

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	Edinburg C.I.S.D. Organization Name	108904 County-District#
		Harwell Middle School Campus Name	042 Campus Number
		74-6000715 9-Digit Vendor ID#	ESC One 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	
3	Purpose of Amendment	NA	☐
4	Program Requirements	X	☐
4A	Program Abstract	X	☐
4B	Program Description	X	☐
4C	Performance Assessment and Evaluation	X	☐
4D	Equitable Access and Participation	X	☐
5	Program Budget Summary	X	X
5B	Payroll Costs 6100	☒	☐
5C	Professional and Contracted Services 6200	☒	☐
5D	Supplies and Materials 6300	☒	☐
5E	Other Operating Costs 6400	☒	☐
5G	Capital Outlay 6600/15XX (Exclusive of 6619 and 6629)	☒	☐
6A	General Provisions	X	NA
6B	Debarment and Suspension Certification	X	NA
6C	Lobbying Certification	X	NA
6D	Disclosure of Lobbying Activities	☒	☐
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
Dr. Rene		Gutierrez	Superintendent of Schools
Phone 289-2300	Fax 956-383-3576	Email Rene.gutierrez@ecisd.us	(preferred)

Only the legally responsible party may sign this application.

05/28/10

6 complete copies of the application, at least 3 with original signature(s), must be received by

8, 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.

-10-112-271

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____	TEXAS EDUCATION AGENCY Standard Application System (SAS)	108904 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 2: List of Required Fiscal-Related Attachments and Assurances		
For competitive applications, the application will not be reviewed and scored if any of the required attachments do not accompany the application when it is submitted. Applicants will not be permitted to submit required attachments, or any revisions to those required attachments, after the closing date of the grant. Attach all required attachments to the back of the application as an appendix.		
1 ☐ N/A	Proof of Nonprofit Status Required for all open-enrollment charter schools sponsored by a nonprofit organization: Check box to indicate that proof of nonprofit status is attached. (See Part 1: General and Fiscal Guidelines and Part 3: Schedule Instructions for acceptable proof.)	
2 ☒	Assurance of Financial Stability Required for all independent school districts, open-enrollment charter schools, and education service centers: Check box to indicate assurance that audit requirements have been met. All public school districts, open-enrollment charter schools, and education service centers must be in compliance with submitting the required annual audit for the immediate prior fiscal year to TEA in the time and manner requested by TEA, and the audit must be determined by the TEA Division of Financial Audits to be in compliance with the applicable audit standards. TEA reserves the right to ensure that all applicants are deemed by TEA to be financially stable at the initial time of preliminary selection for funding to receive a grant award. The TEA Division of Financial Audits will determine financial stability based on the required annual audit for the immediate prior fiscal year.	
3 ☒	Assurance of Submittal of Reviewer Information Form Required for all applicants: Check box to indicate assurance that reviewer information form will be submitted. All applicants are required to complete the Reviewer Information Form and to submit it online by Thursday, May 6, 2010 . (See Part 2: Program Guidelines, "Reviewer Information Form," for instructions on how to access and submit the form.)	

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with		TEXAS EDUCATION AGENCY Standard Application System (SAS)		108904 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					
Edinburg Consolidated Independent School District					
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code	
P.O. Drawer 990		Edinburg	TX	78540-0990	
U.S. Congressional District Number	Primary DUNS Number	Central Contractor Registration (CCR) CAGE Code		NCES Identification Number	
TX-15	078485455	4B2A0		4818180	
Campus Name			County-District Campus Number		
Harwell Middle School			108904-042		
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code	
801 E. Canton		Edinburg	TX	78539	
Applicant Contacts					
Primary Contact					
First Name	Initial	Last Name		Title	
Maria	L	Guerra		Asst. Supt. For I.S.S.	
Telephone	Fax	Email			
956-289-2300 Ex. 2033	956-385-3346	ml.querra@ecisd.us			
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code	
PO Drawer 990		Edinburg	TX	78540-0990	
Secondary Contact					
First Name	Initial	Last Name		Title	
Ronaldo		Cavazos		Dir. of Federal Programs	
Telephone	Fax	E-mail			
(956) 289-2300 Ex. 2095	956-316-3728	r.cavazos@ecisd.us			
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code	
P.O. Drawer 990		Edinburg	TX	78540-0990	

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____	TEXAS EDUCATION AGENCY Standard Application System (SAS)	108904 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 Summary and Application Requirements		
Part 1: Grant Program Information;		
Summary of Program: Purpose and Goals		
School Improvement Grants, authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA) as amended by ARRA, are grants, through the Texas Education Agency, to local educational agencies (LEAs) for use in Title I schools identified for improvement, corrective action, or restructuring and other eligible campuses that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of their students so as to enable the schools to make adequate yearly progress and exit improvement status. Under the final requirements, as amended through the interim final requirements published in the Federal Register in January 2010 school improvement funds are to be focused on each State's "Tier I" and "Tier II" schools. Tier I schools are a State's persistently lowest-achieving Title I schools in improvement, corrective action, or restructuring and certain Title I eligible elementary schools that are as low achieving as the State's other Tier I schools. Tier II schools are a State's persistently-lowest achieving secondary schools that are eligible for, but do not receive, Title I, Part A funds and certain additional Title I eligible secondary schools that are as low achieving as the State's other Tier II schools or that have had a graduation rate below 60 percent over a number of years. An LEA may also use school improvement funds in Title I schools in improvement, corrective action, or restructuring that are not identified as persistently lowest-achieving schools and certain additional Title I eligible schools ("Tier III schools"). In the Tier I and Tier II schools an LEA chooses to serve, the LEA must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model.		
Allowable Activities		
Tier I and Tier II Grantees ■ Grantees must expend grant funds for the required activities delineated for the selected intervention model as defined in the final federal regulations. ■ Grantees may expend grant funds for the permissible activities delineated for the selected intervention model as defined in the final federal regulations. ■ Grantees may expend grant funds for other school improvement activities deemed needed to address identified needs not addressed by the intervention model selected. Tier III Grantees ■ Tier III grantees may select one of the four intervention models in the federal regulations or the state's Tier III Transformation Model. ■ If selecting one of the four models in the federal regulations, grantees must expend grant funds for the required activities delineated for the selected intervention model as defined in the final federal regulations. Grantees may expend grant funds for the permissible activities delineated for the selected intervention model as defined in the final federal regulations. ■ Grantees may expend grant funds for other school improvement activities deemed needed to address identified needs not addressed by the intervention model selected. In addition, a Tier I, Tier II, Tier III grantee campus that has implemented, in whole or in part, either the Turnaround, Restart, or Transformation models within the last two years may continue or complete the implementation of the intervention model with the TTIPS grant funds. For example, if a grantee campus has replaced its principal within the last two years, the LEA/campus will not be required to hire another new principal. An LEA/campus that receives TTIPS SIG funds in accordance with this flexibility must fully implement the selected model as required by the final federal requirements. In other words, if the school had been implementing the model only in part, it must use the funds it receives to expand its implementation so that it fully complies with the federal regulatory requirements. The detailed required and permissible activities for each intervention model, as defined in the final federal regulations are listed on Schedule #4—Program Requirements and are incorporated by reference herein.		

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____		TEXAS EDUCATION AGENCY Standard Application System (SAS)	108904 County-District No.
by telephone/e-mail/FAX on _____ by _____ of TEA.			Amendment No.
School Years 2010-2013			
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	108904 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 <u>turnaround model</u> , 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. Use 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 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)	108904 County-District No.
by telephone/e-mail/FAX on _____ by _____ of TEA.			Amendment No.
School Years 2010-2013			
Texas Title I Priority Schools Grant			
Schedule #4—Program Requirements			
Part 2: Statutory Requirements			
#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described	
18	If the LEA/campus selects to implement the turnaround model , the campus may implement the following federal requirements. a. Any of the required and permissible activities under the transformation model; or b. A new school model (e.g., themed, dual language academy).	Program Assurances	
19	If the LEA/campus selects to implement the school closure model , the campus must implement the following requirement. a. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. b. A grant for school closure is a one-year grant without the possibility of continued funding.	Program Assurances	
20	If the LEA/campus selects to implement the restart model , the campus must implement the following federal requirements. a. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA. b. Enroll, within the grades it serves, any former student who wishes to attend the school.	Program Assurances	
21	If the LEA/campus selects to implement the transformation model , the campus must implement the following federal requirements. 1. Develop and increase teacher and school leader effectiveness. (A) Replace the principal who led the school prior to commencement of the transformation model; (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- (1) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and (2) Are designed and developed with teacher and principal involvement; (C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so; (D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and	Program Assurances	

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____		TEXAS EDUCATION AGENCY Standard Application System (SAS)	108904 County-District No.
by telephone/e-mail/FAX on _____ by _____ of TEA.			_____ Amendment No.
School Years 2010-2013			
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)	108904 County-District No.
by telephone/e-mail/FAX on _____ by _____ of TEA.			Amendment No.
School Years 2010-2013			
Texas Title I Priority Schools Grant			
Schedule #4—Program Requirements			
Part 2: Statutory Requirements			
#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described	
23	An LEA may also implement comprehensive instructional reform strategies, such as-- (A) Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective; (B) Implement a school wide "response-to-intervention" model; (C) Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content; (D) Use and integrate technology-based supports and interventions as part of the instructional program; and (E) In secondary schools-- (1) Increase rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework; (2) Improve student transition from middle to high school through summer transition programs or freshman academies; (3) Increase graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or (4) Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.	Program Assurances	
24	An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as-- (A) Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs; (B) Extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff; (C) Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or (D) Expand the school program to offer full-day kindergarten or pre-kindergarten.	Program Assurances	

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____ by telephone/e-mail/FAX on _____ by _____ of TEA.		TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	108904 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)	108904 County-District No.
by telephone/e-mail/FAX on _____ by _____ of TEA.			Amendment No.
School Years 2010-2013			
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. 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 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)	108904 County-District No.
by telephone/e-mail/FAX on _____ by _____ of TEA.			Amendment No.
School Years 2010-2013			
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	108904 County-District No.
by telephone/e-mail/FAX on _____ by _____ of TEA.			Amendment No.
Texas Title I Priority Schools Grant Schedule #4—Program Requirements			
Part 4: TEA Program Assurances			
#	TEA Assurance Description		
13	An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as-- A. Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs; B. Extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff; C. Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or D. Expand the school program to offer full-day kindergarten or pre-kindergarten.		
14	The LEA may also implement other strategies for providing operational flexibility and intensive support, such as-- A. Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or B. Implement a per-pupil school-based budget formula that is weighted based on student needs.		
15	The LEA/campus assures TEA that data to meet the following federal requirements will be available and reported as requested. a. Number of minutes within the school year. b. Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup. c. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes. (High Schools Only) d. College enrollment rates. (High Schools Only) e. Teacher Attendance Rate f. Student Completion Rate g. Student Drop-Out Rate h. Locally developed competencies created to identify teacher strengths/weaknesses i. Types of support offered to teachers j. Types of on-going, job-embedded professional development for teachers k. Types of on-going, job-embedded professional development for administrators l. Strategies to increase parent/community involvement m. Strategies which increase student learning time		
By submitting the application and signing Schedule #1, the applicant is certifying it will comply with the above assurances.			

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____ by telephone/e-mail/FAX on _____ by _____ of TEA.	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	108904 County-District No. 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).

The administrative team for Harwell Middle School has selected **Accelerated Schools Tools for Assessing School Progress** under the Tier III Modified Transformation Model because it offers the greatest potential to dramatically improve student academic achievement. Our decision to select the Accelerated School Project (ASP) model is based on the data that the district and campus committees evaluated and analyzed during the comprehensive needs assessment process. Harwell is establishing a partnership with the Accelerated Schools Project (ASP) staff. The ASP staff will be the driving force in the school's transformation. The ASP process is neither mechanical nor automatic. The ASP program requires the building of school communities dedicated to new goals and transformation. Harwell's first priority in its transformation process is to address the needs of over 800 students identified as "at-risk" of not completing high school. Through a collaborative effort of all its stakeholders, Harwell Middle School and ASP will implement the following strategies during its 3-year transformation process to address the identified gaps, barriers, or weaknesses.

Strategies to be Implemented During the 3-year Transformation Process

Effective Leadership - Remove bureaucratic barriers; provide essential information and tools to analyze data and track progress; facilitate rapid and effective adjustments for school improvement

Effective Processes and Systems - Implement the Accelerated School Project ; Provide ongoing, high quality, job-embedded professional development; Improve staff evaluation systems; Create performance-based incentives; Differentiate new teacher roles; and Re-assign staff within the campus to align staff competencies with school/student needs

Comprehensive Instructional Reform Strategies – Implement a multi-level instructional RTI model based on lexile/quantile framework; perform periodic fidelity checks, Ensure that teachers incorporate an array of research-based instructional and organizational goals and practices as means to accommodate student differences in learning; increase the use of technology that supports the teacher's instruction in each content area, including 6th-8th grade reading and math.

Quality Teaching and Learning - Align the school/ teacher curriculum across grade levels and content areas – including, supplementary resources with state standards; Evaluate effectiveness of current resources and programs; Provide the necessary resources, such as time, expertise, and administrative support from the campus and district level; Build capacity through teacher professional development on curriculum and instruction alignment to meet local and state standards

Culture of Success - Create a "Culture of Success" for college readiness through educational awareness and community engagement; Provide information and opportunities to further a student's aspiration for post-secondary education; Provide student opportunities for learning and developing an understanding of what is necessary to become College Ready; Provide opportunities that prepare students for post secondary education; Implement activities to improve student attendance and increase graduation rates;

Operational Flexibility and Sustained Support - Build bridges and partnerships with parents and nonprofit organizations, including community-based organizations to ensure a healthy and supportive school and home environment; Provide quality instruction before and after school; Increase parental involvement in the school's decision making process.

