

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____ by _____ of TEA.	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	Hidalgo ISD Organization Name Hidalgo Early College High School Campus Name 74-6001085 9-Digit Vendor ID# NOGA ID# (Assigned by TEA)	108-905 County-District# 108-905-001 Campus Number 1 ESC Region 1 Amendment #

Texas Title I Priority Schools Grant

Schedule #1 - General Information

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

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

Project Beginning Date: 08/01/2010

Project Ending Date: 06/30/2013

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

Tier I ☐ Tier II ☐ Tier III ☒

Part 1: Index to the Application

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

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

Certification and Incorporation

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

Authorized Official

Typed First Name	Initial	Last Name	Title
Edward		Blaha	Superintendent of Schools
Phone	Fax	Email	
956-843-4404	956-843-3343	edblaha@hidalgo-isd.org	

Only the legally responsible party may sign this application.

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

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

TEA DOCUMENT CONTROL NO.

701-10-112-249

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

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Texas Title I Priority Schools Grant Schedule #1—General Information					
Part 3: Applicant Information					
Local Educational Agency (LEA) Information					
LEA Name					
Hidalgo Independent School District					
Mailing Address Line – 1	Mailing Address Line – 2	City	State	Zip Code	
P. O. Drawer D		Hidalgo	Texas	78557	
U.S. Congressional District Number	Primary DUNS Number	Central Contractor Registration (CCR) CAGE Code		NCES Identification Number	
28 th	023557663	4CG55		4823100	
Campus Name			County-District Campus Number		
Hidalgo Early College High School			108-905-001		
Mailing Address Line – 1	Mailing Address Line – 2	City	State	Zip Code	
P.O. Drawer D		Hidalgo	Tx	78557	
Applicant Contacts					
Primary Contact					
First Name	Initial	Last Name	Title		
Irma	G	Hinojosa	Director of Sp. Pops		
Telephone	Fax	Email			
956-843-4432	956-843-3112	irhinojosa@hidalgo-isd.org			
Mailing Address Line – 1	Mailing Address Line – 2	City	State	Zip Code	
P. O. Drawer D		Hidalgo	Tx	78557	
Secondary Contact					
First Name	Initial	Last Name	Title		
Jose		Rangel	Principal		
Telephone	Fax	E-mail			
956-843-4300	956-843-3322	jorangel@hidalgo-isd.org			
Mailing Address Line – 1	Mailing Address Line – 2	City	State	Zip Code	
P. O. Drawer D		Hidalgo	Tx	78557	

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Texas Title I Priority Schools Grant

Schedule #3—Purpose of Amendment

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

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

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

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

Part 2: Revised Budget

Complete this part if there are any budgetary changes.

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

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

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

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

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

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

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

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

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25	The LEA may also implement other strategies for providing operational flexibility and intensive support, such as-- (A) Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or (B) Implement a per-pupil school-based budget formula that is weighted based on student needs.	Program Assurances	
26	An LEA that has nine or more Tier I and Tier II schools is prohibited from implementing the transformation model in more than 50% of those schools.	Program Assurances	
By submitting the application and signing Schedule #1, the applicant is certifying that all requirements are met in these program narrative component descriptions and activities.			
Part 3: Statutory Assurances			
#	Statutory Assurance Description		
1	Applicant provides assurance that financial assistance provided under the grant program will supplement, and not supplant, the amount of state and local funds allocated to the campus.		
2	Applicant provides assurance that it will use its TTIPS Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final federal requirements.		
3	Applicant provides assurance that it will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final federal requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the TEA) to hold accountable its Tier III schools that receive school improvement funds.		
4	Applicant provides assurance that it will, if it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final federal requirements.		
5	Applicant provides assurance that it will report to the TEA the school-level data required under section III of the final federal requirements.		
6	Applicant provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.		
Part 4: TEA Program Assurances			
#	TEA Assurance Description		
1	Before full implementation funds are made available, the grantee must demonstrate that all early implementation activities have been completed. Successful completion of the early implementation will be measured in the Quarterly Implementation Reports (QIR), the Model Selection and Description Report, and through participation in TEA technical assistance. a. The Model Selection and Description Report must be submitted to TEA no later than February 1, 2011 . This report may be submitted at any time prior to the deadline. Grantees must demonstrate successful completion of the following activities: i. Comprehensive Needs Assessment process. ii. Establish the grant budget by the required categories. iii. Identification and Selection of the intervention model. iv. Development of activities to implement selected intervention model. v. Development of Timeline of Grant Activities.		

