnaround or restart model of reform without additional statutory school improvement interventions being required.</i> </div> <div> <input type="checkbox"/> Implementing a school wide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold. <i>This waiver allows a Tier I Title I campus that otherwise does not qualify to operate a Schoolwide program to do so in order to implement the Tier I reform model selected.</i> </div>		

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	101813 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>The Project Manager (PM) will communicate with KIPP district and campus administrators at least weekly during the summer sessions and at least quarterly between summers to monitor the planning, implementation, and achievement of all annual performance milestones of this ISP initiative. The PM will complete and deliver written Activity/Progress Reports to TEA as required. All planned activities and contracted services will be monitored and evaluated through observations, surveys, and formal and informal evaluation methods to determine their merits and effectiveness in achieving project aims. Any observations and recommendations will be closely monitored to enable the management team to determine the extent to which project weaknesses, problems, or concerns are addressed in a timely manner as the implementation proceeds. With such close monitoring and ongoing evaluation of activities, activity schedules, participant satisfaction and participation levels, the initiative will have the opportunity to continuously improve.</p>		
<p>In addition to other duties previously described, the PM will complete and deliver written Activity/Progress Reports TEA in order to determine:</p>		
<ol style="list-style-type: none"> The extent to which activities proposed in this application are implemented as planned; The extent to which the activities/strategies achieve the goals and objectives of the project; and The nature and extent of project impact on project participants/beneficiaries. 		
MAJOR ONGOING MONITORING/IMPROVEMENT/ADJUSTMENT TASKS		
<ul style="list-style-type: none"> Involve lead teachers/grade level chairs/instructional coaches in the planning process Utilize instructional leadership expertise of new school leader + Head of Lower Schools Contract with SIRC to conduct TTIPS Snapshot Contract with external evaluation specialist to set up TTIPS project evaluation procedures, methods, instruments, and data collection process Finalize plan for monitoring (revisit annually) Conduct BOY, MOY, and EOY evaluation of academic programs, grades Pre-K through 5 Collect student achievement data (TAKS/STARR) Analyze data and report to TEA in requested formats Review financial/cost/accounting procedures and complete interim reports Charter Performance Initiative (CPI) software for real-time snapshots of student data (demographics, grades, test scores, daily "checks for understanding" captured through PDAs/netbooks, attendance, etc.) 		
<p>KIPP, Inc. agrees to comply with any evaluation requirements that may be established by TEA, and will submit the evaluation reports in the format requested by the agency.</p>		

		TEXAS EDUCATION AGENCY Standard Application System (SAS)	<u>101813</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			
Feedback for ongoing refinement of the initiative will be obtained from participants at least quarterly to ensure that the initiative attains its maximum implementation effectiveness to facilitate the full achievement of all targeted process and product goals/objectives.			
The following general schedule of communication will be observed throughout the funding period: <ul style="list-style-type: none"> • Weekly—Project Manager (PM), School Leader, District Shepherd, instructional coaches, and teachers communicate about implementation of project activities as needed; teachers meet to adjust instructional activities and communicate with students, parents, and families as appropriate. • Monthly—PM consults with site-based decision-making committee to monitor and adjust grant activities as necessary; District Shepherd schedules teachers and support staff to attend and participate in professional development. • Quarterly—PM (as supported by District Shepherd, Grant Data Assistant, and others) completes evaluation reports as required by TEA and disseminates results to the KIPP Inc. learning community via board meetings; teachers are evaluated by instructional coaches, School Leader, and District Shepherd; School Leader is evaluated by Superintendent and Head of Lower Schools. • Semi-annually—District Shepherd administers surveys to parents, teachers, and students to gauge satisfaction with the transformation model implementation and collect feedback about student and family needs; mid-year and end-of-year student assessments are administered to monitor academic progress based on benchmark data collected in the fall. • Annually—Site-based decision-making committee convenes to evaluate implementation and adjust timeline of activities for subsequent year, as necessary. 			
Formative teacher appraisals will take place at least weekly during each summer session and at least quarterly throughout each school year as grant personnel make use of common planning time to reflect on, assess, and critique their own and others' instructional practices and how they contribute to progress toward achieving grant goals and objectives. Teachers will be evaluated on both their skill level and execution of best practice strategies and their embodiment of school culture and values (honor, excellence, and commitment). Evaluations will be conducted through informal and formal observations as well as through Appraisal by Collaboration (ABC), a process by which teachers conduct action research based on a topic of interest and relevance to their current teaching assignment. Stipends are awarded at the end of the school year based on a compilation of skill and culture data. The School Leader will be similarly evaluated quarterly by the Superintendent and Head of Lower Schools based on progress made toward performance and developmental goals set at the beginning of the school year.			
The Project Manager and District Shepherd will gather and present data collected from teachers and other staff members, including data on student achievement to KIPP senior leadership (Superintendent, Chief Academic Officer, Head of Lower Schools) and others as appropriate in order to seek guidance throughout the funding period. Additionally, project stakeholders, including parents, will have weekly opportunities to provide input, make suggestions about, and participate in project activities throughout the project period.			

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____	TEXAS EDUCATION AGENCY Standard Application System (SAS)	101813 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 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

Student achievement data will be disaggregated via KIPP's Charter Performance Initiative (CPI) software. CPI is an approach that improves how information is used, so teachers, school leaders, and other faculty can take action based on what is working and what is not working to influence student achievement, teacher performance, and other key indicators. Faculty will have at their fingertips a user-friendly, flexible "dashboard" view of information that can spotlight a student, a subject, a class, a grade or even the entire district. CPI can collect daily "checks of understanding"; for example, a teacher may ask questions to assess understanding of a new concept and record student answers using PDAs/netbooks. CPI captures students' mastery of the concept, allowing teachers to determine the need for remediation. CPI also collects and organizes data from formal student assessments, such as SAT-10 or TAKS. This insight can help faculty predict performance levels.

CPI uses 5 components (technology, processes, change management + leadership, metrics + key indicators, feedback) to create a system which provides the **Right** data, to the **Right** person, at the **Right** time, in the **Right** way (4Rs). This will enable KIPP faculty to make quicker and more informed decisions around students, student achievement, faculty and school operations.

Data collection procedures/instruments are summarized as follows:

DATA TYPE	INSTRUMENTS	RELATES TO CSF(S):
Quantitative	Surveys, budgets, payroll records, attendance logs, schedules, calendars, sign-in sheets, certificates of participation, registration forms, AEIS data, teacher and administrator observations and coaching, teacher and school leader evaluations, CPI, student assessments: <ul style="list-style-type: none"> • Texas Assessment of Knowledge and Skills (3-5) • TPRI (Texas Primary Reading Inventory) • DRA (Developmental Reading Assessment) • DIBELS (Early Literacy Indicators) • Kathy Richardson Math Assessments (PK-2) • Saxon Math Assessments (2) • Brigance (Special Education diagnostic tool) • Teacher-generated common assessments for math and reading (All grade levels) • SAT 10 (K-5) • TELPAS (LEP students) • IPT (LEP students) • Woodcock-Munoz (reading, writing, listening, comprehension) 	1A, 1B, 1C 2A, 2B, 2C 3A, 3B, 3C 4A, 4B, 4C 5A, 5B, 5C 6A, 6B, 6C 7A, 7B, 7C
Qualitative	Surveys, interviews, teacher and administrator observation and coaching, program participant feedback forms	1B, 1C 2C 3A, 3B, 3C 4C 5B, 5C 6C 7B, 7C

Data analysis procedures will make use of statistical qualitative, analytical, and presentation procedures to process and present data/findings. All project implementation benchmarks/milestones/performance objectives for the project period will be closely monitored to determine the extent to which they are achieved.

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>101813</u> County-District No. _____ Amendment No.																										
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).																												
Each KIPP Inc. campus creates an annual Score Card, which outlines priorities, goals, metrics, and initiatives in the areas of academics, people, business, and culture. Score Cards are assessed and updated quarterly, providing focused guidance for improvement to multiple stakeholders.																												
The incoming KIPP DREAM School Leader , Ms. Moore, created the 2010-11 Score Card, based upon her vision for DREAM, in collaboration with the outgoing leader, Lori Morrison. For the sections of the Score Card that focused on DREAM's close ties with KIPP 3D, Ms. Moore coordinated efforts with Dan Caesar and Alison Cumbley, KIPP 3D Academy School Leader and Assistant School Leader , respectively.																												
The Score Card will provide an excellent framework by which Ms. Moore, the District Shepherd, the TTIPS Project Manager, and the site-based decision-making committee (comprised of teachers, parents, and other community members) will define performance goals related to the implementation of the TEA transformation model. Though preliminary goals are listed within the body of the grant, these will likely be refined and expanded by the committee.																												
As the TTIPS project period progresses, KIPP DREAM staff and KIPP senior administration will collect data for formative assessment to note progress toward campus performance goals and TTIPS performance measures as noted on pages 50-53 of this application. The estimated schedule of overall data collection is as follows:																												
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Data/Evaluation Type</th> <th style="width: 50%;">Collection Schedule</th> </tr> </thead> <tbody> <tr> <td>Attendance</td> <td>Daily</td> </tr> <tr> <td>Grades</td> <td>Daily, Weekly, Every 6 Weeks, Semester, Annually</td> </tr> <tr> <td>Demographics</td> <td>Semi-annually</td> </tr> <tr> <td>TAKS/STARR benchmarks</td> <td>Quarterly</td> </tr> <tr> <td>TAKS/STARR exam</td> <td>Annually</td> </tr> <tr> <td>Participation in professional development or coaching</td> <td>As needed</td> </tr> <tr> <td>Parent Involvement</td> <td>At least monthly</td> </tr> <tr> <td>Teacher access to/use of data</td> <td>At least monthly</td> </tr> <tr> <td>Student/parent/teacher satisfaction/school climate</td> <td>At least semi-annually</td> </tr> <tr> <td>Teacher quality/effectiveness</td> <td>At least quarterly</td> </tr> <tr> <td>Leader quality/effectiveness</td> <td>At least quarterly</td> </tr> <tr> <td>Extended learning time</td> <td>Monthly</td> </tr> </tbody> </table>			Data/Evaluation Type	Collection Schedule	Attendance	Daily	Grades	Daily, Weekly, Every 6 Weeks, Semester, Annually	Demographics	Semi-annually	TAKS/STARR benchmarks	Quarterly	TAKS/STARR exam	Annually	Participation in professional development or coaching	As needed	Parent Involvement	At least monthly	Teacher access to/use of data	At least monthly	Student/parent/teacher satisfaction/school climate	At least semi-annually	Teacher quality/effectiveness	At least quarterly	Leader quality/effectiveness	At least quarterly	Extended learning time	Monthly
Data/Evaluation Type	Collection Schedule																											
Attendance	Daily																											
Grades	Daily, Weekly, Every 6 Weeks, Semester, Annually																											
Demographics	Semi-annually																											
TAKS/STARR benchmarks	Quarterly																											
TAKS/STARR exam	Annually																											
Participation in professional development or coaching	As needed																											
Parent Involvement	At least monthly																											
Teacher access to/use of data	At least monthly																											
Student/parent/teacher satisfaction/school climate	At least semi-annually																											
Teacher quality/effectiveness	At least quarterly																											
Leader quality/effectiveness	At least quarterly																											
Extended learning time	Monthly																											