The school and the district are fully committed to provide the resources and support systems that will ensure implementation of an effective school transformation model. The Edinburg CISD will ensure that objectives are met by providing effective oversight of the program in each phase of implementation. Through this grant program, Harwell Middle School will attain adequate yearly progress to the extent that an increased number of students will graduate and an increased number of students will be college-ready when they graduate.

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	108904 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								599	580	543					1,722
Open-Enrollment Charter School															0
Total Students:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1,722

Total Instructional Staff 110

Total Support Staff 52

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

1	Teacher Survey: Obtain feedback on academic standards, school culture and climate, professional development and technology (including – knowledge, skills, use, and needs)
2	Campus Improvement Plan: To evaluate previous and current reform and improvement efforts within the last 5 years and identify any obstacles that may have impeded success.
3	AEIS/AYP Reports: To determine percentage of students by campus, subgroup, and grade level who tested as proficient or better for each subject reported, disaggregate TAKS data, TAKS Alt, TAKS A, TAKS M, PLAN, PreAP, AP and EXPLORE.
4	Student Attendance Record and Discipline Data: To determine the average daily attendance percentage for the past 3 academic years and tie to student retention and course failure rate.
5	Student Transfers In/Out: To determine the student mobility rate for the last 3 years and determine causal factors that impact the rate and tie to course failure rate, discipline data, and dropout rate.
6	Campus Systems and Processes: To determine the effectiveness of school wide programs, strategies, and initiatives for the past 3 years in regards to student success by subpopulations.
7	PEIMS Dropout/Leaver Records: To identify the reasons why students do not return to school and subsequently do not complete high school and tie to course failure rate and discipline data.
8	Student Survey : To obtain student feedback on issues such as perceptions of teacher quality, academic opportunities, extra-curricular activities, college readiness programs, extended learning time, social and behavioral issues, school climate, school safety, and school social services.
9	Parent Survey: To gauge the viability and cohesiveness of the parental involvement program.
10	Accelerated School Project Surveys and Inventories: ASP Student Engagement Survey, ASP Instructional Practices Inventory, ASP Learning Opportunity Survey for Teachers, School Culture Survey, Observations and Interviews, Focus groups outcomes

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	108904 County-District No. _____ Amendment No.
Texas Title I Priority Schools Grant		
Schedule #4B—Program Description		
Part 1: Comprehensive Needs Assessment Cont.		
Section C: Process Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Describe, in detail, the process the LEA and campus followed/will follow to identify the needs of the campus.		
The District held weekly meetings with district and campus administrative staff to identify the individual campus needs. Discussions centered on campus issues that have prevented each school from making satisfactory improvements in student academic achievement. As issues were discussed, ideas were shared. Additionally, various processes and systems for implementation were considered. Discussions centered around each of the proposed reform models using the guiding questions provided from the School Improvement Resource Center. The District provided the resources and staff support necessary for each campus to identify the school reform model that best suited the campus' school improvement needs. Models considered by the district and Harwell were Roots and Wings, School-wide Enrichment Model, and the Accelerated Schools Project. Two of the three models have been adopted by Edinburg CISD over the past ten years. From the analysis, it was determined that the model with the most lasting impact and sustainability in the district in the past has been the Accelerated School Project. Further, the philosophy, practices and approaches used in the Accelerated Schools Project are more closely aligned to Harwell Middle School. Harwell Middle School held weekly meetings with designated staff to begin the comprehensive needs assessment (CNA). Committees were formed to research and collect data for each of the following: (a) student demographics, (b) historical data on student academics, (c) staffing counts, (d) teacher and leader credentials, and (e) the school's curriculum and instruction program, including the services available for each of the student populations. With the assistance of about 90% of its staff, Harwell Middle School identified the strengths and weaknesses in each of the assigned areas. Some of the problems and challenges we identified are described below: - Although our teacher to student ratio appears adequate at 16:1, some of these teachers only serve the LEP and Special Ed. Students therefore, they are not available for most of the other at-risk students. It is necessary for Harwell Middle School to restructure its school and train all of its core content area teachers on strategies to implement differentiated instructional effectively. - One of the school's greatest challenges stem from its student populations and demographics. Harwell Middle School serves over 1700 students in grades 6th, 7th, and 8th. Of these students 98.2% are Hispanic, 89.18% are identified as economically disadvantaged, and 48.29% are at-risk of not completing high school. Of the 1,700 students, 22% are Limited English Proficient (LEP) (8% of which are recent immigrants), 5% are Migrants, and 12% are in Special Education programs (with 54% of the students mainstreamed into a regular classroom with a Special Ed. teacher). Only 4% of our students are in the Gifted and Talented programs. - A major reason why Harwell Middle Schools did not meet Adequate Yearly Progress (AYP) for the 2007-2008 school year, is because the special population students did not attain the required academic gains. As a result, the faculty and administration began an aggressive 2-year corrective action plan to implement research-based best practices for attaining higher levels of student academic achievement. With these grant funds, we would implement the transformation model employing the Accelerated School Project to help the school and its students meet the annual academic gains that are necessary for students to be college ready at graduation. During the 3-year program period, Harwell leaders, including parents, students, and community members will continue to perform a comprehensive analysis to identify the major barriers that impede student success. The Southwest Center for Accelerated Schools (SWCAS) will provide support to build capacity through the implementation of the Accelerated Schools process. SWCAS will help us create the necessary environment to effectively transform the campus. The campus will form committees and select a chairperson for each of the following focus areas: (a) Curriculum/Assessment, (b) Climate/Culture, (c) Organization and Staff/Leadership, (d) Professional Development and, (e) Parent/Community Involvement. Participants of these committees include teachers, parents, community-based organizations and students. The committees will have the support of the central office leadership team, the principal, internal facilitators, and an ASP field trainer. Collectively, the support team will coordinate program activities and ensure that they are implemented as planned. They will monitor the program on an ongoing basis to measure program effectiveness. The support team will take charge of resolving any problems that may arise, and will ensure that each committee is on task. The campus principal will provide adequate time and resources for teams to meet, conduct business, and reach the expectations of the district and campus. Most teams will meet at least twice a month for one and a half hours. The strategic action teams will meet twice a month for 45 minutes to discuss program progress and for blocks of time of 4 to 6 hours each month to review student data and to develop and refine instructional plans. The campus and district administrative staff will ensure that teams receive timely access to information because each of the committees is instrumental in establishing and adopting revisions to the school's governance policies for school transformation.		

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	108904 County-District No.
by telephone/e-mail/FAX on _____ by _____ of TEA.			Amendment No.
Texas Title I Priority Schools Grant Schedule #4B—Program Description			
Part 1: Comprehensive Needs Assessment Cont.			
Section D: Groups of Participants Contributing/to Contribute to Needs Assessment Process, ensuring Parents and Community Groups were Involved in the process.			
1	School Administration: Principal, Assistant Principals, Curriculum Assistant, Counselors, Testing Facilitator, Instructional Lead Teacher		
2	District TIIPS Team: Area Directors, Federal Program Director, Title I Coordinator, Grant Writer, Director of Finance		
3	Parents/students will be involved in Taking Stock Committees, in the final report and acceptance of the Taking Stock Report, in prioritizing the barriers, and serve on the Strategic Action Teams		
4	SBDM and School Community will be involved in the final report and acceptance of the Taking Stock Report, will be asked for input on the school's vision, will be involved in prioritizing the barriers and will serve on the Strategic Action Teams		
5	Community Organizations will be involved on the Taking Stock Committees, will be asked for input on the school's vision, will be involved in prioritizing the barriers, and will serve on the Strategic Action Teams		
6	School Improvement Resource Center: SIRC		
7	Region One ESC will assist Harwell Middle School to improve student performance, It will also assist the campus to achieve this goal in an effective and efficient manner making sure to carry out the mandates of <i>the Texas Education Agency</i> .		
8	Parent and Parent Groups: Parents will participate in the new school-home compact, open houses, parent-teacher conferences, school-home communication and parental education		
9	Instructional Specialists: will recommend that the team of teachers assess and adjust instruction in short-term cycles of improvement through regular meetings.		
10	Accelerated Schools Project: will support through a comprehensive needs assessment, a process called <i>Taking Stock</i> which leads stakeholders in visionary development, setting priorities, and action team planning to address challenges.		
11	Teachers from each grade level, content area including electives.		

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____	TEXAS EDUCATION AGENCY Standard Application System (SAS)	108904 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		
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.		
Edinburg CISD has a system of internal controls that ensures that funds are expended as approved in the grant application. Our finance systems and procedures have been audited and deemed to meet and exceed state requirements. The Edinburg CISD can assure that it is in compliance with submitting the required annual audit for the immediate prior fiscal year to TEA and that the audit is in compliance with the applicable audit standards. The Edinburg CISD is financially stable and has the capacity to manage these grant funds in compliance with the final federal regulations. Our capacity to use grant funds effectively is evidenced by the district's Superior Achievement Rating received through the Financial Integrity Rating System of Texas. The Federal Programs Director will serve as the district's program coordinator. He and his staff will coordinate the program activities with other district initiatives already in place at the campus. He will ensure that adequate resources are provided to each required activity by establishing project-based budgets during the planning phase of the transformation plan. This means that each project, service, or support that is funded with grant funds includes an itemized budget. The district's school improvement team was strategically selected to ensure that at least one team member had the experience and knowledge necessary to address each of the program requirements. Our Assistant Superintendent for Finance and Operations will ensure that the campus and district follows the statutory requirements with respect to ARRA regulations, the OMB Circulars, and other financial related issues. The district team has attended various technical assistance sessions and assures TEA that grant funds are expended for the required activities delineated for the Tier III Modified Transformation Model as defined in the final federal regulations. The budgets will be managed through the district's financial data base using an encumbrance process. This control allows staff to remain in compliance with the budgetary limitations for each object code. Authorization for the encumbrance and expenditure of funds will be reviewed and approved by key staff at the campus and district level. These staff members are responsible for ensuring that requests for use of funds are in accordance with the approved grant program activities under each of the required components. The District Administrative team meets weekly to conduct district business. Discussion of the TTIPS grant will be a regular item for discussion. The District Administrative team also meets with campus administration every week. At these meetings, the TTIPS grant will also be a regular item for discussion. As noted under resource management, the district will provide adequate resources and related services/ support to the campus to fully and effectively implement the following required components of the grant: Improving Teacher & Leader Effectiveness Implementing Comprehensive Reform Strategies Increasing Learning Time Creating Community Oriented Schools Providing Operational Flexibility & Sustained Support		

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	108904 County-District No.
by telephone/e-mail/FAX on _____ By _____ of TEA.		Amendment No.
Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Partnership/Involvement of Others – Describe how the LEA/campus consulted with relevant stakeholders (students, staff, parents, community) regarding this application and proposed implementation of a school intervention model.		
The Edinburg Consolidated Independent School District (ECISD) presented the process for identifying Tier III schools to the Board of Trustees. The Director of Federal Programs also presented an overview of the grant writing process that the district would undertake. In addition a discussion was held concerning the district's ability to ensure sustainability once the grant funds are no longer available. The district also informed the community through advertisement in the local newspaper and through the district television station. The district provided useful tools to begin the change process and get planning teams initiated. The Edinburg CISD school superintendent met with the area directors of the TTIPS eligible schools and formulated district teams to provide ongoing support to campus personnel. The District improvement team provided sufficient time for school team planning, work, and decision making. The district will continue to provide the resources necessary to accomplish the program goals and objectives. With the assistance and guidance from the District Improvement Team, the school principal presented an overview of the grant qualifications to the faculty, staff, and parents. They scheduled meetings to discuss the process for selecting the intervention model and developed a plan to initiate the comprehensive needs assessment. Representatives from the feeder elementary schools also participated in the discussions and helped Harwell Middle School staff with data disaggregation and decision making. The campus will continue to work collaboratively with the elementary feeder schools to ensure that their incoming sixth grade students are academically prepared for the increased rigor of instruction at Harwell Middle School. During the needs assessment, surveys were used to solicit feedback from students, teachers and parents. The campus improvement team used the survey results to inform project goals. The Harwell leadership team met with school staff and assigned tasks to each member of the committees. Timelines were established for the committees to complete data analysis and program design. Discussions of the findings were held and recommendations were made by each of the committees during the scheduled campus improvement meetings. The following agencies were instrumental in helping Harwell Middle School decide on the most appropriate transformation model. They will continue to serve as partners during the implementation of program activities: Southwest Center for Accelerated Schools (SWCAS), an affiliate of the University of Texas at Austin University of Texas Pan American, Edinburg, Texas Texas A&M University San Antonio. Region One Education Service Center Region XIII Education Service Center School Improvement Resource Center Advancement Via Individual Determination Program (AVID) Princeton Review Team Engaging Communities for College Readiness (ENCORE) Sure Score		

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	108904 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).		
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.		
The District will provide the necessary resources and staff support to ensure full and effective implementation of the selected intervention model. Any significant changes that affect the campus will be made only after input from, or at the request of, the school teams. At the campus level, the campus principal will be accountable for the implementation of the required program activities. The school principal will utilize the campus timeline of program activities according to grant specifications. The school principal and school improvement teams will solicit feedback from staff on an ongoing basis to ensure continuous advancement of the transformation process. District-level personnel will provide technical assistance during the project period and will work with the school principal to ensure that activities are implemented as planned. Although management of grant activities will be ongoing, the school principal and program manager will meet at least monthly to discuss the status and effectiveness of program implementation and will meet more often as needed. The program manager will ensure timely and accurate submission of programmatic reports to the Texas Education Agency. The District's Business Office will be responsible for preparing and submitting financial reports. During the program period, the district and the school will continue to utilize data systems that support a realistic diagnosis of the number of students who are successful academically. They will also identify individual students who are at high risk of failing and/or dropping out. They will produce bi-monthly interim progress reports on student performance and after analysis and evaluation, take corrective action as needed. Teams of teachers will serve as role models and advocates for students. They will provide academic opportunities to ensure that individual student needs are met. Further, students will be taught life skills to help them overcome obstacles that could impede them from completing the requisites for high school graduation. The various committees that were have created during the Comprehensive Needs Assessment process will continue to meet during the program years. The will conduct periodic reviews of various guiding documents and data provided by the Accelerated Schools Project staff. The committees will have opportunities to share and make recommendations for program improvement. Each committee will continue to assess the data and reach conclusions about causal factors of campus strengths and weaknesses. They will prepare and file a written report and present their findings to the school community. The final report is distributed to all members of central office, the school, as well as interested members of the community. We will file quarterly reports to the Edinburg CISD school board.		