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Part 4: TEA Program Assurances			
#	TEA Assurance Description		
2	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant.		
3	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, the Texas School Improvement Conference, and sharing of best practices.		
4	For the LEAs selecting the TEA Designed Models the applicant provide assurances that it will participate in and make use of technical assistance and coaching support provided by TEA, SIRC, and/or its subcontractors.		
5	The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the effectiveness of the LEA's curriculum and its alignment with instruction occurring on the campus; assesses progress on student groups' academic achievement at the campus level; and guide instructional decisions by teachers for individual students.		
6	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.		
7	The applicant will provide access for onsite visits to the LEA and campus by TEA, SIRC and its contractors.		
8	The applicant, if selecting the Restart Model, agrees to contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.		
9	The applicant, if selecting the Turnaround Model or Transformation Model (Tiers I and Tiers II only) agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.		
10	If the LEA/Tier III campus selects to implement the transformation model , the campus assures That it will it implement the following federal requirements. <ol style="list-style-type: none"> 1. Develop and increase teacher and school leader effectiveness. <ol style="list-style-type: none"> A. Evaluate the effectiveness of the current principal and use the results of the evaluation to determine whether the principal should be replaced, be retained on the campus, or be provided leadership coaching or training. B. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so; C. Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and D. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school based on rigorous, transparent, and equitable evaluation systems for teachers and principals: <ol style="list-style-type: none"> 1. Takes into account data on student growth as a a factor as well as other factors such as multiple observation-based assessments of student performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and 2. Are designed and developed and with teacher and principal involvement 		

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

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

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Texas Title I Priority Schools Grant Schedule #4A—Program Abstract		
Part 1: Grant Eligibility		
<input type="checkbox"/> Tier I Eligible Campus <input type="checkbox"/> Tier II Eligible Campus <input checked="" type="checkbox"/> Tier III Eligible Campus		
Identify which timeline the LEA/Campus the applicant will implement.		
<input type="checkbox"/> Option 1: LEA/campus currently engaged in aggressive reform <input checked="" type="checkbox"/> Option 2: LEA/campus in need of foundational technical assistance		
Part 2: Grant Program Summary. Provide a brief overview of the program you plan to implement on the campus. Be sure to address fundamental issues such as your local program goals and objectives that align with the RFA purpose and goals, rationale for program design, etc. Address the specific gaps, barriers, or weaknesses to be addressed by the intervention model to be selected. A response to this question must be completed in the original submission regardless of whether the LEA/campus has selected an intervention model at this time or not. Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<p>Hidalgo Early College High School proposes to implement the transformation model as the intervention model that will yield the most positive results in raising students' academic performance and increasing the number of students enrolled and completing college courses. Hidalgo Early College High School has garnished the name as an early college campus since the Spring of 2005 when the Gates foundation awarded Hidalgo ISD with an educational grant. Hidalgo ECHS is the only non-magnet school in the nation that offers every student: migrants, English language learners, special education, at-risk and economically disadvantaged the opportunity to enroll in college courses. Even though the Gates foundation grants will cease in 2010, the district is committed to continue providing All students the opportunity to enroll in advanced coursework, dual enrollment programs, learning academies and credit recovery. HECHS's long range goals are aligned with the initiatives of the Title I priority school grant which are: Goal 1 to encourage and challenge students to meet their full educational potential by maintaining high expectations for All students; Goal 2 to continuously recruit and retain highly qualified staff as well as to enhance professional development; Goal 3 to increase parental involvement; Goal 4 to emphasize the use of technology in classroom instruction and Goal 5 to increase the number of graduates obtaining a high school diploma and two years of college credit to 100%. The three principles of the transformation model 1) improving student achievement and increasing college and career readiness by building capacity of campus leaders and teachers; 2) improving campus climate through social and emotional supports and 3)utilizing district support to transform systems all correlate to the five goals that HECHS has addressed in their campus improvement plan. HECHS serves 916 students of which 90.6% are economically disadvantaged, 24.9% English Language learners, 99.8% Hispanics and 8% migrants. Demographics such as these pose several challenges to the district; however, it is our fundamental right to seize the moment to motivate, enrich and inspire all our students to capitalize on opportunities that will enable them to gain entry level employment in high skill jobs and to continue their post-secondary education. State data reveals that our ELLS are scoring 9% (58%) lower than the AYP target of 67% in ELA and 16% (42%) from the AYP target of 58% in Math. Data from 07-08 and 08-09 shows that the LEP population has substantially declined by 37 percentage points in Math and 12 in ELA. In comparison, the special education group is further behind the AYP target: 23% in ELA and 36% in Math. Upon funding from this grant, HECHS will utilized the transformation model to improve the academic performance of English Language Learners and Special Education students by providing research-based professional development trainings, including but not limited to, SIOP (Sheltered Instruction Observation Protocol), Sandra Kaplan's Model for Differentiated Instruction, and Robert Mazano's Curriculum Management Institute. HECHS 's design plan also proposes to extend the learning week from a five day week to a six day week. According to researchers such as Mazano, Dufor, and Fullan, the campus principal is the key to school improvement therefore; the principal who is in his second year of leadership will attend leadership trainings in the area of curriculum, effective communication skills, collecting and analyzing data, and creating a community of leaders. The principal and his teacher leaders will be responsible for following the Texas 3-year transformation extended implementation timeline. Hidalgo ISD's superintendent, former high school principal, will mentor the principal and provide guidance to ensure that every student on that campus is academically successful in all high stake testing. The SIRC will also provide technical assistance to the high school. Evaluation systems will be in place, not only to monitor classroom instruction, but to provide guidance in curriculum, providing interventions for students during and after school and supporting classroom teachers in all core areas. The goal for this grant is to build leadership capacity, knowledge of content and implement effective instructional strategies to raise learning expectations for all stakeholders.</p>		