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>101813</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 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).		
<div style="text-align: center; height: 650px;"> <p>(This page intentionally left blank)</p> </div>		

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____		TEXAS EDUCATION AGENCY Standard Application System (SAS)		101813 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 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	TAKS/STARR scores; AEIS	Gr 3*: N/A Gr 4*: N/A Gr 5: 21% Commended Performance	Gr 3: 50% Commended Performance Gr 4: N/A Gr 5: 30% Commended Performance	Gr 3: 55% Commended Performance Gr 4: 50% Commended Performance Gr 5: 40% Commended Performance	Gr 3: 60% Commended Performance Gr 4: 55% Commended Performance Gr 5: 50% Commended Performance
2	Improve Student Achievement in Mathematics	TAKS/STARR scores; AEIS	Gr 3: N/A Gr 4: N/A Gr 5: 40% Commended Performance	Gr 3: 50% Commended Performance Gr 4: N/A Gr 5: 45% Commended Performance	Gr 3: 55% Commended Performance Gr 4: 50% Commended Performance Gr 5: 50% Commended Performance	Gr 3: % Gr 4: % Gr 5: 55% Commended Performance
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	Improve access to data: Number of teachers who access data on a weekly basis	CPI data system logs of user access	N/A	65%	75%	85%
2	Improve use of data: Number of teachers who use data when designing lesson plans, re-teaching activities, and/or tutorials	Teacher survey	N/A	75%	85%	95%
3	Improve understanding of data: Number of teachers who report an increased understanding of what the data says/means and how to use it	Teacher survey	N/A	75%	80%	90%

*KIPP DREAM is expanding to include Pre-K for three-year-olds (120 students) as well as 3rd grade (110 students) in 2010-11. It will add 4th grade (110 students) in 2011-12. KIPP 3D Academy's 5th grade students are included, as grade 5 is typically viewed as elementary school by the TEA.

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	101813 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 percent of teachers who receive instructional leadership training	School leader report; sign-in sheets; agendas/calendars	14%	17%	18%	22%
2	Increase number of hours of instructional leadership training for teachers	PD contracts/hrs.; agendas/calendars	1.5/month	3/month	4/month	5/month
3	Increase number of teacher leaders on campus	School leader report; observation	5	8	10	12
4	Increase number of hours of coaching/training support for school leader	Log of coaching and PD hours	4/month	6/month	10/month	12/month
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	Increase number of weekly school-year tutorial hours	School leader report; observation; school schedule	1 hours/wk x 30 wks.	1.5 hours/wk x 30 wks.	2 hrs./wk. x 30 wks.	2.5 hrs./wk. x 30 wks.
2	Decrease class sizes (K-4) by adding 1 lead teacher per grade	Enrollment records	24-30	18-20	18-20	18-20
3	Increase number of summer school days	School leader report; observation; summer calendar	5	10	10	10
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>101813</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 after-school parent involvement activities	School calendar; agendas	14	15	16	17
2	Increase percentage of parents attending at least two non-required parent involvement activities	Sign-in sheets	20%	25%	30%	35%
3	Increase percentage of parents attending PALs trainings	Sign-in sheets	20%	30%	40%	50%
4	Increase the percentage of parents on KIPP Parent Association (KPA) committees	KPA rosters	98%	99%	99%	100%
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 the percent of students who say they feel safe on campus	Student survey	N/A	80%	85%	90%
2	Increase the percent of students who report positive relationships with adults on campus	Student survey	N/A	80%	85%	90%
3	Increase parent satisfaction with school safety	Parent survey	N/A	65%	75%	85%
4	Increase parent satisfaction with school discipline	Parent survey	N/A	65%	75%	85%

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____	TEXAS EDUCATION AGENCY Standard Application System (SAS)	101813 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 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	Increase the percentage of teachers meeting 75% of performance goals on the KIPP Teacher Appraisal System	KIPP Teacher Appraisal System	N/A	75%	80%	85%
2	Decrease the percent of unwanted teacher attrition	HR reports	8%	6%	5%	4%
3						
4						

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) School Years 2010-2013	<u>101813</u> 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				
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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from Education Service Center, Technical Assistance Center, Title I, Part A School Support Team, or other provider	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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		101813 County-District No. _____ Amendment No. _____	
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 checked="" type="checkbox"/>	
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
B19	Seek collaboration/assistance from business, industry, or institution of higher education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Barrier: Gang-Related Activities					
#	Strategies for Gang-related Activities	Students	Teachers	Others	
C01	Provide early intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C02	Provide Counseling.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C03	Conduct home visits by staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C04	Provide flexibility in scheduling activities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C05	Recruit volunteers to assist in promoting gang-free communities.	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" 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 checked="" type="checkbox"/>	<input checked="" 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 checked="" 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 _____ by telephone/e-mail/FAX on _____ by _____ of TEA.	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	<u>101813</u> County-District No. _____ 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 checked="" 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 checked="" type="checkbox"/>	<input checked="" 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 checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Hearing Impairments				
#	Strategies for Hearing Impairments	Students	Teachers	Others
F01	Provide early identification and intervention.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (Specify)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Learning Disabilities				
#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G04	Provide training for parents in early identification and intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G99	Other (Specify)	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (Specify)	<input checked="" 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	<u>101813</u> 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K09	Develop/maintain community partnerships.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>
L03	Establish/maintain timely record transferal system.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M03	Recruit volunteers to actively participate in school activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M08	Provide program materials/information in home language.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M11	Provide child care for parents participating in school activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, acknowledge in school activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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		101813 County-District No. Amendment No.	
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 checked="" type="checkbox"/>	<input type="checkbox"/>	
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
N03	Provide mentor program for new teachers.	<input type="checkbox"/>	<input checked="" 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 checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	
Q03	Conduct program activities in community centers and other neighborhood locations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Q04	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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 _____ by telephone/e-mail/FAX on _____ by _____ of TEA.	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	<u>101813</u> County-District No. _____ 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	\$2,698,501	\$203,309	\$80,660
Professional and Contracted Services	5C 6200	923,250	0	923,250
Supplies and Materials	5D 6300	276,000	3,000	279,000
Other Operating Costs	5E 6400	34,620	0	34,620
Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only)	5G 6600/15XX	0	0	450,000
Total Direct Costs		\$3,932,371	\$206,309	\$530,660
1.985% Indirect Costs			\$4,095	\$10,534
Grand Total				
Total Budgeted Costs:		\$3,932,371	\$210,404	\$541,194
Administrative Cost Calculation				
Enter total amount from Schedule #5 Budget Summary, Last Column, Total Budgeted Costs				\$4,683,969
Multiply by .05 (5% limit)				X 0.05
Enter Maximum Allowable for Administration, including Indirect Costs				\$234,198

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____	TEXAS EDUCATION AGENCY Standard Application System (SAS)	<u>101813</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 #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 **\$1,852,282**

Year 2: SY 2011-2012 **\$1,402,727 ***

Year 3: SY 2012-2013 **\$1,428,959 ***

* 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

Year 1 total includes pre-award costs of \$541,194. Year 1 costs without pre-award amount = **\$1,311,089**

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>101813</u> County-District No. _____ Amendment No.		
by telephone/e-mail/FAX on _____ by _____ of TEA.		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	4 additional lead teachers (K-3); 1 additional lead teacher (gr. 4)	5		\$ 32,333	\$ 698,090
2	Educational Aide					
3	Tutor					
Program Management and Administration						
4	Project Director	TTIPS Grant Shepherd (75% administrative, 25% coaching)	1			\$200,909
5	Project Coordinator					
6	Teacher Facilitator					
7	Teacher Supervisor					
8	Secretary/Administrative Assistant					
9	Data Entry Clerk			1		32,480
10	Grant Accountant/Bookkeeper	Grant data assistant				
11	Evaluator/Evaluation Specialist					
Auxiliary						
12	Counselor	Provide counseling as needed	1		8,333	154,545
13	Social Worker	Provide social services and related referrals	1		10,000	185,454
14	Child Care Provider					
15	Community Liaison/Parent Coordinator					
16	Bus Driver					
17	Cafeteria Staff			1	2,000	43,273
18	Librarian	Extended library hours				
19	School Nurse					
Other Employee Positions						
22	Title: Instructional Coaches		2		20,000	370,908
23	Title: _____					
24	Title: _____					
25	Title: _____					
26	Subtotal Employee Costs				\$ 72,666	1,685,659
Substitute, Extra-Duty, Benefits						
27	6112	Substitute Pay			\$	\$
28	6119	Professional Staff Extra-Duty Pay: • Staff incentives/rewards (\$283,000) • Extra-duty pay to support increased learning time, grades K-3, 5 (36 staff x 8 hours/wk. x 38 wks. @ \$20/hr. = \$641,976) • Extra-duty pay to support increased learning time, grade 4 (6 staff x 8 hours/wk. x 38 wks. @ \$20/hr. = \$76,276)				1,001,251
29	6121	Support Staff Extra-Duty Pay			7,994	295,560
30	6140	Employee Benefits: 11% of staff listed above			7,994	1,296,811
31	Subtotal Substitute, Extra-Duty, Benefits Costs				\$ 7,994	1,296,811
32	Grand Total Payroll Budget (line 26 + line 31)				\$ 80,660	2,982,470