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____	TEXAS EDUCATION AGENCY Standard Application System (SAS)	108904 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).		
Resource Management – Describe how the LEA/campus will align other resources (federal, state, local, and community) with the school improvement intervention.		
ECISD and Harwell Middle School will collaboratively work with federal, state, local and community resources to improve student success. Region One Education Service Center staff will provide resources to promote building leadership capacity, promote rigor through instructional practices, implement assessment of current practices, and evaluate high yield staff development. The Education Resource Center from Region 13 will provide administrative leadership to Harwell Middle School as the grant activities are developed and executed. Additionally, ENCORE, a community organization will partner with Harwell Middle School to provide college readiness camps to about 200 students each year. Edinburg CISD will align other local, federal, and state resources from the following programs to work in coordination with the school's initiatives for improvement: Local Funds: - Discipline Management Program - Accelerated Reader Program - Student Assistance Program - Instructional Assistants Program - Reading Instructional Program for Dyslexic Students State Compensatory Education: - Computer Assisted Instruction - CEI – Computer Assisted Reading Program - New Century – Computer Assisted Reading Program - Student Tutorial Program - Curriculum Assistant - Newcomer Program for Recent Arrival Program Title I Regular: - Computer Assisted Instruction - Accelerated Reader Program - Student Tutorial Program - Student Assistance Program - Instructional Assistants Program - Reading Instructional Program for Dyslexic Students - Newcomer Program for Recent Arrival Program - Migrant Program - API Program - STAR Reading Program - READ 180 Intervention Program - Voyageur Reading and Math Intervention Program Title I Migrant: - Migrant Program - API Program - STAR Reading Program Title I Bilingual: - Newcomer Program for Recent Arrival Program Special Education: - READ 180 Intervention Program		

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	108904 County-District No.
by telephone/e-mail/FAX on _____ by _____ of TEA.		Amendment No.
Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Grant Project Manager Qualifications – Describe the qualifications of the person selected to be the project manager for this grant on the campus.		
The Director of Federal Programs will oversee the transformation project at the district level. He has more than 30 years of experience in the field of education and has held the position of Federal Programs Director for over 10 years. He holds a master's degree in school administration, mid-management certification, a superintendent certificate and is currently a doctoral student at the University of Texas in Austin. He was previously a successful high school principal. In his current position, he is required to have a direct line of communication with the superintendent and other key administrative personnel. The Federal Programs Director has extensive knowledge on fiscal responsibilities. He assists Harwell Middle School in on an ongoing basis and ensures all resources are properly distributed in accordance to assigned campus budgets. He holds authority to make decisions on budgetary requests from the campus. As part of his responsibilities, he ensures that campus expenditures are aligned to the program goals and objectives of each of the funding sources (i.e. local, state, federal and grant). The Harwell Middle School principal is responsible for on-site program management. She will manage the daily operations of transformation process to ensure its fruition. She has over 30 years of experience in the field of education and over 10 years experience as a principal. She holds a master's degree in school administration, mid-management certification, and a superintendent's certificate. Prior to her position as a principal, she was a middle school assistant principal and a special education diagnostician. The principal at Harwell Middle school is responsible for the education of over 1700 students and the quality its 195 staff members. She has been given the authority to oversee the campus operations and maintains a direct line of communication with the superintendent and other key administrators. She ensures that all resources are properly distributed on the campus in accordance to the assigned campus budget. The hiring of highly qualified teachers is a collaborative effort that she oversees. She ensures that all candidates meet the highly qualified criteria and works closely with the Human Resources department to ensure effective processing of teachers. All leaders and staff of Harwell Middle School attend various professional development trainings to ensure proper management and execution of their assigned roles and responsibilities. The campus principal has the distinction of being a positive role model for the campus and is well respected by the staff and students. Her strong leadership style and effective communication skills will help support all components of the transformation process. She is well versed in scientifically based research models that assure effective teaching and learning. Through her responsibility as campus leader she ensures that the campus is provided operational flexibility to implement program strategies. The process of action plans will be monitored through regularly scheduled meetings with campus administration and teacher leaders. The school principal is committed to providing the leadership support necessary for removing any barriers that may hinder the school's transformation process.		

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	108904 County-District No. _____
by telephone/e-mail/FAX on _____ by _____ of TEA.		Amendment No. _____
Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
LEA Support – Describe how the LEA will structure and implement an individual or office with responsibility for supporting the campus' school improvement efforts.		
The Director for Federal Programs and the federal programs staff will be responsible for supporting the campus' school improvement efforts. This department is the best equipped with staff and resources needed to successfully coordinate district initiatives and the activities required under this program. The department's designee will maintain open communication during the grant period to ensure that program objectives are working as planned. He will oversee the activities at school and ensure that student needs are being met. The responsibilities of the federal programs director will include: oversight of the transformation process, ensuring rapid responsiveness to the transformation efforts, assisting in eliminating barriers that may hinder the transformation process, and serving as a resource and mentor to the administrator and campus Conferences between the district and campus staff will be ongoing. Situations of severe consequences will be attended to as soon as practical. The program manager will schedule formal meetings and discussions with program staff at least twice a month. On a quarterly basis, the program manager will prepare interim progress reports for the Assistant Superintendent of Instruction and Support Services, the superintendent and/or the school board. An annual report will include the evaluation results of program operations and the strategies used to achieve the actual outcomes. District support includes building capacity for change. The district will assist in developing the knowledge and skills, through training, professional development coaching, and consultation. Further, it will support an incentive program for teachers in order to give people a reason to change. The district will consider the inclusion of consequences within the incentive program if it's legal counsel so advises. The district supports rewarding teachers and principals for adopting effective practices and demonstrating significant improvement. To assist them in attaining their goals, it will support opportunities to innovate and to break away from the system's own barriers and constraints. Additionally, the district, through the Federal Program Department, will regularly conduct the following activities: • Monitor progress of the intervention plan. • Provide feedback to principals when needed and or requested. • Respond promptly to principal requests for assistance. • Hold regularly scheduled meetings with principals from the participating schools. • Assist principals in problem solving. • Serves as a liaison between the district and program representatives. • Assist in efforts to increase community and parental involvement. • Partner with campus to generate a positive school culture. • Support the placement of social service resources at the campus. • Coordinate and support professional development opportunities.		

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	108904 County-District No.
by telephone/e-mail/FAX on _____ by _____ of TEA.		Amendment No.
Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Program Continuation and Sustainability – Describe how the LEA will sustain the campus reforms after the funding period ends.		
The Edinburg Consolidated Independent School District will sustain campus reforms at Harwell Middle School after the funding period ends through the following strategies, processes and practices: (1) Effective collection and use of data at least three times per year. (2) Dedicate sufficient time on a routine and non-negotiable basis for data analysis and planning by teams at the district and school level. (3) Support and train key stakeholders on how to make positive behavioral changes. (4) Provide ongoing support, training, and/or incentives during implementation of cultural changes. (5) Allocate resources—human and fiscal—to support sustainability of reforms beyond the grant period. (6) Engage a wide representation of the community in the planning process for program continuation and sustainability. (7) Ensure that new staff is committed to adopting the reform measures. Harwell Middle School will continue using the Accelerated Schools Project throughout the TTIPS grant years. This process employed by Accelerated Schools Project will build capacity within the school and continue to effectively address challenges. Actions and initiatives that will be continued past the grant years include: (a) updated training for all staff on the Accelerated Schools process, governance and inquiry, (b) orientation training for any newly hired staff members, (c) updated training for board members and central administration, (d) review and realignment of curriculum as needed, and (e) an annual evaluation of the effectiveness of the process. Continuing training will occur throughout the year centering on powerful learning and teaching. Staff development time will be included in the school calendar specifically for updated training on the cadres and strategic action team's inquiry process and to provide additional resources. Systemic transformation will continue as the Accelerated Schools Project (ASP) is continued and refined each year. Professional Learning Communities as instituted by the ASP will continue each year as all staff are trained and retained annually regarding the clarity of purpose and culture of high expectations.		

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	108904 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).		
External Providers -- Describe how the LEA will recruit, screen, and select external providers to ensure their quality.		
All consultants providing services to Harwell Middle School will be hired following the district 's sealed competitive bids and requests for proposals process. Through this process the Edinburg CISD recruits, screens, and selects external providers through the competitive bid process. Depending on the scope of the work, selection is made through sealed competitive bids, requests for proposals, or sole source. When more than one vendor submits a bid, the district selects the vendor that either submits the lowest bid, or is the highest ranking in terms of meeting district needs. It is also the practice of the district to conduct a cost /benefit analysis to ensure efficient use of funds. The District does not enter into any binding agreements with vendors until after all required contract are reviewed and approved by the district attorney. Further, no contract is executed until approved by the Purchasing Office and /or the Board of Trustees. Under the Tier III Modified Transformational Model for school reform, Harwell Middles School will partner with the Southwest Center for Accelerated Schools as the consultant who can best help it develop its 3-year plan. In selecting the SWCAS - Accelerated Schools Project, the district and campus reviewed (a) the provider's qualifications, (b) the services and trainings offered, and (c) their historical experience. Specifically the ASP is being considered because it has been existence for over 14 years and has worked with over 200 schools in both urban and rural setting. ASP has experience with working with our student demographics and academic challenges. Its Powerful Learning Framework is job embedded professional development which utilized best practices. Their work is cited in various journals and documentaries, including: • American Institutes for Research AIR (2006) Summary of Findings from the National Longitudinal Evaluation of Comprehensive School Reform. http://successforall.com/_images/pdfs/AIR_Study_CSR.pdf • The Education Allance at Brown University (2005) Implementing for Success: An Analysis of Five CSR Models Accelerated Schools Summary. www.alliance.brown.edu/projects/details/proj_DSC1106.php • Manpower Development Research Corporation-MDRC (2001) Evaluating the Accelerated Schools Approach. www.mdrc.org/publications/107/overview.html • RAND Corporation (2000) study of student outcomes and other changes in schools that have adopted CSR models, as well as the relationship between a school's characteristics and the progress of reform. www.rand.org/news/press.06/11.09.html • Texas Study of the High School Redesign and Restructuring Grant Program InterIm Report (2007) Prepared for the Texas Education Agency by Resources for Learning, LLC www.resourcesforlearning.net Further, the Southwest Center for Accelerated Schools is a recognized specialist in building school capacity, establishing a coalition of community and stakeholder's support to the improvement goals. All stakeholders share power and responsibility for making and implementing important decisions for the outcomes of those decisions. Students are given opportunities to make decisions about their learning that both extends and follows up on their interests. Every teacher's capacity is built to pursue individual professional development that increases proficiency in instruction. Members of the school community share in making and implementing important decisions. The principal supports and encourages the school community to carry out significant decisions. Central office supports the decisions of the school. Students, staff and parents also have many opportunities in the schools and community through ASP to teach and to lead. Teachers, administrators, parents and students work together to identify problems and to seek resolutions that achieve the school's vision. Teachers are provided opportunities to develop and implement powerful curriculum, observe different classes, team teach and reflect on their practice to improve instruction. Students have a voice in their education by selecting topics for inquiry, literature, writing, projects and investigations. Students share responsibility for classroom decision making and managing classroom activities. Opportunities are provided for parents to be involved in decision-making through the Accelerated schools process and governance structure.		

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	108904 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).		
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.		
The Southwest Center for Accelerated Schools will provide a selection of campuses that are successful in utilizing the process of Accelerated Schools by building leadership capacity and changes in governance and inquiry along with successes in the expected outcomes of academic improvement for all students and a positive change in culture and climate of the campus. The campus leadership and a cadre of teachers will determine which sites to visit. In making the selection of site(s) to visit, the following criteria will be considered: - Similar demographics to Harwell Middle School - Proximity to the Rio Grande Valley - Campus successes and implementation progress Expected outcomes of the site visits include: - The site visits will provide peer to peer collaboration on the Accelerated Schools Project, its activities and implementation. - Communication at the site visit will help Harwell Middle School teachers and administrators gain an understanding of how the Accelerated Schools process benefits them and move Harwell Middle School towards new academic goals and higher achievement. - Campus staff will also see how their efforts contribute to the school reform process. - The site visit hosts will be able to answer many of the day to day questions and logistics of Accelerated Schools Project. - Upon completion of the site visit, the host campus can become Harwell's mentor and begin networking that will allow clear and consistent support, opportunities to reflect and listen openly and guidance in conjunction with the Southwest Center for Accelerated Schools.		

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with	TEXAS EDUCATION AGENCY Standard Application System (SAS)	108904 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 <i>one page each</i> , 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.		
The Edinburg CISD does not have any Tier I schools and therefore, is not applying to serve any Tier I school.		

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____	TEXAS EDUCATION AGENCY Standard Application System (SAS)	108904 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 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.		
☐ Turnaround ☐ Closure ☐ Restart ☐ Transformation ☒ Tier III Modified Transformation ☒ TEA Designed Model with Technical Assistance Provided by the School Improvement Resource Center ☐ 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> ☐ 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)	108904 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).		
As described in the previous pages, the Edinburg Consolidated Independent School District (ECISD) has held various informational meetings with all stakeholders of the community. They attended various trainings where they received information on the program and grant requirements. They shared the information learned with other key administrative staff and faculty. Various sessions were held at the district and at the campus levels. Prior to the grant announcement, the school leadership team had begun the transformation process and is currently making some positive changes in school reform. By participating in this grant initiative, we expect to continue to expand the implementation of reform strategies already in place. For this grant, the district and campus improvement teams have been working very diligently in developing a plan that will help improve the school's transformation plan. Our goal is for Harwell Middle School to eventually become one of the best demonstration schools in the region and state. We are on the way to attaining our goal. However the continuing threats of funding cuts places the campus at risk of losing the momentum because we are being weighed down by the myriad of issues that our special student populations bring. For example, the natural growth of these special populations in the coming decade means an even greater pressure on the allocation of resources. The issues at Harwell Middle School center around the demographics of students the campus serves. With over 40% of the students identified and Limited English Proficient and/or Special Ed., we will lack the financial and system resources necessary to meet their educational needs when we exit Stage 2 of School Improvement. In response, Harwell Middle School is partnering with Southwest Center for Accelerated Schools and the Accelerated Schools Project for leadership and guidance to sustain, support, and continue the process we have already begun. Our grant funds will be used to implement the new initiatives that are necessary for complying with the federal regulations of the Tier III Modified Transformation Model. During its research the Edinburg CISD found and utilized the <u>Handbook on Effective Implementation of School Improvement Grants</u> published by the Center on Innovation & Improvement as its main resource. The editors of this handbook are Carole L. Perlman and Sam Redding. The collaborating partners in the development of the Handbook include: (a) Assessment and Accountability Comprehensive Center, (b) Center on Innovation and Improvement, (c) Center on Instruction, (d) National Comprehensive Center for Teacher Quality, and (e) National High School Center. The district used the strategies recommended in the Handbook to make the decisions that are discussed in more detail below. Sub-committees used researched-based methods to investigate academic performance, teacher quality, school climate, leadership effectiveness, data driven instruction, increased parental/community involvement, and increased learning time. After completion of their tasks, the sub-committees came together to help select the school intervention model and they assisted in its design. The following is the result of the culmination of data analyses and stakeholder feedback and recommendations. Using the Campus Needs Assessment that was compiled by the staff in the early stages of entering the School Improvement Program, the administrative body was able to commission staff development days and enrichment camps like the SPA (Summer Planning Academy). Faculty came together and learned strategies that would improve student learning as well as improve teacher-student communication. TAKS taking strategies and cooperative learning, SIOP, and Thinking Maps were some of the strategies that teachers and staff learned. Additionally, systemic reform of campus structures was also started and all areas and subsystems of the school were analyzed and studied. A sense of partnership was also fostered with parents and the community to support student learning. We established a system of checks and balances that will ensure that the program components are synchronized and working as planned. As a 2nd year, Stage 2 School In Need of Improvement, we are totally committed to implementing the activities of the ASP transformation model and establishing the paths to success. As described in the following pages, the corrective action plan places the school in a position to raise student achievement dramatically and expediently. All of the required components of the TTIPS grant are addressed. The related activities are aligned to each of the critical success factors to ensure a complete and effective transformation. Additionally, we will increase community and parental involvement, and provide a flexible and sustained support system with a built-in incentive and rewards structure. For its selection process, the district and campus reviewed three school reform models that its was most familiar with. The three models studied were Roots and Wings, the School-wide Enrichment Model, and the Accelerated Schools Project (ASP). Of the three models, the model with the most lasting impact and sustainability has been the Accelerated Schools Project. Further, its		

TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	108904 County-District No.
by telephone/e-mail/FAX on _____ by _____ of TEA.	Amendment No. _____	
Texas Title I Priority Schools Grant		
Schedule #4B—Program Description		
Part 3: Intervention Model		
Section 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).		
philosophy, practices and approach are more closely aligned to Harwell Middle School and the district. Under the guidance of ASP, Harwell Middle School will maintain a clear focus on the most critical factors that affect student achievement, including those affecting the school, its teachers, and equally as important, its students. According to Manpower Demonstration Research Corporation Evaluation, 2002, districts and campuses that have worked with ASP have shown significant increases in student achievement. In the Accelerated Schools Process the community is seen as an educational resource providing a network of services to support the academic success of students. The community provides authentic learning experiences outside the school, such as community service projects, internships, job shadowing, career investigations, field trips, etc. Business, community and education leaders regularly are involved in discussions, mentoring and modeling the skills needed to ensure student preparation for workplace and higher education. Accelerated Schools process allows for support and research of community programs within the school that can support high academic achievement of all students. The Accelerated Schools Project engages families in supporting student learning and achievement by providing professional development that assists staff with the knowledge and skills to involve families in improving student learning. ASP provides parent-training opportunities in a broad range of topics, including, parenting skills, curriculum, ESL, and GED. The governance structure to be created with the assistance of the Accelerated Schools Project allows for all stakeholders to share power and responsibility for executing the important decisions. By implementing new systems and processes, we will transform Harwell Middle School into a college ready campus that prepares its students with 21st century technology and skills. Our new model of operations will be a complete contrast to the top down model currently utilized by the district and campus. We will begin the ASP Accelerated (Transformation) Process by developing a capacity for the whole school community to work together, enhance research skills, identify the school's strengths and challenges as well as generate baseline data. The first phase of the Accelerated Process is <i>Taking Stock</i>. In this phase ASP provides an overview and introduction to all staff and community members on the needs assessment of the campus. During the second phase of the Accelerated Process, <i>Forging a Vision</i>, the school creates a vision by gathering input from the school community, parents, students, professional and non-professional staff, and central office from the findings of the <i>Taking Stock</i> data. Members of the school community examine the discrepancies between the <i>Taking Stock</i> data and the school's <i>Vision</i>. From these gaps the school prioritize their challenges in phase three, <i>Setting Priorities</i>. The challenges will be prioritized based on the needs of the campus and the current level of building capacity. Once the challenges have been established in the areas of curriculum, instruction, and organization, we will begin phase 4 - <i>Strategic Action Teams (SATs)</i>. The SAT teams will identify the root causes of each challenge and implement change to remove those barriers. All staff members will be on a SAT (cross representation) along with representatives of the school community, central office, parents and students. Each SAT will focus on the barrier by exploring and hypothesizing why the problem area exists. The SAT will test hypotheses, interpret the results of the testing and develop a clear understanding of the problem area. They will then research scientifically-based solutions, synthesize potential solutions and develop action plans for implementing the solutions. Their action plans will include formative and summative evaluations as well as a plan to monitor, evaluate and assess the effectiveness once the plan is implemented. The Southwest Center for Accelerated Schools (SWCAS), will lead a five-day training that will focus on research skills, determine data for decision making, gather the data about instruction, curriculum, school climate, parental and community involvement as well as organizational issues, such as learning time and the scheduling effects on student learning. The Southwest Center for Accelerated School will support the Edinburg CISD and Harwell Middle School to build capacity through the implementation of the Accelerated Schools process that establishes the necessary environment to effectively transform the campus. Technical assistance will be provided to the district and the campus by providing highly quality teacher training and on-site weekly support by highly qualified and experienced field trainers. Curriculum and Instruction will be extended beyond the basic curricular requirements with enriched approaches for all students. Teachers will be trained on how to enrich courses with added, challenging content which		

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	108904 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 <i>five pages</i> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
allows students to prepare for post-secondary course work. The enriched curriculum will be designed to better engage students in ways that have been shown successful through research by Dr. Henry Levin (Stanford University) in his study of ten years of Accelerated Schools in the United States. Accelerated Schools Project (ASP) does not prescribe a curriculum but provides extensive training and support in curriculum, instruction, and assessment. The ASP Powerful Learning Framework will provide job-embedded professional development in implementing a variety of proven teaching strategies rigorous curriculum, flexible instructional program and alignment of assessments with the state standards. It permits ongoing curriculum development and refinement that supports the desired student outcomes that align with the Critical Success Factors. The school will teach in a personalized learning environment and provide more individualized instruction. It will conduct pre and post surveys of students to determine their learning styles, their strengths and weaknesses and their likes, and dislikes. It will use the information obtained to put in practice the student's P-16 IGP. This will ensure that every student's academic goals and expectations are met. Highly qualified teachers will provide a rigorous and relevant instruction to better engage students. The students at Harwell Middle School will acquire the skills they need to be lifelong learners. The Southwest Center for Accelerated Schools will provide professional development and external technical assistance that focuses on providing adequate resources in order to substantially raise the achievement of students. Critical Success Factors (CSF) and milestones indicated by the grant will be demonstrated by students at the campus and/or the adults working on their behalf. Harwell Middle School will gather and analyze data to understand barriers, reach solutions and develop action plans through the use of inquiry. The campus will use research-based methods or strategies to investigate academic performance, teacher quality, school climate, leadership effectiveness, data driven instruction, increased parental/community involvement and increased learning time. The succeeding pages describe how the ASP will help Edinburg CISD and Harwell Middle School begin its transformation process. Included below is the timeline for program activities: I. Timeline of Model Implementation August 2010 - o SIRC required meeting for campus leadership team - o Five Day Leadership Team training for core group of 10 administrator and teacher leaders - o Introduction and modeling of leadership team's role in professional development and initiating - o The process for Taking Stock and the Extending Data Day, Analysis of Data, Forging a - o Shared Vision, Setting Priorities, Powerful Learning and Governance and Inquiry - o Powerful Learning Summer Institutes - o Conducted on-site as part of campus pre-service and/or in-service; all teaching staff will participate - o Collaboratively develop timeline for year's activities with principal August 2010-May 2011 (on-going) - o Introduce the staff and initiate the Taking Stock Process - o Conduct the philosophy and process overview - o Conduct On-site weekly technical support - o External field trainer will conduct classroom visits - o Establishing Accelerated Schools presence within school - o Conduct Monthly meetings for principals, internal facilitators and external field trainers - o ASP staff will meet with appropriate district staff, invite them to activities and request their participation and support - o Establish Accelerated School's staff development sessions on weekly basis with whole school and always include the ASP philosophy in these sessions - o Initiate and conduct the Taking Stock process - o Analysis and Enhancement of current programs to maximize academic impact		

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	108904 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).		
September 2010-October 2010 - o All stakeholders will participate in the completion of Taking Stock Process - o Conduct Data Day presentation to the school community - o Publish and distribute the Taking Stock Report to staff, parents, central office, school board - o Organize stakeholders to forge a shared vision - o Complete the vision process including celebration - o Vision committee reports and community meeting are presented - o Conduct the Powerful Learning I training for entire staff - o Conduct on-going walkthroughs to all classrooms - o Continue classroom powerful learning exploration and Effective Lesson Design - o Conduct snapshot walkthroughs for baseline data November 2010-December 2010 - o Conduct Governance and Inquiry Leadership Team training for two days - o Establish the school governance structure (entire school community is involved) - o Train staff in use of inquiry (action research for problem solving) - o Continue classroom powerful learning exploration - o Conduct small teacher-group sessions - o Conduct on-going walkthroughs and reflection of instructional strategies - o Meet with all staff to set priorities to identify the challenge areas and establish the focus of - o The school's work for the next several months - o Establish cadres and strategic action teams, set challenge statements and determine timeline - o Principal will a one day Leadership Seminar January 2011 - o Conduct Cadre Leader Training - o Train cadre leaders in use of inquiry and meeting management - o Train strategic action team leaders and set meeting calendar and timeline - o Reflective coaching and mentoring-Analysis of fall walkthrough data February 2011-April 2011 - o Begin Cadre work in small action team after school and on Saturday - o Conducted work to determine root causes of challenges; the is research conducted by - o Cadres and strategic action teams, solutions and action plans are formulated - o Maintain monitoring of Strategic Action Teams' progress - o Explore challenges and known facts, formulate mini-vision, engage in hypothesizing and testing - o Conduct research and solutions - o Action Plans become the Campus Improvement Plan - o Continue classroom powerful learning exploration, conduct embedded professional learning into the regular schedule - o Work with leaders to develop their facilitation skills and implement a collaborative model - o Principal will attend a 1 day leadership seminar May 2011 - o Campus Improvement Plan is written - o Develop master plan from Strategic Action Teams' work, professional development plan, outline resource, review scheduling and establish a budget plan - o Reset Priorities establishing new cadres/strategic action teams and determine the challenge statements for 2011-2012 - o Conduct reflective coaching and mentoring-analysis of spring walkthrough data - o Conduct annual site visit by Accelerated School Project staff		

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	108904 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 <i>five pages</i> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
June 2011-August 2011 - o Conduct /Attend Powerful Learning Institutes - o Teachers receive 30 hours of GT credit (TAGT) - o Teachers attend a three day True Colors Institutes - o Teachers and administrators will attend seminar on best practice strategies for teachers that will help them design learning - o Conduct experiences that engage all students in the classrooms - o Campus staff will review, update and revise action plan as needed for Year 2 - o Campus staff will review, update and revise Needs Assessment as needed for Year 2 <u>Years Two and Three</u> September 2011-June 2013 - o Trainings will be scheduled and dates will be determined based on the campus needs - o Required Training for Year Two are as follows: Powerful Learning II, III and IV Cadre Leader II, Cadre Leader follow up Conduct new teacher orientation Conduct mini Taking Stock surveys Conduct and reset priorities Conduct a Governance and Inquiry Update Principal will attend Leadership Seminars Conduct Networking Session Plan and execute Summer Institutes for differentiated instruction <u>Continuing Services Through Year Three:</u> - o Continuous on-site professional development with teachers in the areas of transforming teaching practices and student learning - o Reflective coaching and mentoring will be continued - o Use data to improve academic success through the use of inquiry - o Conduct on-going work with teachers that provide meaningful collaboration - o Conduct analysis and enhancement of current programs to maximize academic impact - o Embed Professional learning in the regular schedule - o Conduct Leadership Capacity Building work sessions with administrators that connect principals, teachers and students - o Work with teacher leaders to develop leadership capacity, facilitation skills and implementation of a collaborative and transformational model - o Accelerated Schools Process to support whole school change - o Conduct Book Studies with administration and staff Harwell Middle School, through this proactive plan, will ensure that it will continue doing the breakthrough work already in progress and give its students the opportunity for a more successful academic life. All local, state, and federal requirements will be complied with and strictly adhered to.		