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____ by telephone/e-mail/FAX on _____ of TEA. by _____		TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013		101813 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)			\$	\$		
	Specify purpose: _____						
6269	Rental or Lease of Buildings, Space in Buildings, or Land						
	Specify purpose and provide calculation: _____						
6299	Contracted Publication and Printing Costs (specific approval required only for nonprofit charter schools)						
	Specify purpose: _____						
6299	Scholarships and Fellowships (not allowed for nonprofit charter schools)						
	Specify purpose: _____						
Subtotal				0	0		
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.	Online professional development			\$ 9,000	\$	\$ 9,000	
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
Subtotal				\$ 0	\$ 9,000		
Professional and Consulting Services Less than \$10,000							
Professional and Consulting Services (6219) Greater than or Equal to \$10,000							
1. Description of Professional or Consulting Service (Topic/Purpose/Service):							
Campus Snapshot (SIRC)							
Contractor's Cost Breakdown of Service to be Provided				# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs					\$ 12,000	\$	\$ 12,000
Title: _____							
Subgrants, Subcontracts, Subcontracted Services							
Supplies and Materials							
Other Operating Costs							
Capital Outlay (Subgrants Only)							
Indirect Cost (_____ %)							
Total Payment:					\$ 12,000	\$	\$ 12,000

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____ by telephone/e-mail/FAX on _____ of TEA. by _____	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	101813 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):
 Leadership coaching: \$125/hr. x 6 hrs./month x 9-12 months/yr. (< \$10,000 per year; >\$10,000 total) - Provider TBD

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$ 24,750	\$	\$ 24,750
Title: _____				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$ 24,750	\$	\$ 24,750

3. Description of Professional or Consulting Service (Topic/Purpose/Service):
 Customized performance management system: set-up in year 1 and administration in year 3 (no cost in year 2) - Provider TBD

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$ 40,000	\$	\$ 40,000
Title: _____				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$ 40,000	\$	\$ 40,000

4. Description of Professional or Consulting Service (Topic/Purpose/Service):
 Curriculum alignment with TEKS: comprehensive formative assessment system - Provider TBD

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$ 30,000	\$	\$ 30,000
Title: _____				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$ 30,000	\$	\$ 30,000

5. Description of Professional or Consulting Service (Topic/Purpose/Service):
 Social services to create community-oriented schools (\$180/student) - Provider TBD

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$ 472,500	\$	\$ 472,500
Title: _____				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$ 472,500	\$	\$ 472,500

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____ by telephone/e-mail/FAX on _____ of TEA. by _____	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	<u>101813</u> 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.)

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

Evaluation/data consulting to assist with system creation and setup - Provider TBD

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$ 15,000	\$	\$ 15,000
Title: _____				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$ 15,000	\$	\$ 15,000

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

Professional development in math methods - Provider TBD

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$ 40,000	\$	\$ 40,000
Title: _____				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$ 40,000	\$	\$ 40,000

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

Professional development in Guided Reading - Provider TBD

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$ 40,000	\$	\$ 40,000
Title: _____				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$ 40,000	\$	\$ 40,000

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

Professional development in TAKS intervention strategies - Provider TBD

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$ 40,000	\$	\$ 40,000
Title: _____				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$ 40,000	\$	\$ 40,000

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____ by telephone/e-mail/FAX on _____ by _____ of TEA.	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	<u>101813</u> 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.)				
10. Description of Professional or Consulting Service (Topic/Purpose/Service): Professional development in teaching children of poverty - Provider TBD				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$ 40,000	\$	\$ 40,000
Title: _____ Subgrants, Subcontracts, Subcontracted Services Supplies and Materials Other Operating Costs Capital Outlay (Subgrants Only) Indirect Cost (____%)				
Total Payment:		\$ 40,000	\$	\$ 40,000
11. Description of Professional or Consulting Service (Topic/Purpose/Service): Professional development in differentiated instruction - Provider TBD				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$ 40,000	\$	\$ 40,000
Title: _____ Subgrants, Subcontracts, Subcontracted Services Supplies and Materials Other Operating Costs Capital Outlay (Subgrants Only) Indirect Cost (____%)				
Total Payment:		\$ 40,000	\$	\$ 40,000
12. Description of Professional or Consulting Service (Topic/Purpose/Service): Professional development in ESL/ELL strategies - Provider TBD				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$ 40,000	\$	\$ 40,000
Title: _____ Subgrants, Subcontracts, Subcontracted Services Supplies and Materials Other Operating Costs Capital Outlay (Subgrants Only) Indirect Cost (____%)				
Total Payment:		\$ 40,000	\$	\$ 40,000
13. Description of Professional or Consulting Service (Topic/Purpose/Service): Professional development in project-based learning - Provider TBD				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$ 40,000	\$	\$ 40,000
Title: _____ Subgrants, Subcontracts, Subcontracted Services Supplies and Materials Other Operating Costs Capital Outlay (Subgrants Only) Indirect Cost (____%)				
Total Payment:		\$ 40,000	\$	\$ 40,000

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____ by telephone/e-mail/FAX on _____ by _____ of TEA.	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	<u>101813</u> 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.)				
14. Description of Professional or Consulting Service (Topic/Purpose/Service): Professional development in classroom management and school culture - Provider TBD				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$ 40,000	\$	\$ 40,000
Title: _____				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (%)				
Total Payment:		\$ 40,000	\$	\$ 40,000
		\$	\$	\$
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:		9,000	0	9,000
Subtotal of Professional and Consulting Services or Subgrants Less than \$10,000:		914,250	0	914,250
Subtotal of Professional and Consulting Services Greater than or Equal to \$10,000:		0	0	0
Remaining 6200- Professional and Contracted Services that do not require specific approval:				
Grand Total:		\$923,250	\$0	\$923,250

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	101813 County-District No. _____ Amendment No.			
by telephone/e-mail/FAX on _____ by _____ of TEA.					
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	\$ 112,500	
	#	Purpose			Quantity
	1	Computers/printers			11
	2	Promethean boards			42
	3				
	4				
5					
6399	Technology Software- Not Capitalized		0	112,500	
6399	Supplies and Materials Associated with Advisory Council or Committee		0	0	
Total Supplies and Materials Requiring Specific Approval:			\$0	\$112,500	
Remaining 6300- Supplies and Materials that do not require specific approval:			-	166,500	
Grand Total			\$ 0	\$279,000	

Coaching and PD materials	\$4,500
Mathematics instructional supplies	\$24,000
Reading/language arts instructional supplies	\$24,000
Student support services supplies and materials	\$13,800
Parent involvement/engagement supplies and materials	\$13,800
Netbooks for data tracking	\$14,400
Software for data tracking	\$4,800
CD players loaned to students and parents for listening to books on CD at home; 5 /classroom	\$19,200
Parent and Student book and corresponding CD library for check-out (42 classrooms, 50 books and CDs each at \$20 each; adding 6 classrooms in Y2)	\$48,000

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____ by telephone/e-mail/FAX on _____ of TEA. by _____	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	101813 County-District No. Amendment No. _____
Texas Title I Priority Schools Grant		
Schedule #5E - Itemized 6400 Other Operating Costs Requiring Specific Approval		
	Pre-Award	Total Budgeted
Expense Item Description		
6411 Out of State Travel for Employees (includes registration fees)	\$ 0	\$ 28,590
Specify purpose: KIPP School Summit, KIPP Early Childhood Retreat, National Conferences		
6412 Travel for Students (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools)		
Specify purpose:		
6413 Stipends for Non-Employees (specific approval required only for nonprofit charter schools)		
Specify purpose:		
6419 Travel for Non-Employees (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools)		
Specify purpose:		
6411/6419 Travel Costs for Executive Director (6411), Superintendents (6411), or Board Members (6419) (includes registration fees)		
Specify purpose:		
6429 Actual losses which could have been covered by permissible insurance		
6490 Indemnification Compensation for Loss or Damage		
6490 Advisory Council/Committee Travel or Other Expenses (explain purpose of Committee on Schedule #4B-Program Description: Project Management)		
Membership Dues in Civic or Community Organizations (Not allowable for University applicants)		
Specify name and purpose of organization:		
6499 Publication and Printing Costs- if reimbursed (specific approval required only for nonprofit charter schools)		
Specify purpose:		
Total 64XX- Operating Costs Requiring specific approval:	\$ 0	\$ 28,590
Remaining 6400 - Other Operating Costs that do not require specific approval:	\$ 0	\$ 6,030
Grand Total	\$ 0	\$ 34,620

EXPLANATION/DETAIL:

Description	Per Person	# People	# Days/ Occur.	Per Year	Total 3 yrs
In-state Travel to District TTIPS Institute					
Airfare	\$250	4	1	\$1,000	\$3,000
Per Diem	\$35	4	2	\$280	\$840
Hotel/Lodging	\$85	4	2	\$680	\$2,040
Parking/Ground Transportation	\$25		2	\$50	\$150
SUBTOTAL				\$2,010	\$6,030
Out-of-state travel to KIPP School Summit, KIPP Early Childhood Retreat, National Conferences					
Registration	\$300	12	1	\$3,600	\$10,800
Airfare	\$250	12	1	\$3,000	\$9,000
Per Diem	\$35	12	2	\$840	\$2,520
Hotel/Lodging	\$85	12	2	\$2,040	\$6,120
Parking/Ground Transportation	\$25		2	\$50	\$150
SUBTOTAL				\$9,530	\$28,590

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____ by telephone/e-mail/FAX on _____ of TEA. by _____	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	101813 County-District No. 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					
3					
4					
5					
6					
7					
8					
9					
10					
11					
	66XX/15XX- Technology Software- Capitalized				
12					
13					
14					
15					
16					
17					
18					
	66XX/15XX- Equipment and Furniture				
19					
20					
21					
22					
23					
24					
25					
26					
27					
28					
Capital expenditures for improvements to land, buildings, or equipment which materially increase their value or useful life.					
29	8-classroom modular building with restrooms			\$450,000	\$450,000
Grand Total				\$450,000	\$450,000
Total 6600/15XX- Capital Outlay Costs:				\$450,000	\$450,000

SCHEDULE #6A GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	 <u>101813</u> 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	101813 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 and Liquidations:** All encumbrances/obligations shall occur on or between the beginning and ending dates of the contract. All goods must be received and all services rendered between the beginning and ending dates of the contract. The contractor must liquidate (record as an expenditure) all obligations (encumbrances) incurred under the contract no later than 30 days after the ending date of the contract, to coincide with the submission of the final expenditure report, due 30 days after the ending date of the contract. In no manner shall encumbrances be considered or reflected as accounts payable or as expenditures, and an encumbrance cannot be considered an expenditure or accounts payable until the goods have been received and the services have been rendered. Obligations that are liquidated and recognized as expenditures must meet the allowable cost principles in OMB Circular A-87, A-21, or A-122 (as applicable) and program rules, regulations, and guidelines contained elsewhere. This applies to all grant programs, including state and federal, discretionary and formula.