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	108904 County-District No.
by telephone/e-mail/FAX on _____ by _____ of TEA.			Amendment No.
Texas Title I Priority Schools Grant Schedule #4B—Program Description			
Part 3: Intervention Model			
Section 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	School Administration: Principal, Assistant Principals, Curriculum Assistant, Counselors, Testing Facilitator, Instructional Lead Teacher		
2	School District TTIPS Team: Area Directors, Federal Program Director, Title I Coordinator, Grant Writer, Director of Finance		
3	Parents and Students: Parents/students will be involved on Taking Stock Committees, in the final report and acceptance of the Taking Stock Report, in prioritizing the barriers, and serve on the Strategic Action Teams		
4	SBDM and School Community: SBDM and School Community will be involved in the final report and acceptance of the Taking Stock Report, will be asked for input on the school's vision, will be involved in prioritizing the barriers and will serve on the Strategic Action Teams		
5	Community Organization: Community Organizations will be involved on the Taking Stock Committees, will be asked for input on the school's vision, will be involved in prioritizing the barriers, and will serve on the Strategic Action Teams		
6	Region XIII ESC: School Improvement Resource Center (SIRC)		
7	Region One ESC: Region One Education Service Center will assist our campus to improve student performance. It will also assist the campus to achieve this goal in an effective and efficient way making sure to carry out the mandates of the Texas Education Agency.		
8	Instructional Specialists: will recommend that the team of teachers assess and adjust instruction in short-term cycles of improvement through regular meetings.		
9	Parental Involvement Office: will support through the parent education program about the learning standards and the parent's role in supporting children's learning at home.		
10	Accelerated School Project: will lead the transformation process .		

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____	TEXAS EDUCATION AGENCY Standard Application System (SAS)	108904 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 _____		TEXAS EDUCATION AGENCY Standard Application System (SAS)		108904 County-District No.	
by telephone/e-mail/FAX on _____ by _____ of TEA.		School Years 2010-2013		Amendment No.	
Texas Title I Priority Schools Grant Schedule #4B—Program Description					
Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 1: Improve Academic Performance including (but not limited to) Reading/ELA and Math					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1A,1B,1C, 2A, 2B,2C 4A,4B,4C	Improve Student Achievement in Reading/ELA across all grade levels	To effectively implement targeted and prescribed instruction to close the gap across all grade levels	TAKS Data, NCLB, AEIS	August 2010	June 2013
1A,1B,1C, 2A, 2B,2C 4A,4B,4C	Improve Student Achievement in Mathematics	To effectively implement targeted and prescribed instruction to close the gap across all grade levels	TAKS Data, NCLB, AEIS	August 2010	June 2013
1C, 4C, 5B	Cornell Notes for student generated summaries and note taking	Students need a system to organize information to use as a study tool for comprehension and retention	System created through James Madison University and developed by Walter Pauk and incorporated with the AVID program	August 2010	June 2013
1B, 1C, 5A, 5B	Thinking Maps to organize thinking process that support specific skills	Students need a process to organize for developing metacognitive skills	Marzano's classroom instruction that works	August 2010	June 2013
1A, 1B, 1C, 3A, 3C, 4A, 4B, 4C, 5A, 5B	Texas Adolescent Literacy Academy which scaffolds learning, develops vocabulary, fluency, comprehension, and supports the three tiers of learning	Supports scaffolded instruction for ELL, Special Education and At Risk learners	University of Texas, Austin by direction from House Bill 2237 to develop Literacy Academies	August 2010	June 2013
1B, 1C, 2C, 3A, 4C, 5A, 5B	Cooperative Learning for students to learn specific tasks	Support for students to learn as a group and to improve collaborative skills as a group of learners	As researched by Dr. Spencer Kagan	August 2010	June 2013
1B, 1C, 2C, 3A, 3C, 4C, 5A, 5B, 7B	Technology integration via SMART boards, Inter Write pads, and Promethean Boards	To facilitate the delivery of instruction and engage student learning	Bitner and Bitner article regarding integrating technology into the classroom. "8 Key Steps"	August 2010	June 2013
1B, 1C, 2C, 3A, 3C, 4C, 5A, 5B, 7B	Implementation of Instructional Software Voyager, CAI, CEI, Read 180, IGNITE math, Study Island, TAKS Workshop for Math	To provide intervention support for struggling learners.	Research based for interactive programs as provided by individual programs and studies from What Works Clearing House	August 2010	June 2013
1A, 1C, 2A, 2B, 3A, 3B	Differentiated and targeted instruction to all students	To meet the individual learning needs of students	Differentiated Instruction by Carol Ann Tomlinson	August 2010	June 2013

[illegible]

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____		TEXAS EDUCATION AGENCY Standard Application System (SAS)		108904 County-District No.	
by telephone/e-mail/FAX on _____ by _____ of TEA.		School Years 2010-2013		Amendment No. _____	
Texas Title I Priority Schools Grant Schedule #4B—Program Description					
Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 2: Increase the use of Quality Data to Drive Instruction					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1A, 1B, 1C, 2A, 2B, 3C	Effective disaggregation of data for targeted instructional planning	To target instruction for student needs and placement in appropriate intervention	Dr. Victoria Bernhardt research.	August 2010	June 2013
1A, 1B, 1C, 2A, 2B, 3C	Obtaining quality data to drive instructional planning	To support the instruction of students with targeted interventions and best practices through planning	Dr. Victoria Bernhardt research.	August 2010	June 2013
1A, 1B, 1C, 2A, 2B, 3C	Examine multiple data sources on school accountability	To better interpret data	TEA Accountability Rating System	August 2010	June 2013
1A, 1B, 1C, 2A, 2B, 3C	Continuous integration of data disaggregation in planning student learning	To plan through data disaggregation which identifies patterns and trends and emerging issues for targeted student instruction to eliminate gaps in achievement	www.SchoolBoardData.org article "Improving School Board Decision Making – The Data Connection" www.bestpractices.org	August 2010	June 2013
1A, 1B, 1C, 2A, 2B, 3C	Incorporate surveys to dialogue with all stakeholders regarding perceptions	To remove misconceptions that drive decision making	Dr. Victoria Bernhardt research.	August 2010	June 2013
1A, 1B, 1C, 2A, 2B, 3C	To incorporate portfolios and other resource tools to relate data to instructional planning	To incorporate effective instructional strategies and best practices within daily lesson planning	Dr. Victoria Bernhardt research. Best practice research on portfolios www.bestpractices.org	August 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	108904 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 3: Increase Leadership Effectiveness					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
3A, 3B, 4A, 4B, 4C, 7B	Build capacity for teacher leadership through targeted staff development and dialogues	Support teacher leadership to strengthen the performance of student learning	Research by Robert Marzano, Marvin Fairman, and Leon McLean	August 2010	June 2013
3A, 4C, 7B	Build leadership capacity among the staff through planning academies	To maximize opportunities for staff to come together for positive purpose.	School Improvement Resource Center and research by Gordon A. Donaldson, Jr.	August 2010	June 2013
3B, 3C, 4C	Clarify and redefine roles that strengthen relationships among administrative team and teacher leaders	To maximize communication, efficiency, and effectiveness in the school learning environment	School Improvement Resource Center and research by Gordon A. Donaldson, Jr.	August 2010	June 2013
3A, 3B, 3C	Clarify and dialogue on a frequent basis the vision and the mission of the school for student success	To create an atmosphere that enhances systemic change that endures	Research by Michael Fullan	August 2010	June 2013
4A, 4C, 5C, 6A, 6B, 6C, 7C	Roles and responsibility of SBDM committee	To improve the effectiveness of process and systems utilized by SBDM for the improvement of student achievement	Texas Education Agency	August 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)		108904 County-District No.	
by telephone/e-mail/FAX on _____ by _____ of TEA.		School Years 2010-2013		Amendment No. _____	
Texas Title I Priority Schools Grant					
Schedule #4B—Program Description					
Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 4: Improve Learning Time					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1C, 3B, 4A, 4B, 4C, 6A, 6B	Flexible Scheduling	To target specific student groups for enhancement, enrichment, and intervention of instruction	National Middle School Association	August 2010	June 2013
1A, 1B, 1C, 2A, 2B, 2C, 4B, 4C	Collaborative Planning within teams and departments	To dialogue and discuss with frequent planning for the implementation of interdisciplinary studies, portfolio & formative assessment, integration of lesson planning, and improve the quality of instructional delivery and effectiveness	National Middle School Association and the Center for Collaborative Planning	August 2010	June 2013
1A, 1B, 1C, 2A, 2B, 2C, 4A, 4B, 4C	Continue extended day learning opportunities	To provide multiple opportunities for effective instruction that targets specific student groups and individual student needs	Closing the Gap through Extended Learning Opportunities", NEA policy brief.	August 2010	June 2013
1A, 1B, 1C, 2A, 2B, 2C, 4A, 4B, 4C, 6A, 6B, 6C	Utilize instructional time effectively and efficiently	To provide multiple strategies for all scheduled instructional time that engages students	David Berliner, Arizona State University from "The Nature of Time in Schools".	August 2010	June 2013
1C, 2B, 2C, 3A, 4C, 5A, 5B, 5C	Continue the use of co-teaching strategies	To improve the delivery of instruction for struggling students	Marilyn Friend, "The Power of Two".	August 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)		108904 County-District No.	
by telephone/e-mail/FAX on _____ by _____ of TEA.		School Years 2010-2013		Amendment No. _____	
Texas Title I Priority Schools Grant Schedule #4B—Program Description					
Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 5: Increase Parent/Community Involvement					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1C, 5A, 5B, 5C, 6A, 6B, 6C	Integrate family participation through wellness fairs, student celebrations, team celebrations, informational meetings, and student programs	To improve cultural diversity, more parent input, and effective communication in Spanish and English	"Education and Parental Involvement in Secondary Schools, Problems, Solutions, and Effects" by Jeri LaBahn.	August 2010	June 2013
5A, 5B, 5C, 6A, 6B, 6C	Proactive communication between the school and home	To improve communication between the school and home that results in an improved relationship	"Education and Parental Involvement in Secondary Schools, Problems, Solutions, and Effects" by Jeri LaBahn.	August 2010	June 2013
5A, 5B, 5C, 6A, 6B, 6C	More involvement of parents and community in the decision making process within the school	To foster communication and collaboration that results in a better rapport and a higher level of participation among parents and community members	Texas Education Agency SBDM Manual	August 2010	June 2013
5A, 5B, 5C, 6A, 6B, 6C	Provide access to local community services through site based parent liaison and additional resources	To improve the quality of student life by addressing family concerns. To improve the perception of schools and utilize the school as a place for parent education	Michigan Department of Education: What Research Says About Parent Involvement in Children's Education in Relation to Academic Achievement	August 2010	June 2013
1C, 5A, 5B, 5C, 6A, 6B, 6C	Increase on-site parent participation of students with disabilities in the ARD and IEP process	To improve the quality of services delivered and instruction provided both in and outside the school setting for students with disabilities	ARD Decision Making Manual from TEA	August 2010	June 2013
1C, 5A, 5B, 5C, 6A, 6B, 6C	Increase the understanding and involvement of parents regarding the steps in response to intervention for struggling students	To improve the quality and timeliness of services delivered, instruction provided and prevent dropout both in and outside the school setting for struggling students	504 and Dyslexia legislation, NCLB mandates, Title III Federal legislation	August 2010	June 2013
5A, 5B, 5C, 6A, 6B, 6C	Provide communication tools for parents to effectively interact with the school	To improve the support for students and empower parents to become involved in their children's education	Learning First Alliance – Parent and Community Involvement www.learningfirst.org	August 2010	June 2013