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	101813 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	101813 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	101813 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	101813 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.
12. **Prohibition of Text Messaging and E-mailing while Driving during Official Federal Grant Business**: Personnel funded from federal grants and their subcontractors and subgrantees are prohibited from text messaging while driving an organization-owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using organization-supplied electronic equipment to text message or e-mail while driving. Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership On Reducing Text Messaging While Driving," October 1, 2009 (pursuant to provisions attached to federal grants funded by the U.S. Department of Education).

CC. Federal Regulations Applicable to All Federal Programs:

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

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

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

SCHEDULE #6A - cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>101813</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>101813</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	<u>101813</u> County-District No.
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>101813</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>101813</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	101813 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:
Standard Form LLL			
Federal Use Only:			

SCHEDULE #6E NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	101813 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	101813 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	101813 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	<u>101813</u> 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	101813 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	<div style="text-align: right;"> <u>101813</u> County-District No. </div>
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	101813 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**101

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	<u>101813</u> 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	101813 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>101813</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>101813</u> County-District No.
Texas Title I Priority Schools Grant		

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

SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013	<u>101813</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	101813 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 #6FPROGRAM-SPECIFIC PROVISIONS
& ASSURANCES**TEXAS EDUCATION AGENCY**

Standard Application System

School Year 2010-2013

101813

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:

- The grantee organization's DUNS number (TEA will need to collect this information from grantees)
- The grant award number (i.e., NOGA ID number) assigned by TEA (TEA will have this information on file)
- 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)
- 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)
- The (federal) Congressional district number
- The grantee organization type (i.e., independent school district, nonprofit organization, etc) (TEA will have this information on file)
- The total amount of the grant award (TEA will have this information on file)
- The total amount paid to the grantee as of date of report (TEA will have this information on file)
- 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.)
- 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.)
- 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.)
- 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:

- The total number of grants awarded less than \$25,000 (TEA will have this information on file)
- The total award (aggregate) amount for all grants less than \$25,000 (TEA will have this information on file)
- 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	101813 County-District No.
Texas Title I Priority Schools Grant		

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

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

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

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

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

SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013	<div style="text-align: right;"> <u>101813</u> County-District No. </div>
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:

- 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.
- 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.
- 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	 <u>101813</u> 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

Internal Revenue Service
Director, Exempt Organizations

Date: OCT 11 2000

KIPP, Inc.
PO Box 740427
Houston, TX 77274

Department of the Treasury
P.O. Box 2508
Cincinnati, Ohio 45201

Person to Contact:
Dale T. Schaber 31175
Contact Telephone Numbers:
877-829-5500 Phone Toll-Free
513-684-5936 FAX
Federal Identification Number:
13-3875888

Dear Sir or Madam:

This modifies our letter dated August 1995. In that letter we determined that your organization is exempt under section 501(a) of the Internal Revenue Code, as an organization described in section 501(c)(3). We determined that you were not a private foundation within the meaning of section 509(a) of the Code because you were an organization described in section 509(a)(1) and 170(b)(1)(A)(vi) of the Code.

In your letter dated July 26, 2000, you requested classification as an organization described in sections 509(a)(1) and 170(b)(1)(A)(ii) of the Code. Based on the information you provided, we have determined that you meet the requirements for the requested foundation classification. Accordingly, we have granted your request and modified your foundation status to reflect an organization described in sections 509(a)(1) and 170(b)(1)(A)(ii).

You are not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you are operating under a charter contract with the local government. If your method of operation changes to the extent that your charter is terminated, cancelled or not renewed, you should notify us. You will also be required to comply with Rev. Proc. 75-50.

Your exempt status under section 501(a) of the Internal Revenue Code, as an organization described in section 501(c)(3) remains in effect.

Grantors and contributors may rely on this determination until the Internal Revenue Service publishes notice to the contrary. However, if you lose your section 509(a)(1) status, a grantor or contributor may not rely on this determination if he or she was in part responsible for, or was aware of, the act or failure to act that resulted in your loss of such status, or acquired knowledge that the Internal Revenue Service had given notice that you would be removed from classification as a section 509(a)(1) organization.

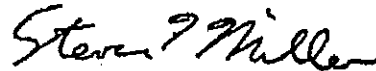
Because this letter could help resolve any questions about your exempt status and/or foundation status, you should keep it with your permanent records.

Page 2

KIPP, Inc.
13-3875888

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

Sincerely,

A handwritten signature in cursive script that reads "Steven T. Miller".

Steven T. Miller
Director, Exempt Organizations

KIPP, Inc.

Financial Statements
and Independent Auditors' Report
for the years ended June 30, 2009 and 2008

Blazek & Vetterling
CERTIFIED PUBLIC ACCOUNTANTS

Independent Auditors' Report

To the Board of Directors of
KIPP, Inc.:

We have audited the accompanying statements of financial position of KIPP, Inc. (KIPP) as of June 30, 2009 and 2008 and the related statements of activities and of cash flows for the years then ended. These financial statements are the responsibility of the management of KIPP. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform our audits to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of KIPP, Inc. as of June 30, 2009 and 2008 and the changes in its net assets and its cash flows for the years then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued our report dated October 28, 2009, on our consideration of KIPP's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

Blazek & Vetterling

October 28, 2009

KIPP, Inc.Statements of Financial Position as of June 30, 2009 and 2008

	<u>2009</u>	<u>2008</u>
ASSETS		
Cash and cash equivalents (Notes 2 and 3)	\$ 7,797,671	\$ 7,187,866
Receivables:	6,084,599	3,116,429
Government agencies	3,977,463	5,217,569
Pledges, net (Note 4)	121,957	344,827
Other	363,745	36,500
Prepaid expenses		5,051,806
Cash restricted for expansion of facilities	300,000	300,000
Investments in certificates of deposit	1,816,825	1,389,806
Capitalized bond issuance costs	<u>76,440,155</u>	<u>56,171,964</u>
Property and equipment, net (Note 5)		
	<u>\$ 96,902,415</u>	<u>\$ 78,816,767</u>
TOTAL ASSETS		
LIABILITIES AND NET ASSETS		
Liabilities:	\$ 1,230,887	\$ 1,329,911
Accounts payable and accrued expenses	3,123,903	2,739,103
Accrued payroll expenses	943,911	1,430,673
Due to PHILO Finance Corporation	1,174,955	698,855
Accrued interest	1,016,856	1,457,339
Refundable advances	<u>77,006,300</u>	<u>59,459,827</u>
Bonds and notes payable (Notes 6, 10 and 12)		
	<u>84,496,812</u>	<u>67,115,708</u>
Total liabilities		
Net assets:	8,127,728	8,935,167
Unrestricted	4,087,875	2,675,892
Temporarily restricted (Note 7)	<u>190,000</u>	<u>90,000</u>
Permanently restricted – scholarships (Note 8)		
	<u>12,405,603</u>	<u>11,701,059</u>
Total net assets		
	<u>\$ 96,902,415</u>	<u>\$ 78,816,767</u>
TOTAL LIABILITIES AND NET ASSETS		

See accompanying notes to financial statements.

KIPP, Inc.

Statement of Activities for the year ended June 30, 2009

	UNRESTRICTED	TEMPORARILY RESTRICTED	PERMANENTLY RESTRICTED	TOTAL
REVENUE:				\$ 33,156,396
Government grants (Note 9)	\$ 33,156,396			9,223,007
Contributions (Note 10)	3,297,172	\$ 5,825,835 (1,000,000)	\$ 100,000	(1,000,000)
Loss on valuation of pledges	1,085,516			1,085,516
Program service fees	641,923			641,923
Special events	(108,325)			(108,325)
Cost of direct donor benefits	83,047			83,047
Interest income	610,486			610,486
Other revenue				
Total revenue	38,766,215	4,825,835	100,000	43,692,050
Net assets released from restrictions:				
Program expenditures	3,065,852	(3,065,852)		
Expiration of time restrictions	348,000	(348,000)		
Total	42,180,067	1,411,983	100,000	43,692,050
EXPENSES:				
Program expenses:				30,110,282
Instructional program	30,110,282			5,604,969
Auxiliary services	5,604,969			35,715,251
Total program expenses	35,715,251			5,146,123
General and administrative	5,146,123			870,097
Fundraising	870,097			41,731,471
Total expenses	41,731,471			
Transfer of funds to PHILO Finance Corporation (Note 10)	1,256,035			1,256,035
Total expenses and other reductions	42,987,506			42,987,506
CHANGES IN NET ASSETS	(807,439)	1,411,983	100,000	704,544
Net assets, beginning of year	8,935,167	2,675,892	90,000	11,701,059
Net assets, end of year	\$ 8,127,728	\$ 4,087,875	\$ 190,000	\$ 12,405,603

See accompanying notes to financial statements.

KIPP, Inc.Statement of Activities for the year ended June 30, 2008

	<u>UNRESTRICTED</u>	<u>TEMPORARILY RESTRICTED</u>	<u>PERMANENTLY RESTRICTED</u>	<u>TOTAL</u>
REVENUE:				
Government grants (Note 9)	\$ 21,621,015			\$ 21,621,015
Contributions	1,759,386	\$ 14,795,413		16,554,799
Program service fees	856,610			856,610
Special events	779,689			779,689
Cost of direct donor benefits	(105,186)			(105,186)
Interest income	773,860			773,860
Other revenue	<u>189,437</u>			<u>189,437</u>
Total revenue	25,874,811	14,795,413		40,670,224
Net assets released from restrictions:				
Transfer to PHILO Finance Corporation (Note 10)	10,325,000	(10,325,000)		
Program expenditures	4,410,770	(4,410,770)		
Capital expenditures	2,212,500	(2,212,500)		
Expiration of time restrictions	<u>959,000</u>	<u>(959,000)</u>		
Total	<u>43,782,081</u>	<u>(3,111,857)</u>		<u>40,670,224</u>
EXPENSES:				
Program expenses:				
Instructional program	21,214,475			21,214,475
Auxiliary services	<u>3,715,554</u>			<u>3,715,554</u>
Total program expenses	24,930,029			24,930,029
General and administrative	4,603,142			4,603,142
Fundraising	<u>564,727</u>			<u>564,727</u>
Total expenses	30,097,898			30,097,898
Transfer of funds to PHILO Finance Corporation (Note 10)	<u>26,145,216</u>			<u>26,145,216</u>
Total expenses and other reductions	<u>56,243,114</u>			<u>56,243,114</u>
CHANGES IN NET ASSETS	(12,461,033)	(3,111,857)		(15,572,890)
Net assets, beginning of year	<u>21,396,200</u>	<u>5,787,749</u>	\$ 90,000	<u>27,273,949</u>
Net assets, end of year	<u>\$ 8,935,167</u>	<u>\$ 2,675,892</u>	<u>\$ 90,000</u>	<u>\$ 11,701,059</u>

See accompanying notes to financial statements.

KIPP, Inc.Statements of Cash Flows for the years ended June 30, 2009 and 2008

	<u>2009</u>	<u>2008</u>
CASH FLOWS FROM OPERATING ACTIVITIES:		
Changes in net assets	\$ 704,544	\$(15,572,890)
Adjustments to reconcile changes in net assets to net cash provided (used) by operating activities:		
Contributions restricted for expansion of facilities		(9,800,000)
Depreciation	1,591,937	1,187,757
Amortization of bond issuance costs	213,563	49,474
Non-cash transfers to PHILO Finance Corporation	1,952,048	10,675,691
Changes in operating assets and liabilities:		
Receivables (operating)	(2,725,594)	(1,131,042)
Prepaid expenses	(327,245)	33,500
Accounts payable and accrued expenses	285,776	1,272,869
Due to PHILO Finance Corporation	(486,762)	1,430,673
Refundable advances	(440,483)	1,404,053
Accrued interest	<u>476,100</u>	<u>45,436</u>
Net cash provided (used) by operating activities	<u>1,243,884</u>	<u>(10,404,479)</u>
CASH FLOWS FROM INVESTING ACTIVITIES:		
Change in cash restricted for expansion of facilities	5,051,806	3,537,171
Purchases of property and equipment	<u>(4,102,617)</u>	<u>(9,791,578)</u>
Net cash provided (used) by investing activities	<u>949,189</u>	<u>(6,254,407)</u>
CASH FLOWS FROM FINANCING ACTIVITIES:		
Proceeds from contributions restricted for expansion of facilities	1,220,400	9,427,901
Principal repayments of bonds and notes payable	(4,163,086)	(160,403)
Proceeds from bonds and notes payable	2,000,000	
Capitalized bond issuance costs	<u>(640,582)</u>	<u></u>
Net cash provided (used) by financing activities	<u>(1,583,268)</u>	<u>9,267,498</u>
NET CHANGE IN CASH AND CASH EQUIVALENTS	609,805	(7,391,388)
Cash and cash equivalents, beginning of year	<u>7,187,866</u>	<u>14,579,254</u>
Cash and cash equivalents, end of year	<u>\$ 7,797,671</u>	<u>\$ 7,187,866</u>
<i>Supplemental disclosure of cash flow information:</i>		
Interest payments	\$2,264,378	\$1,803,867
Property and equipment purchased with debt to PHILO	\$17,757,511	\$13,309,290

See accompanying notes to financial statements.

KIPP, Inc.

Notes to Financial Statements for the years ended June 30, 2009 and 2008

NOTE 1 – ORGANIZATION AND SUMMARY OF ACCOUNTING POLICIES

Organization – KIPP, Inc. (KIPP) operates eleven Texas Open-Enrollment Charter Schools under two state charters. The schools are located in Houston, Texas and serve students from pre-kindergarten through 12th grades. KIPP is supported primarily by grants from state and federal governments and by contributions.

Federal income tax status – KIPP is exempt from federal income tax under §501(c)(3) of the Internal Revenue Code and is classified as a public charity under §509(a)(1) and §170(b)(1)(A)(ii).

Net asset classification – Contributions and the related net assets are classified based on the existence or absence of donor-imposed restrictions, as follows:

- *Unrestricted net assets* include those net assets whose use is not restricted by donor-imposed stipulations even though their use may be limited in other respects such as by contract or board designation.
- *Temporarily restricted net assets* include contributions restricted by the donor for specific purposes or time periods. When a purpose restriction is accomplished or a time restriction ends, temporarily restricted net assets are released to unrestricted net assets.
- *Permanently restricted net assets* include contributions that donors have restricted in perpetuity. Investment return may be used to support general operations.

Estimates – Management must make estimates and assumptions to prepare financial statements in accordance with generally accepted accounting principles. These estimates and assumptions affect the reported amounts of assets and liabilities, the disclosure of contingent assets and liabilities, the amounts of reported revenues and expenses, and the allocation of expenses among various functions. Actual results could vary from the estimates that were used.

Cash equivalents include highly liquid investments with original maturities of three months or less.

Pledges receivable that are expected to be collected within one year are recorded at net realizable value. Amounts that are expected to be collected in future years are discounted to estimate the present value of future cash flows.

Capitalized bond issuance costs represent costs incurred related to the issuance of bonds and notes payable and are amortized over the term of the bond or note.

Property and equipment are recorded at cost if purchased or at fair value at the date of gift if donated. KIPP recognizes depreciation using the straight-line method over the estimated useful lives of the assets, which is 40 years for buildings and improvements and 3 to 10 years for vehicles and equipment. KIPP capitalizes additions and improvements that have a cost of more than \$5,000.

Government grants are recognized as revenue in the period in which the services are provided. Amounts collected in advance are recorded as refundable advances.

Contributions are recorded at fair value when an unconditional commitment is received from the donor. Contributions received with donor stipulations that limit their use are recorded as restricted support. Conditional contributions are included in contribution revenue when the conditions are substantially met.

Program service fees are recognized in the period in which services are provided.

Reclassifications – Certain reclassifications have been made to the prior year financial statements to conform to the current presentation.

NOTE 2 – FAIR VALUE MEASUREMENTS

Effective July 1, 2008, KIPP adopted Statement of Financial Accounting Standards No. 157, *Fair Value Measurements* (SFAS 157), which provides a framework for measuring the fair value of certain assets and liabilities and expands disclosures about fair value measurements. As defined in SFAS 157, fair value is the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants at the measurement date. SFAS 157 establishes a fair value hierarchy that prioritizes the inputs used to measure fair value. The three levels of the fair value hierarchy defined by SFAS 157 are as follows:

- *Level 1* – Pricing inputs include quoted prices in active markets for identical assets or liabilities as of the reporting date.
- *Level 2* – Pricing inputs other than quoted prices included in Level 1, that are observable for the asset or liability either directly or indirectly.
- *Level 3* – Pricing inputs include those that are significant to the fair value of the financial asset or financial liability and are generally less observable from objective sources.

Assets measured at fair value as of June 30, 2009 are as follows:

	<u>LEVEL 1</u>	<u>LEVEL 2</u>	<u>LEVEL 3</u>	<u>TOTAL</u>
Money market mutual funds	\$ 4,887,778			\$ 4,887,778
Grand Cayman U.S. Dollar offshore deposits	<u>2,302,464</u>	<u> </u>	<u> </u>	<u>2,302,464</u>
Total	<u>\$ 7,190,242</u>	<u>\$ 0</u>	<u>\$ 0</u>	<u>\$ 7,190,242</u>

Valuation methods used for assets measured at fair value are as follows:

- *Money market mutual funds and offshore deposits* are valued at the net asset value of shares held at year end.

These valuation methods may produce a fair value that may not be indicative of net realizable value or reflective of future fair values. Furthermore, while KIPP believes its valuation methods are appropriate, the use of different methods or assumptions could result in a different fair value measurement at the reporting date.

NOTE 3 – CASH AND CASH EQUIVALENTS

Cash and cash equivalents are comprised of the following:

	<u>2009</u>	<u>2008</u>
Money market mutual funds	\$ 4,887,778	\$ 4,308,922
Grand Cayman U.S. Dollar offshore deposits	2,302,464	1,509,461
Demand deposits	<u>607,429</u>	<u>1,369,483</u>
Total cash and cash equivalents	<u>\$ 7,797,671</u>	<u>\$ 7,187,866</u>

Bank deposits exceed the federally insured limit per depositor per institution.

KIPP holds in a money market account \$1 million that was provided to KIPP in November 2007 by the Texas Public Finance Authority (TPFA) under the Texas Credit Enhancement Program for Charter Schools as security for repayment of the Series 2006A bonds issued in 2007. The deposit will be returned to the TPFA when the bond is retired. This amount has been reported as refundable advances in the statement of financial position.

NOTE 4 – PLEDGES RECEIVABLE

Pledges receivable are comprised of the following:

	<u>2009</u>	<u>2008</u>
Pledges receivable	\$ 4,191,339	\$ 5,452,698
Discount to net present value at 5%	<u>(213,876)</u>	<u>(235,129)</u>
Pledges receivable, net	<u>\$ 3,977,463</u>	<u>\$ 5,217,569</u>

Amounts due from three contributors represents 57% of total pledges receivable at June 30, 2009.

Pledges receivable at June 30, 2009 are expected to be collected as follows:

Due within one year	\$ 2,011,339
Due in one to five years	1,720,000
Due in more than five years	<u>460,000</u>
Total pledges receivable	<u>\$ 4,191,339</u>

NOTE 5 – PROPERTY AND EQUIPMENT

Property and equipment are comprised of the following:

	<u>2009</u>	<u>2008</u>
Land	\$ 24,360,647	\$ 21,134,944
Buildings and improvements	38,173,331	29,397,643
Vehicles and equipment	3,043,943	2,222,745
Construction in process	<u>19,832,851</u>	<u>10,795,312</u>
Total property and equipment, at cost	85,410,772	63,550,644
Accumulated depreciation	<u>(8,970,617)</u>	<u>(7,378,680)</u>
Property and equipment, net	<u>\$ 76,440,155</u>	<u>\$ 56,171,964</u>

NOTE 6 – BONDS AND NOTES PAYABLE

Bonds and notes payable consist of the following:

Uncollateralized notes payable to PHILO Finance Corporation. The three notes bear interest at rates from 0% to 7% and are due December 31, 2010. The notes represent the costs of land, buildings and other capital and non-capital costs incurred by PHILO Finance Corporation (see Note 10).

	<u>2009</u>	<u>2008</u>
	\$ 40,085,435	\$ 23,984,981

Series 2006A bonds payable issued by the Texas Public Finance Authority Charter School Finance Corporation. The bonds bear interest at rates ranging from 4% to 5% and are due in installments through February 15, 2036. The proceeds are to be used to refinance certain existing obligations and to fund construction, debt service, and debt service reserve. The bonds are secured by real property.

	34,890,000	34,890,000
--	------------	------------

Commercial paper revenue notes issued by La Vernia Higher Education Finance Corporation. The commercial paper matured on February 18, 2009 at an interest rate of 1.75%. Renewed on February 18, 2009 for 268 days at an interest rate of .90% with a new maturity date of November 13, 2009.