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____		TEXAS EDUCATION AGENCY Standard Application System (SAS)		108904 County-District No. _____	
by telephone/e-mail/FAX on _____ by _____ of TEA.		School Years 2010-2013		Amendment No. _____	
Texas Title I Priority Schools Grant Schedule #4B—Program Description					
Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 6: Improve School Climate					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
3B, 4B, 5B, 6C	School calendar process for academic and extracurricular activities that is aligned with the school's vision and focus.	To improve communication and increase learning time which results in improved teacher morale and educational climate.	School Climate Guide for District Policy Makers and Education Leaders endorsed by the National School Boards Association	August 2010	June 2013
3B, 4B, 4C, 6A, 6B	Reduce interruptions during school learning time.	To increase learning time.	National Middle School Association, NASSP	August 2010	June 2013
1C, 4B, 4C, 5B, 6B	Communicate via weekly documents with staff.	To increase communication and knowledge of school activities and plans through written documentation.	Harry Wong, First Days of School	August 2010	June 2013
1C, 4C, 5B, 5C, 6A, 6B	Define protocols for daily school routines for all stakeholders including professionals and students.	To increase understanding and compliance of daily school routines and processes.	The Facilitators Book of Questions by David Allen & Tina Blythe	August 2010	June 2013
1C, 4B, 5B, 6A, 6B	Define clear, consistent, and appropriate routines for daily school life.	To increase compliance with school policy, increase learning time, decrease discipline referrals, and provide an environment where all stakeholders feel safe.	Best Practice Briefs, A Product of University Community Partnerships at Michigan State University.	August 2010	June 2013
6A, 6B, 6C	Provide opportunities to recognize students, staff, and administrative achievements on a consistent basis.	To improve attendance, increase commitment and reduce transfers among staff and students.	2006, Federal No Child Left Behind Legislation and guidelines	August 2010	June 2013
5A, 5B, 6A, 6B, 6C	Provide a welcoming climate for parents and community.	To increase participation to improve rapport, positively influence perceptions and attitudes of parents and community regarding the school.	Best Practice Briefs, A Product of University Community Partnerships at Michigan State University.	August 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)	108904 County-District No. _____			
by telephone/e-mail/FAX on _____ by _____ of TEA.	School Years 2010-2013	Amendment No. _____			
Texas Title I Priority Schools Grant Schedule #4B—Program Description					
Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 7: Increase Teacher Quality					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1B, 1C, 3A, 4C, 6A, 7A, 7B, 7C	Provide Academic Coaching.	To improve the quality of the delivery and fidelity of instruction.	Blended Coaching by Bloom, Castagna, Moir, and Warren Leadership Coaching for Educators by Karla Reiss	August 2010	June 2013
1B, 1C, 3A, 4C, 6A, 7A, 7B, 7C	Targeted and focused professional development opportunities.	To improve the quality of the delivery and fidelity of instruction that aligns with the vision of the school.	S.M.A.R.T goal process, NCLB Act	August 2010	June 2013
7A, 7B, 7C	Use the INSPIRE program to mentor all new teachers (year 1 and 2).	To support new teachers with school information, best practice knowledge, and classroom management techniques for student success.	New Teacher Mentoring "Hopes and Promise for Improving Teacher Effectiveness" by Harvard Education Press	August 2010	June 2013
1C, 3A, 3C, 4C, 7A, 7B, 7C	Provide opportunities for staff to share professional development training.	Improve the overall knowledge of best practices, classroom management, and other pedagogy.	Leading Action Research in Schools – By Hewitt & Little	August 2010	June 2013
7A, 7B, 7C	Provide opportunities for staff to fully understand PDAS and the implications of this appraisal system.	To guide staff in understanding the correlations of PDAS with effective instruction.	PDAS Manual, Texas Education Agency	August 2010	June 2013
1C, 7A, 7B, 7C	Provide feedback to improve instruction.	To improve the quality of the delivery of instruction on a frequent basis.	PDAS Manual, Texas Education Agency	August 2010	June 2013
7A, 7B, 7C	Recruit, hire, and retain Highly Qualified teachers.	To improve the overall level of expertise and knowledge in specified content area.	Highly Qualified Legislation, NCLB	August 2010	June 2013
1C, 4C, 6B	Provide appropriate planning time on a daily basis.	To improve the delivery of instruction and targeted assistance for student learning.	Policies to Enable Teacher Collaborations www.teachersnetwork.org	August 2010	June 2013
1C, 3A, 3C, 4C, 6B, 7A, 7B, 7C	Provide opportunities for teachers to observe effective, experienced, and successful teachers.	To improve the delivery of instruction.	Coalition of Essential Schools www.essentialschools.org	August 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)		108904 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: Other Improvement Activities and Timeline (cont.)					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1B, 1C, 2B, 2C, 4C, 6B,	Provide academic services for students in school in-suspension.	To alleviate gaps in instruction when students serve time in in- school suspension.	Is Your In-School Suspension a Place or a Program? http://socyberty.com	August 2010	June 2013
1C, 6A, 6B	Provide options of consequences for students with discipline issues.	To increase learning time and prevent gaps in instruction from missed class time.	<u>Discipline with Dignity</u> by Curwin & Mendler <u>Assertive Discipline</u> by Lee Canter <u>First Days of School</u> by Harry Wong	August 2010	June 2013
6B	Increase security visibility and number of officers.	To provide adequate security for the rising number of students with a projection of 1800 for 2010-11.	Safe and Drug Free Schools, National School Safety Center	August 2010	June 2013
1B, 6A, 6B, 6C	Increase opportunities for extra-curricular clubs and activities participation by all students.	To provide opportunities for all students to become a part of the school community through clubs and activities. Decrease the potential of drop outs.	National Middle School Association	August 2010	June 2013
5A, 5B, 5C, 6A, 6B	Parent Outreach program to keep students in school.	To increase attendance, decrease drop-out rate, and improve parent – school communication.	Communities in School Research	August 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)**

108904
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 4: Waiver Requests

Applicants must check the waivers in which the LEA/campus intends to implement.

- ☒ Extending the period of availability of school improvement funds.

This waiver extends the "life" of the funds for two additional years; allowing the state to fund the grant period for three years to the LEA on behalf of the eligible campus, as long as the campus meets the requirements of implementation of the grant program.

Note: Since TEA has requested and received a waiver of the period of availability of these school improvement grant funds, this waiver automatically applies to all LEAs in the State and *must* be checked.

- ☐ "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.

Under this waiver, the LEA with an eligible Tier I or Tier II campus implementing the turnaround model or restart model may have their School Improvement status reset regardless of the actual AYP status and other school improvement interventions, such as School Choice and Supplemental Education Services (SES) would not be applicable. This waiver allows the campus two years to effectively implement the selected turnaround or restart model of reform without additional statutory school improvement interventions being required.

- ☐ Implementing a school wide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

This waiver allows a Tier I Title I campus that otherwise does not qualify to operate a Schoolwide program to do so in order to implement the Tier I reform model selected.

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	108904 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		
The TTIPS District team will monitor the program throughout the project period to ensure that the program is working as intended. We will solicit feedback through various mediums of communication (e.g. oral, written, e-mail, or fax) from participants and stakeholders during the school year. We will use all feedback received to identify and correct problems as they occur and will help coordinate the necessary resources to implement changes for program improvement. Process evaluation information will be obtained from program administrators and participants to determine quality measures according to the purpose and objectives of the project. The TTIPS District team is committed to conducting ongoing and "systematic data collection" because it provides the evidence that is necessary to implement rapid change and improvement in student learning. By implementing routine diagnostic processes, we are able to establish a systematic way of collecting and using a variety of information to make informed decisions. Further, with ongoing monitoring of grant activities, we are also able to confirm the <i>fidelity of implementation</i>. During this process, we obtain evidence that the delivery of content and instructional strategies are implemented in the way in which they were designed and intended to be delivered. If the expected positive impact does not occur, data evaluation lets us know whether it is the program or the implementation of the program that caused the problem The TTIPS Campus team and grade level chairpersons will monitor the implementation of the plan on a monthly basis. At the monthly meetings, the team will determine if the implementation of program activities is on schedule and if the activity was implemented effectively. They will conduct on-going assessment of performance and operations. To determine if students are on target for improved academic performance, the campus improvement team will analyze campus and district benchmark results as soon as they become available. They will review other campus data to determine if the additional program activities are working as planned. The school improvement team will recommend modifications to the plan as needed to ensure that they are on target to meet the program objectives. All review and monitoring activities will be supported with documentation, such as agendas, sign-in sheets, progress reports, and meeting minutes. Harwell Middle School will utilize the Accelerated Schools Tools for Assessing School Progress which includes the following: • Compilation and conclusion of all committee, cadre, strategic action teams and steering committee meetings • Student engagement survey results and conclusions • SWCAS questionnaires on the process, launch, governance and inquiry and action plans for completing each to demonstrated status Instructional Practices Inventory, Walkthrough Summary, Observation Notes, External Provider Service Record, Accelerated Schools Standards and Indicators Summary Document • Tools for Assessing School Progress • Reflection Summary Sheet • Mid-year site visit and annual site visit • Accelerated Schools networking and principals meetings to assess on-going implementation and student academic achievement • Utilization of the Accelerated Schools Target for Student Success • Development and implementation of a campus-wide rigor rubric • Benchmarks • Teacher and Student Reflections		

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	108904 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 B: Formative Evaluation- Describe the LEA/campus' process for formative evaluation, including how the results of the evaluation will be used to improve the grant program		
The TTIPS District Team and the TTIPS Campus Teams will gather information about how successfully the strategies of the project are implemented. At least quarterly, they will assess their impact on the targeted population of staff and students. The district and campus teams will conduct the following activities to gather formative evaluation information from the program participants. This information will be used to make program improvement in the areas of need. 1. Classroom observations 2. Benchmark and Periodic assessments 3. Annual State Standards (TAKS) 4. Achievement tests 5. Document review 6. Interviews with leaders and teacher assessments 7. Instructional data to alter strategies 8. Feedback 9. Examining lesson plans 10. Portfolio assessments 11. Review of student work samples 12. Focus groups surveys In addition, Harwell Middle School will use the Tools for Assessing School Progress, a formative Accelerated Schools, University of Texas at Austin, College of Education evaluation system focusing on the school's attention to the curriculum, instruction, data analysis, research, course work and leadership development. The school will build capacity when it learn how to collect and analyze its own data about its own progress and to craft an action plan designed to address areas of challenge in curriculum instruction and organization. An external site visitor from the Southwest Center for Accelerated Schools will provide additional data that is objective to assist in the reflection process. The school will complete a self-study so that they own the process and the results. In the assessment process the school and the site visitors study will the process and the impact at the school site. Both the school and the site visitors will complete the annual Summary Analysis.		

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with	TEXAS EDUCATION AGENCY Standard Application System (SAS)	108904 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		
The district and campus will use qualitative and quantitative evaluations for student level data. At the program level, it will use quantitative evaluations. The process for the data collection includes: (a) individual interviews, (b) written surveys, (c) tests and assessments, (d) observation, and (e) document review. The district and campus will use baseline measures identified below as the starting point to lead from where the school currently is to where it needs to be at the end date of the grant. To achieve these targets the district and campus will focus the evaluation plan on the following questions:		
- Have the strategies and planned activities been implemented? - If not, identify the reasons why implementation has been delayed. - Are we being successful in reaching our targeted population? Why or why not? - If not, what changes must be made to ensure we meet the projected outcomes? - Are participating students attaining their academic goals within the established timeline? - If not, is the issue related to our program design or the services being provided? - Is the program working as it was intended?		
Through interim progress reports and observations of grant activities, the campus will identify strengths and weaknesses in the operations of our project and implement plans for timely improvement. Observation procedures will also help to complement or corroborate the data received from other sources (e.g., surveys, interviews, focus groups). During the interview process, in-depth and detailed information which we used to determine if the program was implemented as originally planned. The campus will obtain teacher and student feedback through written surveys which includes both, open ended and close-ended questions. The survey results will be analyzed and used to make program improvement in the areas identified. Quantitative data will be obtained from tests and assessments and documentation review of internal reports. Through analytical review and analysis, the campus will determine if targets were met. For this section of the evaluation plan, the effectiveness of the following activities will be determined:		
1. What are the average scale scores on TAKS assessments in reading/language arts and in mathematics, by grade, for the "all students" group, and for each subgroup? 2. In which subjects are students experiencing the lowest achievement? 3. What is the number and percentage of students completing advanced coursework (e.g., AP or dual enrollment classes)? 4. Did teacher attendance rate improve? 5. Was on-going, job-embedded professional development for teachers effective? 6. Was on-going, job-embedded professional development for administrators effective? 7. Were the strategies to increase parent/community involvement effective? 8. Were the strategies used to increase student learning time effective?		
Qualitative data collection process of Accelerated Schools includes: frequent interviews by the external coach (field trainer) and Southwest Center for Accelerated School's staff with the principal, internal facilitators, teachers, parents, central office staff and students; classroom and school observations; Powerful Learning questionnaire; school climate questionnaires; student engagement survey; and the required school portfolio. Board members will also be interviewed. Other products used will be meeting minutes, newsletters, reports generated by committees, cadres and strategic action teams, as well as the effectiveness of the dissemination process of this information.		
Quantitative data collection of Accelerated Schools includes; Mid-year and annual Accelerated Schools site visits and summary documents; analysis of student work and student achievement data; attendance rates; TAKS passing, State Assessment proficiency and exemption rates; graduation and completion rates; AP participation and credit rates; SAT/ACT scores and the percentage of students on grade level in each content area.		

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	108904 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).		
The process used to develop the campus performance goals was initiated by the campus administration. Various members of the instructional leadership from across the curriculum spectrum met after school to begin the process. Department heads and course team leaders were able to develop, through collaborative work, a working document (the Campus Needs Assessment) that detailed specific problems, weaknesses and barriers to student achievement at Harwell Middle School. Additionally, the working document, the CNA, outlines how the campus would assess goals over the grant's three year period. At the initial after school meeting, the administration and team leaders were assigned to groups that followed the Texas Transformation Project plan and were asked to develop an inclusive list of needs that Harwell Middle School could improve on. The seven study groups were comprised of a campus administrator, a counselor, an instructional faculty member (i.e. teacher, department head, lead teacher, etc.) and a paraprofessional. Some parent and community members were also included. Once the groups were established, they were assigned one of the seven Critical Success Factors as listed in the Texas Title 1 Priority School Grant requirements. Collaborative work began to develop a list of issues that staff and support staff noted to be a problem, weakness or barrier to student achievement. Groups members were asked to consider the list that they developed as well as to consider how the campus might be able to rectify and address the items on their lists. The groups were then asked to establish a method by which goals could be identified for the corrective action plan, how goals could be articulated, and how they could be assessed with appropriate support and documentation. Staff members diligently researched sources for appropriate documentation and located articles and studies that support the proposed goals. Ultimately, through collaborative work, the following performance goals were determined to be the most valid for the Harwell Middle School Campus Improvement Plan.		

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____		TEXAS EDUCATION AGENCY Standard Application System (SAS)		108904 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	89%	92%	93%	95%
2	Improve Student Achievement in Mathematics	TAKS	81%	86%	89%	92%
3	Improve Student Achievement in Reading/ELA for Special Education	TAKS-ACCO TAKS-M TAKS-ALT	35%	50%	70%	80%
4	Improve Student Achievement in Mathematics for Special Education	TAKS-ACCO TAKS-M TAKS-ALT	27%	45%	65%	75%
5	Improve Student Achievement in Reading/ELA for English Language Learners	TELPAS TAKS LAT	57%	64%	72%	80%
6	Improve Student Achievement in Mathematics for English Language Learners	TELPAS TAKS LAT	50%	62%	68%	75%
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	Increase the Use of Data to Target Reading/ELA Instruction Every Three Weeks	AEIS REPORTS EDUSOFT BENCHMARKS GRADE REPORTS	89%	92%	93%	95%
2	Increase the Use of Data To Target Mathematics Instruction Every Three Weeks	AEIS REPORTS EDUSOFT BENCHMARKS GRADE REPORTS	81%	86%	89%	92%
3	Increase the Use of Student, Parent, Staff and Teacher Surveys to Drive Programmatic & Instructional Decisions	Region One ECS District/Campus Generated	1	2	3	4
4	Increase the Number of Data Disaggregation Trainings for Staff	School Calendar ERO System	2	4	6	10
5	Increase the Number of Staff participating in Data Disaggregation Trainings	ERO System Agendas Sign-In Sheets	32	50	80	110

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____	TEXAS EDUCATION AGENCY Standard Application System (SAS)	108904 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 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	Implement Planning Academies for Administration	Agendas Sign-In Sheets ERO	0	1	2	2
2	Implement Planning Academies for Teacher Leaders	Agendas Sign-In Sheets ERO	0	1	2	2
3	Increase the Number of Teacher Leaders participating in Planning Academies	Agendas Sign-In Sheets ERO	0	15	25	50
4	Increase Staff Development for Campus Administrators	ERO Region One ESC	5	7	9	12
5	Increase the Number of Teacher Leaders and Administrators receiving staff development in the Positive Behavior System (BPS)	ERO Certificates of Completion	0	15	25	50

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 the Number of Weeks for the Tutorial Program	Instructional Time Sheets and Hourly Logs	17	19	22	24
2	Increase the Number of Weeks for Saturday Program	Instructional Time Sheets and Hourly Logs	17	19	22	24
3	Increase the Number of Monthly Collaborative Planning Meetings with Departments	Agendas & Logs Academic Calendar	1	2	4	6
4	Increase the Number of Monthly Out of Class Instructional Activities on School Calendar	Academic Calendar	12	15	18	20
5	Increase the Number of Summer Camps Offered to Students	Summer Camp Calendar	0	4	8	15

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____	TEXAS EDUCATION AGENCY Standard Application System (SAS)	108904 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 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 the Number of Parent and Community Campus Outreach Activities	Campus Calendar of Events	0	4	8	12
2	Increases the Number of Parents and Community Attending Campus Outreach Activities	Sign-In Sheets Agendas	250	375	500	750
3	Increase Communication between Parents and School via Internet, Telephone, Parent Link, Letters, Marquee	Logs from Parent Link And Internet Outgoing Mail	500	2,000	5,000	10,000
4	Increase Accessibility to Community Services through Parent Liaison	External Service Provider Contracts	4	8	12	15
5	Increase Number of Parents and Community Stakeholders participating in school governance	Sign-In Sheets	10	30	60	100

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Improve Student Attendance Rates	AEIS PEIMS Report	96.0%	96.5%	97.0%	97.5%
2	Decrease the Number of Student Discipline Referrals	PEIMS Report	45%	35%	25%	15%
3	Increase the Number of Student Clubs and Co-Curricular Activities	Club Rosters UIL Rosters	19	25	30	35
4	Increase the Number of Students Participating in Student Clubs and Co-Curricular Activities	Club Rosters Sign-In Sheets	475	750	1,000	1,500
5	Increase Student, Staff, and Administration Recognition on a Monthly Basis	Student, Staff, Teacher, Administrator of the Month	3	20	24	40

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	108904 County-District No. 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 Number of Teachers Observing Effective Teaching	Observation Forms, Log In Sheet	0	10	30	80
2	Increase the Number of Staff Development Trainings Directly Related to Teacher Needs and PDAS	ERO Agendas	40	45	50	55
3	Increase the Number of Teachers Attending Non-Required Staff Development	ERO Sign-In Sheets	37	65	90	125
4	Increase Collaboration between Mentors and Mentees to Retain Teachers with Zero to Three years experience.	INSPIRE PROGRAM Participation	5	10	15	20
5	Increase the Number of Staff Development Trainings to Support Mentor Teachers	Training Agendas INSPIRE PROGRAM Participation	2	5	10	15
6	Improve Recruiting Procedures to Hire Highly Qualified Staff	ECISD Personnel Department	100%	100%	100%	100%

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase the Curriculum and Counseling Amount of Support to Students in the Discipline Management System (i.e. ISS, Suspension)	AEIS TAKS TAKS-ALT TAKS-M TAKS-ACCO	89%	92%	93%	95%
2	Increase Leadership Development Activities for Campus Leaders	Agendas Logs	0	4	10	25
3	Increase the Number of Book Studies for Campus Leaders	Agendas Logs	0	4	6	8

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	108904 County-District No. Amendment No.		
Texas Title I Priority Schools Grant				
Schedule # 4D—Equitable Access and Participation: Barriers and Strategies				
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups.	☒	☒	☒
Barrier: Gender-Specific Bias				
#	Strategies for Gender-specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	☒	☒	☒
A02	Provide staff development on eliminating gender bias	☒	☒	☐
A03	Ensure strategies and materials used with students do not promote gender bias	☒	☒	☒
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	☐	☐	☐
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	☒	☒	☒
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	☒	☒	☒
A99	Other (Specify)	☐	☐	☐
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	☒	☐	☒
B02	Provide interpreter/translator at program activities	☐	☐	☒
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	☒	☒	☐
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	☒	☒	☒
B05	Develop/maintain community involvement/participation in program activities	☒	☒	☒
B06	Provide staff development on effective teaching strategies for diverse populations	☐	☒	☒
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	☐	☒	☒
B08	Seek technical assistance from Education Service Center, Technical Assistance Center, Title I, Part A School Support Team, or other provider	☒	☒	☒
B09	Provide parenting training	☐	☒	☒
B10	Provide a parent/family center	☐	☒	☒
B11	Involve parents from a variety of backgrounds in decision making	☐	☒	☒
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	☐	☐	☒
B13	Provide child care for parents participating in school activities	☐	☐	☐
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☒	☒	☒
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☐
B16	Offer computer literacy courses for parents and other program beneficiaries	☐	☐	☒

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____	TEXAS EDUCATION AGENCY Standard Application System (SAS)	108904 County-District No.		
by telephone/e-mail/FAX on _____ by _____ of TEA.	School Years 2010-2013	Amendment No. _____		
Texas Title I Priority Schools Grant				
Schedule # 4D—Equitable Access and Participation: Barriers and Strategies				
Barrier: 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	☒	☒	☒
B18	Coordinate with community centers/programs	☐	☒	☐
B19	Seek collaboration/assistance from business, industry, or institution of higher education	☐	☐	☒
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	☒	☒	☒
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	☐	☒	☒
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	☒	☒	☒
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	☒	☒	☐
B99	Other (Specify) _____	☐	☐	☐
Barrier: Gang-Related Activities				
#	Strategies for Gang-related Activities	Students	Teachers	Others
C01	Provide early intervention.	☒	☒	☒
C02	Provide Counseling.	☒	☐	☒
C03	Conduct home visits by staff.	☐	☐	☒
C04	Provide flexibility in scheduling activities.	☐	☐	☒
C05	Recruit volunteers to assist in promoting gang-free communities.	☒	☒	☒
C06	Provide mentor program.	☒	☒	☒
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities.	☒	☒	☒
C08	Provide community service programs/activities.	☒	☐	☐
C09	Conduct parent/teacher conferences.	☐	☒	☒
C10	Strengthen school/parent compacts.	☐	☒	☒
C11	Establish partnerships with law enforcement agencies.	☐	☐	☒
C12	Provide conflict resolution/peer mediation strategies/programs.	☒	☐	☒
C13	Seek collaboration/assistance from business, industry, or institution of higher education.	☐	☐	☒
C14	Provide training/information to teachers, school staff, & parents to deal with gang-related issues.	☐	☒	☒
C99	Other (Specify) _____	☐	☐	☐
Barrier: Drug-Related Activities				
#	Strategies for Drug-related Activities	Students	Teachers	Others
D01	Provide early identification/intervention.	☒	☒	☒
D02	Provide Counseling.	☒	☐	☒
D03	Conduct home visits by staff.	☐	☐	☒
D04	Recruit volunteers to assist in promoting drug-free schools and communities.	☒	☒	☒
D05	Provide mentor program.	☒	☒	☒

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	108904 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	☒	☒	☒
D07	Provide community service programs/activities	☒	☐	☒
D08	Provide comprehensive health education programs.	☒	☐	☐
D09	Conduct parent/teacher conferences.	☐	☒	☒
D10	Establish school/parent compacts.	☐	☐	☒
D11	Develop/maintain community partnerships.	☐	☐	☒
D12	Provide conflict resolution/peer mediation strategies/programs.	☒	☐	☐
D13	Seek collaboration/assistance from business, industry, or institution of higher education.	☐	☐	☐
D14	Provide training/information to teachers, school staff, & parents to deal with drug-related issues.	☐	☒	☒
D15	Seek Collaboration/assistance from business, industry, or institution of higher education.	☐	☐	☒
D99	Other (Specify)	☐	☐	☐
Barrier: Visual Impairments				
#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention.	☒	☐	☐
E02	Provide Program materials/information in Braille.	☒	☐	☐
E03	Provide program materials/information in large type.	☒	☐	☐
E04	Provide program materials/information on tape.	☒	☐	☐
E99	Other (Specify)	☐	☐	☐
Barrier: Hearing Impairments				
#	Strategies for Hearing Impairments	Students	Teachers	Others
F01	Provide early identification and intervention.	☒	☐	☐
F02	Provide interpreters at program activities.	☒	☐	☒
F99	Other (Specify)	☐	☐	☐
Barrier: Learning Disabilities				
#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention.	☒	☐	☐
G02	Expand tutorial/mentor programs.	☒	☒	☐
G03	Provide staff development in identification practices and effective teaching strategies.	☐	☒	☒
G04	Provide training for parents in early identification and intervention.	☐	☐	☒
G99	Other (Specify)	☐	☐	☐
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.	☒	☐	☐
H99	Other (Specify)	☐	☐	☐

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____	TEXAS EDUCATION AGENCY Standard Application System (SAS)	108904 County-District No.		
by telephone/e-mail/FAX on _____ By _____ of TEA.	School Years 2010-2013	Amendment No. _____		
Texas Title I Priority Schools Grant				
Schedule # 4D—Equitable Access and Participation: Barriers and Strategies				
Barrier: Absenteeism/Truancy				
#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention.	☒	☐	☐
K02	Develop and implement a truancy intervention plan.	☐	☐	☒
K03	Conduct home visits by staff.	☐	☐	☒
K04	Recruit volunteers to assist in promoting school attendance.	☐	☐	☒
K05	Provide mentor program.	☒	☒	☐
K06	Provide before/after school recreational or educational activities.	☒	☒	☐
K07	Conduct parent/teacher conferences.	☐	☒	☒
K08	Strengthen school/parent compacts.	☐	☐	☒
K09	Develop/maintain community partnerships.	☐	☐	☒
K10	Coordinate with health and social services agencies.	☐	☐	☒
K11	Coordinate with the juvenile justice system.	☐	☐	☒
K12	Seek collaboration/assistance from business, industry, or institution of higher education.	☐	☐	☒
K99	Other (Specify)	☐	☐	☐
Barrier: High Mobility Rates				
#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	☐	☐	☒
L02	Establish partnerships with parents of highly mobile families.	☐	☒	☒
L03	Establish/maintain timely record transferal system.	☐	☐	☒
L99	Other (Specify)	☐	☐	☐
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.	☐	☒	☒
M02	Conduct home visits by staff.	☐	☐	☒
M03	Recruit volunteers to actively participate in school activities.	☐	☐	☒
M04	Conduct parent/teacher conferences.	☐	☒	☒
M05	Establish school/parent compacts.	☐	☐	☒
M06	Provide parenting training.	☐	☐	☒
M07	Provide a parent/family center.	☐	☐	☒
M08	Provide program materials/information in home language.	☐	☒	☒
M09	Involve parents from a variety of backgrounds in school decision making.	☐	☐	☒
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school.	☐	☒	☒
M11	Provide child care for parents participating in school activities.	☐	☐	☐
M12	Acknowledge and include family members' diverse skills, talents, acknowledge in school activities.	☐	☒	☒
M13	Provide adult education, including GED and/or ESL classes, or family literacy program.	☐	☐	☐
M14	Conduct an outreach program for traditionally "hard to reach" parents.	☐	☐	☒
M99	Other (Specify)	☐	☐	☐

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____		TEXAS EDUCATION AGENCY Standard Application System (SAS)		108904 County-District No.	
by telephone/e-mail/FAX on _____ By _____ of TEA.		School Years 2010-2013		Amendment No. _____	
Texas Title I Priority Schools Grant					
Schedule # 4D—Equitable Access and Participation: Barriers and Strategies					
Barrier: 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.	☐	☐	☒	
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups.	☐	☐	☒	
N03	Provide mentor program for new teachers.	☐	☒	☐	
N04	Provide intern program for new teachers.	☐	☐	☐	
N05	Provide professional development in a variety of formats for personnel.	☐	☒	☒	
N06	Collaborate with colleges/universities with teacher preparation programs.	☐	☐	☒	
N99	Other (Specify)	☐	☐	☐	
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.	☐	☐	☒	
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits.	☐	☐	☒	
P03	Provide announcements to local radio stations & newspapers about program activities/benefits.	☐	☐	☒	
P99	Other (Specify)	☐	☐	☐	
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.	☐	☐	☒	
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school.	☐	☒	☐	
Q03	Conduct program activities in community centers and other neighborhood locations.	☐	☐	☐	
Q04	Other (Specify)	☐	☐	☐	
Barrier: Other Barrier					
#	Strategies for Other Barrier	Students	Teachers	Others	
Z99	Other Barrier:	☐	☐	☐	
	Other Strategy:				