	2,000,000
--	-----------

Series 2006B bonds payable issued by the Texas Public Finance Authority Charter School Finance Corporation. The bonds bear interest at 5.94% and are due February 15, 2009. The proceeds are to be used for land acquisition and school construction. The bonds are secured by real property.

	525,000
--	---------

Notes payable to finance companies, interest at rates ranging from 4.6% to 12%. Secured by vehicles.

	<u>30,865</u>	<u>59,846</u>
	<u>\$ 77,006,300</u>	<u>\$ 59,459,827</u>

Total bonds and notes payable

KIPP capitalized interest of approximately \$747,000 in 2009 and \$532,000 in 2008. Interest expense totaled approximately \$1,496,000 in 2009 and \$1,272,000 in 2008.

Maturities of bonds and notes payable at June 30, 2009 are as follows:

	\$ 2,669,692
2010	40,766,608
2011	705,000
2012	740,000
2013	780,000
2014	<u>31,345,000</u>
Thereafter	<u>\$ 77,006,300</u>
Total	

KIPP maintains a letter of credit for \$2,118,356 that may be drawn in the event that KIPP fails to make required commercial paper revenue notes payments. There were no outstanding balances on the letter of credit at June 30, 2009.

NOTE 7 – TEMPORARILY RESTRICTED NET ASSETS

Temporarily restricted net assets are available to fund the following:

	<u>2009</u>	<u>2008</u>
	\$ 871,374	\$ 195,371
KIPP future operations	657,500	
KIPP to college	500,000	
Teacher excellence awards	497,794	313,574
KIPP scholarships	348,207	301,350
Teacher recruitment	250,000	
Coastal Village future operations	250,000	
Voyage future operations	250,000	
Explore future operations	250,000	
Zenith future operations	213,000	399,000
KIPP SHINE and KIPP Houston High School future operations		1,000,000
Pre-Kindergarten expansion		344,972
SHARP and Intrepid future operations		71,625
KIPP Turbo expansion		50,000
KIPP collaboration with KIPP, D.C.		
	<u>\$ 4,087,875</u>	<u>\$ 2,675,892</u>
Total temporarily restricted net assets		

NOTE 8 – ENDOWMENT FUNDS

During 2008, KIPP adopted Financial Accounting Standards Board Staff Position No. 117-1, *Endowments of Not-for-Profit Organizations: Net Asset Classification of Funds Subject to an Enacted Version of the Uniform Prudent Management of Institutional Funds Act, and Enhanced Disclosures for All Endowment Funds* (FSP 117-1), which provides guidance on the net asset classification of donor-restricted endowment funds for a not-for-profit organization that is subject to an enacted version of the Uniform Prudent Management of Institutional Funds Act of 2006 (UPMIFA). Additionally, it provides expanded disclosures about an organization's donor-restricted endowment funds and board-designated endowment funds.

KIPP has donor-restricted endowment funds that are maintained in accordance with explicit donor stipulations. The Board of Directors of KIPP that has interpreted the Texas Uniform Prudent Management of Institutional Funds Act (TUPMIFA) as requiring the preservation of the fair value of the original gift as of the gift date of the donor-restricted endowment funds absent explicit donor stipulations to the contrary. As a result of the interpretation, KIPP classifies as permanently restricted net assets (a) the original value of gifts donated to a permanent endowment, (b) the original value of subsequent gifts to a permanent endowment, and (c) accumulation to a permanent endowment made in accordance with the direction of the applicable donor gift instrument at the time the accumulation is added to the fund. The remaining portion of the donor-restricted endowment fund that is not classified in permanently restricted net assets is classified as temporarily restricted net assets until those amounts are appropriated for expenditure by KIPP in a manner consistent with the standard of prudence prescribed by TUPMIFA. In accordance with TUPMIFA, KIPP considers the following factors in making a determination to appropriate accumulated donor-restricted endowment funds:

- The duration and preservation of the fund
- The purposes of KIPP and the donor-restricted endowment fund

- General economic conditions
- The possible effect of inflation and deflation
- The expected total return from income and the appreciation of investments
- Other resources of KIPP
- The investment policies of KIPP

Changes in endowment net assets are as follows:

	<u>UNRESTRICTED</u>	<u>TEMPORARILY RESTRICTED</u>	<u>PERMANENTLY RESTRICTED</u>	<u>TOTAL</u>
Endowment net assets, July 1, 2007	\$ 0	\$ 210,000	\$ 90,000	\$ 300,000
Interest		15,041		15,041
Appropriation for distribution		(15,041)		(15,041)
Endowment net assets, June 30, 2008	0	210,000	90,000	300,000
Contributions			100,000	100,000
Interest		14,958		14,958
Appropriation for distribution		(14,958)		(14,958)
Endowment net assets, June 30, 2009	\$ 0	\$ 210,000	\$ 190,000	\$ 400,000

Spending Policies and Return Objectives

KIPP has adopted investment and spending policies for endowment assets that attempt to provide a predictable stream of funding to programs supported by the endowment in such a manner as to preserve and enhance the net asset value. The endowment funds consist of contributions that are permanently restricted by the donor as well as temporarily restricted by the donor. KIPP expects its endowment funds, over time, to provide an average annual rate of return of 5%. Actual returns in any given year may vary from this amount.

To satisfy the long-term objectives, KIPP relies on a total return strategy in which investment returns are achieved through both capital appreciation (realized and unrealized) and current yield (interest and dividends).

Distributions are determined by the Superintendent.

NOTE 9 – GOVERNMENT GRANTS

KIPP is the recipient of government grants from various federal, state and local agencies. Government grants include the following:

	<u>2009</u>	<u>2008</u>
<i>State grants:</i>		
Texas Education Agency Foundation School Program Act	\$ 25,763,635	\$ 16,677,506
Texas Science, Technology, Engineering, and Math Initiative	286,003	600,000
Intensive Summer Programs	222,563	19,725
21 st Century, Cycle 5	208,511	
Pre-K Expansion Grant	183,663	
FSP Investment Capital Fund	172,781	7,312
Teacher Excellence Awards	111,737	
FSP Disaster Recovery Payments	108,878	
Technology Allotment	93,863	68,006
SSI Intensive Math Initiative	74,558	
Texas Education Excellence Grant	72,137	45,000
HB1 Mentors	34,009	42,166
Texas Fitness Now	15,088	18,799
School Lunch Matching	10,921	8,361
Grants for Student Clubs	6,085	
Texas Summer 9 th Grade Transition	6,000	9,000
Automated External Defibrillators	1,469	
Read to Succeed License Plates	22	
Kindergarten and Pre-K Early Start		231,812
Accelerated Reading Instruction		187,824
Advanced Placement		6,901
Optional Extended Year		1,197
	<u>27,371,923</u>	<u>17,923,609</u>
Total state grants		
<i>Federal grants:</i>		
U. S. Department of Education	3,579,849	2,250,149
U. S. Department of Agriculture	2,155,267	1,447,257
U. S. Department of Homeland Security	49,357	
	<u>5,784,473</u>	<u>3,697,406</u>
Total federal grants		
Total government grants	<u>\$ 33,156,396</u>	<u>\$ 21,621,015</u>

NOTE 10 – PHILO FINANCE CORPORATION

PHILO Finance Corporation (PHILO) is a separate, independent §501(c)(3) nonprofit organization organized to assist public charter schools with obtaining financing, including providing below-market loans. KIPP participated in several transactions with PHILO related to the financing of KIPP's capital expansion program, *KIPP Turbo*.

In 2008 KIPP's board of directors authorized a transfer to PHILO of up to \$27,000,000 raised in connection with *KIPP Turbo* and reported in KIPP's 2008 statements of activities as contributions received and transfers to PHILO. In 2009, KIPP transferred approximately \$1,300,000 of additional *KIPP Turbo* funds raised. These transactions are reported in the 2009 and 2008 statements of activities as transfers to PHILO.

During 2009 and 2008, PHILO made land and building purchases and building construction expenditures on behalf of KIPP totaling approximately \$17,800,000 and \$13,300,000, respectively. Additionally, in 2009 and 2008, PHILO made approximately \$1,952,000 and \$871,000, respectively, of non-capital expenditures on behalf of KIPP. These amounts are reported as bonds and notes payable at June 30, 2009 and 2008 in the accompanying statements of financial position.

During 2009, KIPP received a grant of \$2,000,000 from PHILO for operating purposes.

NOTE 11 – EMPLOYEE BENEFIT PLANS

KIPP offers a §403(b) retirement plan and a §457 deferred compensation plan to all employees in their third school year of employment. KIPP matches 100% of employee contributions up to a maximum of \$1,200 per employee per year. KIPP contributed approximately \$87,000 to these plans in 2009.

KIPP's full-time employees participate in the Teacher Retirement System of Texas, a public employee retirement system. It is a cost-sharing, multi-employer defined benefit pension plan. All risks and costs are the liability of the State of Texas. Plan members contribute 6.5% of their annual covered salary. KIPP contributed \$280,123 and \$168,751 to the plan during 2009 and 2008, respectively.

NOTE 12 – SUBSEQUENT EVENTS

Management has evaluated subsequent events through October 28, 2009, which is the date that the financial statements were available for issuance.

KIPP is in the process of issuing \$67.5 million of long-term municipal revenue bonds and anticipates that the notes payable to PHILO will be repaid with proceeds from the bond issuance.

KIPP, Inc.

Southwest Charter #101813
Statements of Financial Position as of June 30, 2009 and 2008

	<u>2009</u>	<u>2008</u>
ASSETS		
Cash and cash equivalents	\$ 7,569,424	\$ 6,719,186
Receivables:	5,107,376	2,569,589
Government agencies	3,967,463	5,207,569
Pledges, net	115,681	303,796
Other	4,596,776	3,054,701
Due from Southeast Charter	345,248	800
Prepaid expenses		5,051,806
Cash restricted for expansion of facilities	300,000	300,000
Investments in certificates of deposit	1,816,825	1,389,806
Capitalized bond issuance costs	<u>58,640,821</u>	<u>50,560,153</u>
Property and equipment, net	<u>\$ 82,459,614</u>	<u>\$ 75,157,406</u>
TOTAL ASSETS		
LIABILITIES AND NET ASSETS		
Liabilities:	\$ 1,105,667	\$ 1,233,015
Accounts payable and accrued expenses	2,732,587	2,434,152
Accrued payroll expenses	231,372	1,430,673
Due to PHILO Finance Corporation	1,174,955	698,855
Accrued interest	1,016,856	1,422,411
Refundable advances	<u>65,073,197</u>	<u>57,091,532</u>
Bonds and notes payable	<u>71,334,634</u>	<u>64,310,638</u>
Total liabilities		
Net assets:	6,847,105	8,080,876
Unrestricted	4,087,875	2,675,892
Temporarily restricted	<u>190,000</u>	<u>90,000</u>
Permanently restricted	<u>11,124,980</u>	<u>10,846,768</u>
Total net assets	<u>\$ 82,459,614</u>	<u>\$ 75,157,406</u>
TOTAL LIABILITIES AND NET ASSETS		

KIPP, Inc.

Southeast Charter #101860

Statements of Financial Position as of June 30, 2009 and 2008

	<u>2009</u>	<u>2008</u>
ASSETS		
Cash and cash equivalents	\$ 228,247	\$ 468,680
Receivables:	977,223	546,840
Government agencies	10,000	10,000
Pledges, net	6,276	41,031
Other	18,497	35,700
Prepaid expenses	<u>17,799,334</u>	<u>5,611,811</u>
Property and equipment, net	<u>\$ 19,039,577</u>	<u>\$ 6,714,062</u>
TOTAL ASSETS		
LIABILITIES AND NET ASSETS		
Liabilities:	\$ 125,220	\$ 96,896
Accounts payable and accrued expenses	391,316	304,951
Accrued payroll expenses	712,539	
Due to PHILO Finance Corporation	4,596,776	3,054,701
Due to Southwest Charter		34,928
Refundable advances	<u>11,933,103</u>	<u>2,368,295</u>
Bonds and notes payable	<u>17,758,954</u>	<u>5,859,771</u>
Total liabilities		
Net assets:	<u>1,280,623</u>	<u>854,291</u>
Unrestricted	<u>1,280,623</u>	<u>854,291</u>
Total net assets	<u>\$ 19,039,577</u>	<u>\$ 6,714,062</u>
TOTAL LIABILITIES AND NET ASSETS		

KIPP, Inc.

Southwest Charter #101813

Statements of Activities for the years ended June 30, 2009 and 2008

	UNRESTRICTED	TEMPORARILY RESTRICTED	PERMANENTLY RESTRICTED	TOTALS
				20092008
REVENUE:				
Federal program revenue:				
5920 Federal revenue distributed by the State of Texas Education Agency	\$ 4,022,153			\$ 4,022,153\$ 2,453,195
5940 Federal revenue distributed directly from the Federal government	974,043			974,043810,142
State program revenue:				
5810 Foundation School Program Act Revenue	22,678,710			22,678,71014,921,680
5820 State program revenues distributed by Texas Education Agency	451,620			451,620285,198
Local program revenue:				
5740 Other revenue from local sources	4,727,637	\$ 5,825,835	\$ 100,000	18,278,566
5750 Co-curriculum/enterprising	663,478			663,478637,985
5760 Revenues from intermediate sources	61,918			61,9181,856
Total revenue	33,579,559	5,825,835	100,000	39,505,39437,388,622
Net assets released from restrictions:				
Program expenditures	3,065,852	(3,065,852)		
Expiration of time restrictions	348,000	(348,000)		
Total	36,993,411	2,411,983	100,000	39,505,39437,388,622
EXPENSES:				
11 Instruction	15,757,106			15,757,10611,674,779
12 Instructional resources and media services	38,866			38,86616,819
13 Curriculum development and instructional staff development	335,515			335,515408,610

(continued)

KIPP, Inc.

Southwest Charter #101813
Statements of Activities for the years ended June 30, 2009 and 2008

(continued)

	UNRESTRICTED	TEMPORARILY RESTRICTED	PERMANENTLY RESTRICTED	TOTALS
				2009
				2008
21 Instructional leadership	470,163			470,163
23 School leadership	3,915,169			3,915,169
31 Guidance counseling and evaluation services	1,003,426			1,003,426
32 Social work services	80,582			80,582
33 Health services	193,552			193,552
34 Student transportation	1,870,755			1,870,755
35 Food services	1,853,298			1,853,298
36 Co-curricular and extracurricular activities	417,781			417,781
41 General administration	4,523,362			4,523,362
51 Plant maintenance and operations	3,433,599			3,433,599
52 Security and monitoring services	312,105			312,105
53 Data processing services	873,971			873,971
61 Community services	480,788			480,788
71 Debt service	1,747,494			1,747,494
81 Fundraising	919,650	1,000,000		1,919,650
Total expenses	38,227,182	1,000,000		39,227,182
CHANGES IN NET ASSETS	(1,233,771)	1,411,983	100,000	278,212
Net assets, beginning of year	8,080,876	2,675,892	90,000	10,846,768
Net assets, end of year	\$ 6,847,105	\$ 4,087,875	\$ 190,000	\$ 11,124,980
				\$ 10,846,768

Note: Expenses on this schedule include special event direct donor benefit costs of \$108,325 in 2009 and \$105,186 in 2008 that are shown as reductions from special events revenue on the Statement of Activities. Expenses on this schedule also show \$1,000,000 in a loss on valuation of pledges in 2009 that is shown as a reduction from revenue on the Statement of Activities.

KIPP, Inc.

Southeast Charter #101860
Statements of Activities for the years ended June 30, 2009 and 2008

	UNRESTRICTED	TEMPORARILY RESTRICTED	PERMANENTLY RESTRICTED	TOTALS
				20092008
REVENUE:				
Federal program revenue:				
5920 Federal revenue distributed by the	\$ 618,876			\$ 618,876 \$ 368,058
State of Texas Education Agency				
5940 Federal revenue distributed directly	120,043			120,043 66,011
from the Federal government				
State program revenue:				
5810 Foundation School Program Act Revenue	4,164,272			4,164,272 2,624,873
5820 State program revenues distributed by Texas	77,147			77,147 91,858
Education Agency				
Local program revenue:				
5740 Other revenue from local sources	158,316			158,316 136,533
5750 Co-curriculum/enterprising	148,429			148,429 99,455
5760 Revenues from intermediate sources	7,898			7,898
Total revenue	5,294,981			5,294,981 3,386,788
EXPENSES:				
11 Instruction	2,390,807			2,390,807 1,565,225
12 Instructional resources and media services	2,221			2,221
13 Curriculum development and instructional	85,628			85,628 47,060
staff development				

(continued)

KIPP, Inc.

Southeast Charter #101860

Statements of Activities for the years ended June 30, 2009 and 2008

(continued)

	UNRESTRICTED	TEMPORARILY RESTRICTED	PERMANENTLY RESTRICTED	TOTALS
				20092008
21 Instructional leadership	9,874			9,874338,569
23 School leadership	706,421			706,42116,326
31 Guidance counseling and evaluation services	20,592			20,5923,137
32 Social work services	27,506			27,5061,089
33 Health services	1,089			1,089238,658
34 Student transportation	238,658			238,658314,605
35 Food services	314,605			314,60587,418
36 Co-curricular and extracurricular activities	87,418			87,418132,594
41 General administration	72,625			72,625107,863
51 Plant maintenance and operations	833,998			833,998586,753
52 Security and monitoring services	6,752			6,7524,267
53 Data processing services	27,484			27,48452,099
61 Community services	6,449			6,44928,533
81 Fundraising	36,522			36,522
Total expenses	4,868,649			4,868,6493,218,013
CHANGES IN NET ASSETS				
	426,332			426,332168,775
Net assets, beginning of year	854,291			854,291685,516
Net assets, end of year	\$ 1,280,623	\$ 0	\$ 0	\$ 1,280,623\$ 854,291

KIPP, Inc.

Southwest Charter #101813
Statements of Cash Flows for the years ended June 30, 2009 and 2008

	<u>2009</u>	<u>2008</u>
CASH FLOWS FROM OPERATING ACTIVITIES:	\$ 278,212	\$(15,741,665)
Changes in net assets		
Adjustments to reconcile changes in net assets to net cash used by operating activities:		(9,800,000)
Contributions restricted for expansion of facilities	1,383,732	961,758
Depreciation	213,563	49,474
Amortization of bond issuance costs	2,388,274	8,598,437
Non-cash transfers to PHILO Finance Corporation		
Changes in operating assets and liabilities:	(3,872,041)	(3,820,197)
Receivables (operating)	(344,448)	69,200
Prepaid expenses	171,087	821,672
Accounts payable and accrued expenses	(1,199,301)	1,430,673
Due to PHILO Finance Corporation	(405,555)	1,389,634
Refundable advances	<u>476,100</u>	<u>45,436</u>
Accrued interest	<u>(910,377)</u>	<u>(15,995,578)</u>
Net cash used by operating activities		
CASH FLOWS FROM INVESTING ACTIVITIES:	5,051,806	3,537,171
Change in cash restricted for expansion of facilities	<u>(1,802,923)</u>	<u>(6,920,472)</u>
Purchases of property and equipment	<u>3,248,883</u>	<u>(3,383,301)</u>
Net cash provided (used) by investing activities		
CASH FLOWS FROM FINANCING ACTIVITIES:	1,220,400	9,427,901
Proceeds from contributions restricted for expansion of facilities	(4,068,086)	(160,403)
Principal repayments on bonds and notes payable		2,664,145
Transfer of fixed assets to Southeast Charter	2,000,000	
Proceeds from bonds and notes payable	<u>(640,582)</u>	<u>11,931,643</u>
Capitalized bond issuance costs	<u>(1,488,268)</u>	<u>11,931,643</u>
Net cash provided (used) by financing activities		
NET CHANGE IN CASH AND CASH EQUIVALENTS	850,238	(7,447,236)
Cash and cash equivalents, beginning of year	<u>6,719,186</u>	<u>14,166,422</u>
Cash and cash equivalents, end of year	<u>\$ 7,569,424</u>	<u>\$ 6,719,186</u>

KIPP, Inc.

Southeast Charter #101860

Statements of Cash Flows for the years ended June 30, 2009 and 2008

	<u>2009</u>	<u>2008</u>
CASH FLOWS FROM OPERATING ACTIVITIES:		
Changes in net assets	\$ 426,332	\$ 168,775
Adjustments to reconcile changes in net assets to net cash provided by operating activities:		
Depreciation	208,206	225,999
Non-cash transfers from PHILO Finance Corporation	(436,226)	2,077,254
Changes in operating assets and liabilities:		
Receivables (operating)	(395,628)	(194,840)
Prepaid expenses	17,203	(35,700)
Accounts payable and accrued expenses	1,656,764	3,335,192
Due to PHILO Finance Corporation	712,539	
Refundable advances	<u>(34,928)</u>	<u>14,419</u>
Net cash provided by operating activities	<u>2,154,262</u>	<u>5,591,099</u>
CASH FLOWS FROM INVESTING ACTIVITIES:		
Purchases of property and equipment	<u>(2,299,695)</u>	<u>(2,871,106)</u>
Net cash used by investing activities	<u>(2,299,695)</u>	<u>(2,871,106)</u>
CASH FLOWS FROM FINANCING ACTIVITIES:		
Principal repayments on bonds and notes payable	(95,000)	
Transfer of fixed assets from Southwest Charter	<u></u>	<u>(2,664,145)</u>
Net cash used by financing activities	<u>(95,000)</u>	<u>(2,664,145)</u>
NET CHANGE IN CASH AND CASH EQUIVALENTS	(240,433)	55,848
Cash and cash equivalents, beginning of year	<u>468,680</u>	<u>412,832</u>
Cash and cash equivalents, end of year	<u>\$ 228,247</u>	<u>\$ 468,680</u>

KIPP, Inc.