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____	TEXAS EDUCATION AGENCY Standard Application System (SAS)	108904 County-District No.		
by telephone/e-mail/FAX on _____ By _____ of TEA.	School Years 2010-2013	Amendment No. _____		
Texas Title I Priority Schools Grant				
Schedule #5—Program Budget Summary				
Program Authority: P.L. 107-110, Section 1003(g), as amended by ARRA, P.L. 111-5 CFDA # 84.388A & 84.377A		Fund Code ARRA (CFDA# 84.388A): 286 Regular (CFDA# 84.377A): 276		
Project Period: August 1, 2010 through June 30, 2013				
Class/Object Code and Description	Campus Grant Costs	LEA Admin Grant Costs	Pre-Award Cost	Total Grant Funds Budgeted
Payroll Costs	5B 6100	\$ 2,075,985	\$	\$ 2,075,985
Professional and Contracted Services	5C 6200	1,050,630		1,050,630
Supplies and Materials	5D 6300	1,601,150		1,601,150
Other Operating Costs	5E 6400	679,200		679,200
Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only)	5G 6600/15XX	50,000		50,000
	Total Direct Costs	\$5,456,965		\$5,456,965
	% Indirect Costs			
Grand Total				
Total Budgeted Costs:		\$5,456,965	\$	\$5,456,965
Administrative Cost Calculation				
Enter total amount from Schedule #5 Budget Summary, Last Column, Total Budgeted Costs				
Multiply by (% limit)				X
Enter Maximum Allowable for Administration, including Indirect Costs				\$

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with	TEXAS EDUCATION AGENCY Standard Application System (SAS)	108904 County-District No.
by telephone/e-mail/FAX on _____ by _____ of TEA.		_____ Amendment No.
Texas Title I Priority Schools Grant		
Schedule #5—Program Budget Summary		
Budget Request by Grant Year: Enter the amount of grant funds requested for each year of the three year grant period.		
Year 1: SY 2010-2011 \$ 1,906,325 Year 2: SY 2011-2012 \$ 1,775,320 * Year 3: SY 2012-2013 \$ 1,775,320 * * 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		
• 125 Desktop Computers to be bought first year only • 2 Reverse Screens to be bought first year only		

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____		TEXAS EDUCATION AGENCY Standard Application System (SAS)		108904 County-District No.		
by telephone/e-mail/FAX on _____ by _____ of TEA.		School Years 2010-2013		Amendment No. _____		
Texas Title I Priority Schools Grant Schedule #5B—Payroll Costs (6100)						
Budgeted Costs						
Employee Position Titles		Justification	#Full-Time Effort	#Part-Time Effort	Pre-Award	Amount Budgeted
Instruction						
1	Teacher				\$	\$
2	Educational Aide					
3	Tutor	\$141,360 X 3		31		424,080
Program Management and Administration						
4	Project Director					
5	Project Coordinator					
6	Teacher Facilitator					
7	Teacher Supervisor					
8	Secretary/Administrative Assistant					
9	Data Entry Clerk					
10	Grant Accountant/Bookkeeper					
11	Evaluator/Evaluation Specialist					
Auxiliary						
12	Counselor					
13	Social Worker					
14	Child Care Provider					
15	Community Liaison/Parent Coordinator					
16	Bus Driver					
17	Cafeteria Staff					
18	Librarian					
19	School Nurse					
Other Employee Positions						
22	Title:					
23	Title:					
24	Title:					
25	Title:					
26	Subtotal Employee Costs				\$	\$ 424,080
Substitute, Extra-Duty, Benefits						
27	6112	Substitute Pay	\$ 122,500 X 3		\$	\$ 367,500
28	6119	Professional Staff Extra-Duty Pay	\$370,725 X 3			1,112,175
29	6121	Support Staff Extra-Duty Pay	\$ 8,860 X 3			26,580
30	6140	Employee Benefits	\$ 48,550 X 3			145,650
31	Subtotal Substitute, Extra-Duty, Benefits Costs				\$	\$1,651,905
32	Grand Total Payroll Budget (line 26 + line 31)				\$	\$2,075,985

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____		TEXAS EDUCATION AGENCY Standard Application System (SAS)		108904 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 #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				51,000
	Specify purpose and provide calculation: Public and Private Conference Centers \$17,000 X 3				
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)				72,000
	Specify purpose: Scholarships for Teachers \$24,000 X 3				
Subtotal					
6200 – Professional and Contracted Services Cost Requiring Specific Approval					\$123,000
Professional and Consulting Services (6219/6239) Less than \$10,000					
#	Topic/Purpose/Service			Total Contracted Amount	Pre-Award
1.	Curriculum Development (G.Bernabe \$7,000; M.Kilgoe \$7,000; Motivating Difficult Student \$5,000) \$19,000 X 3			\$ 57,000	\$
2.	SIRC – Positive Behavior Support \$4,000 X 3			12,000	
3.	Leadership Development – Coaching \$10,000 X 3			30,000	
4.	Technology Integration Training \$6,600			19,800	
5.	College Readiness \$10,000 X 3			30,000	
6.					
7.					
8.					
9.					
10.					
Subtotal					
Professional and Consulting Services Less than \$10,000				\$	\$ 148,800
Professional and Consulting Services (6219) Greater than or Equal to \$10,000					
1. Description of Professional or Consulting Service (Topic/Purpose/Service):					
Accelerated Schools Consconsultant (contact for 2 days a week consultation) \$125,000 X 3					
Contractor's Cost Breakdown of Service to be Provided			# Positions	Total Contracted Amount	Pre-Award
Contractor's Payroll Costs				\$ 375,000	\$
Title: Southwest Center for Accelerated Schools					\$ 375,000
Subgrants, Subcontracts, Subcontracted Services					
Supplies and Materials					
Other Operating Costs					
Capital Outlay (Subgrants Only)					
Indirect Cost (1.802%) \$225 X 3				675	675
Total Payment:				\$ 375,675	\$ 375,675

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	108904 County-District No. Amendment No.		
by telephone/e-mail/FAX on _____ by _____ of TEA.				
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):				
External Reform Strategist 50 days @ \$500/day X 3				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs	1	\$ 75,000	\$	\$ 75,000
Title: TTIPS External Reform Strategist Subgrants, Subcontracts, Subcontracted Services Supplies and Materials Other Operating Costs Capital Outlay (Subgrants Only) Indirect Cost (1.802%) \$450 X 3				
Total Payment:		\$ 76,350	\$	\$ 76,350
3. Description of Professional or Consulting Service (Topic/Purpose/Service):				
External Evaluator 30 days @ \$500/day X 3				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs	1	\$ 45,000	\$	\$ 45,000
Title: TTIPS External Program Evaluator Subgrants, Subcontracts, Subcontracted Services Supplies and Materials Other Operating Costs Capital Outlay (Subgrants Only) Indirect Cost (1.802%) \$270 X 3				
Total Payment:		\$ 45,810	\$	\$ 45,810
4. Description of Professional or Consulting Service (Topic/Purpose/Service):				
Curriculum & Instruction Strategist: Math/Science/ELA/Advanced Academics 25 day @500/day X 3				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs	4	\$ 150,000	\$	\$ 150,000
Title: TTIPS Curriculum & Instruction Strategist Subgrants, Subcontracts, Subcontracted Services Supplies and Materials Other Operating Costs Capital Outlay (Subgrants Only) Indirect Cost (1.802%) \$900 X 3				
Total Payment:		\$ 2,700	\$	\$ 2,700
Subtotal: Professional and Consulting Services Greater Than or Equal to \$10,000:		\$ 152,700	\$	\$ 152,700

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	108904 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.)				
5. Description of Professional or Consulting Service (Topic/Purpose/Service):				
Behavior Strategist 24 days @ \$500/day X 3				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs	1	\$ 36,000	\$	\$ 36,000
Title: TTIPS Behavior Stratgist Subgrants, Subcontracts, Subcontracted Services Supplies and Materials Other Operating Costs Capital Outlay (Subgrants Only) Indirect Cost (1.802%) \$210 X 3				
Total Payment:		\$ 36,630	\$	\$ 36,630
6. Description of Professional or Consulting Service (Topic/Purpose/Service):				
School Culture Strategist 30 days @ \$500/day X 3				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$ 90,000	\$	\$ 90,000
Title: Flippen & Associates Subgrants, Subcontracts, Subcontracted Services Supplies and Materials Other Operating Costs Capital Outlay (Subgrants Only) Indirect Cost (1.802%) \$555 X 3				
Total Payment:		\$ 91,665	\$	\$ 91,665
7. Description of Professional or Consulting Service (Topic/Purpose/Service):				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$	\$	\$
Title: _____ Subgrants, Subcontracts, Subcontracted Services Supplies and Materials Other Operating Costs Capital Outlay (Subgrants Only) Indirect Cost (1.802%)				
Total Payment:		\$	\$	\$
Subtotal: Professional and Consulting Services Greater Than or Equal to \$10,000:		\$ 778,830	\$	\$ 778,830
		\$		
Subtotal of Professional and Contracted Services Costs Requiring Specific Approval:		\$ 123,000		\$123,000
Subtotal of Professional and Consulting Services or Subgrants Less than \$10,000:		148,800		148,800
Subtotal of Professional and Consulting Services Greater than or Equal to \$10,000:		778,830		778,830
Remaining 6200- Professional and Contracted Services that do not require specific approval:				
Grand Total:		\$1,050,630		\$1,050,630

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	108904 County-District No. _____ Amendment No.				
Texas Title I Priority Schools Grant						
Schedule #5D - Itemized 6300 Supplies and Materials Costs Requiring Specific Approval						
Expense Item Description		Pre-Award	Total Budgeted			
6399	Technology Hardware- Not Capitalized		\$	\$ 870,500		
	#	Type			Purpose	Quantity
	1	Promethium Boards			Technology Integration (20 X \$3,500 X 3)	60
	2	Document Cameras			Technology Integration (35 X \$600 X 3)	105
	3	Presentaton Stations			Facilitate Technology Integration (35X\$500 X 3)	105
	4	Reverse Screens			Facilitate Communication (2 x \$3,000)	2
	5	Computers On Wheels			Facilitate Lessons Presentations (120X\$1,150X3)	360
	6	Desktop Computers	Facilitate Lessons (125 X \$1,000)	125		
6399	Technology Software- Not Capitalized \$23.50 X 1,700 X 3			\$ 119,850		
6399	Supplies and Materials Associated with Advisory Council or Committee					
Total Supplies and Materials Requiring Specfic Approval:				\$ 990,350		
Remaining 6300- Supplies and Materials that do not require specific approval:				\$ 610,800		
Grand Total				\$ 1,601,150		

Supplies for Students:

- Planners 1700 X \$8 X 3 = \$40,900
- Student Binders 1700 X \$5 X 3 = \$25,500
- Sure Score Student Materials for College Readiness 1700 X \$20 X 3 = \$102,000

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with		TEXAS EDUCATION AGENCY Standard Application System (SAS)		108904 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 #5E - Itemized 6400 Other Operating Costs Requiring Specific Approval					
Expense Item Description				Pre-Award	Total Budgeted
6411	Out of State Travel for Employees (includes registration fees)			\$	\$ 36,000
	Specify purpose: College Board/AVID/NSCD 4@ \$1,000 X 3 X3				
6412	Travel for Students (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools)				52,200
	Specify purpose: AVID/ENCORE/COLLEGE TOUR \$17,400 X 3				
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)				6,000
	Specify purpose: College Board/NSCD 2 X \$1,000 X 3				
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:					94,200
Remaining 6400 - Other Operating Costs that do not require specific approval:					585,000
Grand Total				\$	\$679,200

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____ by telephone/e-mail/FAX on _____ by _____ of TEA.	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	108904 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					\$ 50,000
66XX/15XX- Technology Hardware - Capitalized					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
66XX/15XX- Technology Software- Capitalized					
12					
13					
14					
15					
16					
17					
18					
66XX/15XX- Equipment and Furniture					
19					
20					
21					
22					
23					
24					
25					
26					
27					
28					
Capital expenditures for improvements to land, buildings, or equipment which materially increase their value or useful life.					
29					
Grand Total					
Total 6600/15XX- Capital Outlay Costs:					\$ 50,000

SCHEDULE #6A GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	108904 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	 <u>108904</u> County-District No.
Texas Title I Priority Schools Grant		

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

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	108904 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	108904 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:** 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	108904 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	 108904 County-District No.
---	--	--

Texas Title I Priority Schools Grant

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

CC. Federal Regulations Applicable to All Federal Programs:

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

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

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

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	108904 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>108904</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	108904 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>108904</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.	108904 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	Standard Application System School Years 2010-2013	108904 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 ☐ a. Contract ☐ b. Grant	2. Status of Federal Action: ☐ a. Bid/Offer/Application ☐ b. Initial award ☐ c. Post-award	3. Report Type: ☐ a. Initial filing ☐ b. Material change For Material Change Only: Year: _____ Quarter: _____ Date of last Report: _____	
4. Name and Address of Reporting Entity: ☐ Subawardee Tier (if known): _____ Congressional District (if known): _____		5. If Reporting Entity in No. 4 is Subawardee, Enter Name and Address of Prime: Texas Education Agency 1701 N. Congress Avenue Austin, Texas 78701 Congressional District (if known): <u>21</u>	
6. Federal Department/Agency: _____		7. Federal Program Name/Description: _____ CFDA Number, if applicable: _____	
8. Federal Action Number, if known: _____		9. Award Amount, if known: \$ _____	
10. a. Name and Address of Lobbying Registrant (If individual, last name, first name, MI): _____		10. b. Individuals Performing Services (including address if different from No. 10a; last name, first name, MI): _____	

(Attach Continuation Sheet(s), if necessary)

[ITEMS 11-15 REMOVED]

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

Standard Form LLL

SCHEDULE #6E NCLB ACT PROVISIONS & ASSURANCES	Standard Application System School Years 2010-2013	 108904 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	108904 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	108904 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 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	108904 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	108904 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	108904 County-District No.
Texas Title I Priority Schools Grant		

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

8. Teacher Mentoring: Activities that–

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

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

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

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

Revised 03/03

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

SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013	108904 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	 108904 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	108904 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	 <u>108904</u> 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	 108904 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>108904</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>108904</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	 <u>108904</u> County-District No.
--	---	---

Texas Title I Priority Schools Grant

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

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

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

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

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

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

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

SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013	108904 County-District No.
Texas Title I Priority Schools Grant		

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

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

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

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

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

SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013	 108904 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	 <u>108904</u> County-District No.
Texas Title I Priority Schools Grant		

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

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

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

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

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

SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013	108904 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