Southwest Charter #101813

Maintenance of Effort for the year ended June 30, 2009

The amount paid by KIPP, Inc. for employee healthcare insurance premiums is as follows:

Total healthcare insurance premiums	<u>\$ 1,107,630</u>
Less non-medical expenditures:	
Life insurance	9,029
Dental insurance	0
Vision insurance	0
Long-term disability	0
Short-term disability	0
Alternate plans	0
COBRA expense	0
Retiree expense	0
One-time catastrophic claims	<u>0</u>
Total non-medical expenditures	<u>9,029</u>
Total maintenance of effort	<u>\$ 1,098,601</u>

KIPP, Inc.

Southeast Charter #101860
Maintenance of Effort for the year ended June 30, 2009

The amount paid by KIPP, Inc. for employee healthcare insurance premiums is as follows:

Total healthcare insurance premiums	\$ <u>133,372</u>
Less non-medical expenditures:	1,104
Life insurance	0
Dental insurance	0
Vision insurance	0
Long-term disability	0
Short-term disability	0
Alternate plans	0
COBRA expense	0
Retiree expense	<u>0</u>
One-time catastrophic claims	<u>1,104</u>
Total non-medical expenditures	<u>\$ 132,268</u>
Total maintenance of effort	

KIPP, Inc.

Southeast Charter #101860

Schedules of Expenses for the years ended June 30, 2009 and 2008

	<u>2009</u>	<u>2008</u>
6100 Payroll costs	\$ 2,571,058	\$ 1,596,300
6200 Professional and contracted services	1,057,847	623,515
6300 Supplies and materials	558,656	437,015
6400 Other operating costs	681,088	557,968
6500 Interest expense		<u>3,205</u>
Total	<u>\$ 4,868,649</u>	<u>\$ 3,218,003</u>

KIPP, Inc.

Southwest Charter #101813
Schedules of Capital Assets as of June 30, 2009 and 2008

		2009		
		OWNERSHIP INTEREST		
		LOCAL	STATE	FEDERAL
1110	Cash	\$ 7,869,424		
1510	Land and improvements	18,080,714		
1520	Buildings and improvements	37,787,328		
1531	Vehicles	356,045		
1539	Furniture and equipment	2,023,212		
1560	Library books and media	55,329		
1590	Other capital assets	8,822,490		
Total		<u>\$ 74,994,542</u>	<u>\$ 0</u>	<u>\$ 0</u>

		2008		
		OWNERSHIP INTEREST		
		LOCAL	STATE	FEDERAL
1110	Cash	\$ 12,070,992		
1510	Land and improvements	16,718,764		
1520	Buildings and improvements	29,011,640		
1531	Vehicles	319,637		
1539	Furniture and equipment	1,587,612		
1560	Library books and media	10,023,064		
1590	Other capital assets			
Total		<u>\$ 69,731,709</u>	<u>\$ 0</u>	<u>\$ 0</u>

KIPP, Inc.

Southeast Charter #101860

Schedules of Capital Assets as of June 30, 2009 and 2008

		2009		
		OWNERSHIP INTEREST		
		<u>LOCAL</u>	<u>STATE</u>	<u>FEDERAL</u>
1110	Cash	\$ 228,247		
1510	Land and improvements	6,279,933		
1520	Buildings and improvements	386,003		
1531	Vehicles	37,254		
1539	Furniture and equipment	102,337		
1590	Other capital assets	<u>11,480,127</u>		
Total		<u>\$ 18,513,901</u>	<u>\$ 0</u>	<u>\$ 0</u>

		2008		
		OWNERSHIP INTEREST		
		<u>LOCAL</u>	<u>STATE</u>	<u>FEDERAL</u>
1110	Cash	\$ 468,680		
1510	Land and improvements	4,416,180		
1520	Buildings and improvements	386,003		
1531	Vehicles	17,900		
1539	Furniture and equipment	102,337		
1590	Other capital assets	<u>967,507</u>		
Total		<u>\$ 6,358,607</u>	<u>\$ 0</u>	<u>\$ 0</u>

KIPP, Inc.

Southwest Charter #101813

Budgetary Comparison Schedule for the year ended June 30, 2009

	<u>BUDGETED AMOUNTS</u>		<u>ACTUAL</u>	<u>VARIANCE</u>
	<u>ORIGINAL</u>	<u>FINAL</u>	<u>AMOUNTS</u>	<u>FROM ORIGINAL</u>
				<u>BUDGET</u>
REVENUE:				
Federal program revenue:				
5920 Federal revenue distributed by the State of Texas Education Agency	\$ 3,644,718		\$ 4,022,153	\$ 377,435
5940 Federal revenue distributed directly from the Federal government	1,100,000		974,043	(125,957)
State program revenue:				
5810 Foundation School Program Act Revenue	23,416,201		22,678,710	(737,491)
5820 State program revenues distributed by Texas Education Agency	694,097		451,620	(242,477)
Local program revenue:				
5740 Other revenue from local sources	7,071,560		10,653,472	3,581,912
5750 Co-curriculum/enterprising	334,004		663,478	329,474
5760 Revenues from intermediate sources			<u>61,918</u>	<u>61,918</u>
Total revenue	<u>36,260,580</u>		<u>39,505,394</u>	<u>3,244,814</u>
EXPENSES:				
11 Instruction	15,388,079		15,757,106	369,027
12 Instructional resources and media services	25,000		38,866	13,866
13 Curriculum development and instructional staff development	104,610		335,515	230,905
21 Instructional leadership	378,438		470,163	91,725
23 School leadership	3,605,543		3,915,169	309,626
31 Guidance counseling and evaluation services	670,829		1,003,426	332,597
32 Social work services	126,145		80,582	(45,563)
33 Health services	111,437		193,552	82,115
34 Student transportation	1,952,780		1,870,755	(82,025)
35 Food services	1,794,320		1,853,298	58,978
36 Co-curricular and extracurricular activities	252,445		417,781	165,336
41 General administration	5,446,873		4,523,362	(923,511)
51 Plant maintenance and operations	2,306,093		3,433,599	1,127,506

(continued)

KIPP, Inc.

Southwest Charter #101813

Budgetary Comparison Schedule for the year ended June 30, 2009

(continued)

52 Security and monitoring services	366,020		312,105	(53,915)
53 Data processing services	741,990		873,971	131,981
61 Community services	377,466		480,788	103,322
71 Debt service	2,837,704		1,747,494	(1,090,210)
81 Fundraising	<u>788,745</u>		<u>1,919,650</u>	<u>1,130,905</u>
Total expenses	<u>37,274,517</u>		<u>39,227,182</u>	<u>1,952,665</u>
CHANGES IN NET ASSETS	(1,013,937)		278,212	1,292,149
Net assets, beginning of year	<u>10,846,768</u>	<u> </u>	<u>10,846,768</u>	<u> </u>
Net assets, end of year	<u>\$ 9,832,831</u>	<u>\$ 0</u>	<u>\$11,124,980</u>	<u>\$ 1,292,149</u>

Note: Expenses on this schedule include special event direct donor benefit costs of \$108,325 in 2009 and \$105,186 in 2008 that are reported as reductions from special events revenue on the Statement of Activities. Expenses on this schedule also show \$1,000,000 in a loss on valuation of pledges in 2009 that is reported as a reduction from revenue on the Statement of Activities.

KIPP, Inc.

Southeast Charter #101860

Budgetary Comparison Schedule for the year ended June 30, 2009

	<u>BUDGETED AMOUNTS</u>		<u>ACTUAL</u>	<u>VARIANCE</u>
	<u>ORIGINAL</u>	<u>FINAL</u>	<u>AMOUNTS</u>	<u>FROM ORIGINAL</u>
				<u>BUDGET</u>
REVENUE:				
Federal program revenue:				
5920 Federal revenue distributed by the State of Texas Education Agency	\$ 784,915		\$ 618,876	\$ (166,039)
5940 Federal revenue distributed directly from the Federal government			120,043	120,043
State program revenue:				
5810 Foundation School Program Act Revenue	3,909,087		4,164,272	255,185
5820 State program revenues distributed by Texas Education Agency			77,147	77,147
Local program revenue:				
5740 Other revenue from local sources	73,804		158,316	84,512
5750 Co-curriculum/enterprising	85,950		148,429	62,479
5760 Revenues from intermediate sources			7,898	7,898
Total revenue	<u>4,853,756</u>		<u>5,294,981</u>	<u>441,225</u>
EXPENSES:				
11 Instruction	2,474,645		2,390,807	(83,838)
12 Instructional resources and media services			2,221	2,221
13 Curriculum development and instructional staff development	18,500		85,628	67,128
21 Instructional leadership			9,874	9,874
23 School leadership	740,118		706,421	(33,697)
31 Guidance counseling and evaluation services	13,000		20,592	7,592
32 Social work services	41,017		27,506	(13,511)
33 Health services	30,000		1,089	(28,911)
34 Student transportation	299,500		238,658	(60,842)
35 Food services	337,170		314,605	(22,565)
36 Co-curricular and extracurricular activities	8,660		87,418	78,758
41 General administration			72,625	72,625
51 Plant maintenance and operations	358,884		833,998	475,114
52 Security and monitoring services	4,400		6,752	2,352
53 Data processing services	26,798		27,484	686
61 Community services			6,449	6,449
81 Fundraising			36,522	36,522
Total expenses	<u>4,352,692</u>		<u>4,868,649</u>	<u>515,957</u>
CHANGES IN NET ASSETS	501,064		426,332	(74,732)
Net assets, beginning of year	<u>854,291</u>		<u>854,291</u>	
Net assets, end of year	<u>\$ 1,355,355</u>	<u>\$ 0</u>	<u>\$ 1,280,623</u>	<u>\$ (74,732)</u>