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Texas Title I Priority Schools Grant Schedule #4B—Program Description															
Part 1: Comprehensive Needs Assessment															
Section A: Campus Grade Levels															
Type of School	Number of Students Enrolled in Grade Levels on the Campus to be Served with Grant														
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public School											275	228	225	188	916
Open-Enrollment Charter School															0
Total Students:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	916
Total Instructional Staff														103	
Total Support Staff														20	
Section B: Data Sources Reviewed or to be Reviewed in the Comprehensive Needs Assessment Process															
1	PEIMS Public Education Information Management System														
2	AEIS (Academic Excellence Indicator System) AYP (Adequate Yearly Progress) PBMS (Performance Base Monitoring System)														
3	State Academic State Assessment (TAKS Data) (Texas Assessment Knowledge & Skills)														
4	Benchmark Scores (campus/district)														
5	ACT, SAT, AP, TELPAS (Texas English Language Proficiency Assessment System), AMOS scores														
6	Parental/ Student/Teacher Surveys including Migrant														
7	State Academic Content Standards (TEKS)														
8	ERO Staff Professional Development Record														
9	Human Resources /Teacher Qualifications														
10	Demographics/Enrollment over time														

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Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 1: Comprehensive Needs Assessment Cont.		
Section C: Process Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Describe, in detail, the process the LEA and campus followed/will follow to identify the needs of the campus.		
<p>HECHS administrative staff was trained by the district's federal programs director on understanding the purpose of a comprehensive needs assessment and the process in developing a quality plan that will connect to the district/campus improvement plan as outlined on the NCLB program series. Following the Texas Education Agency's resource tool developed by Region 20, HECHS is following its five step model: 1) review the purpose and outcomes for conducting the CNA; 2) establishing committees for each area of the CNA; 3) determining types of data that will be collected and analyzed by the committee to develop a school profile; 4) determining areas of priority and summarizing the campus needs; and finally 5) connecting the CNA to the district and campus improvement plans. HECHS has established its committees by assigning a key campus administrator to head each of the following areas: demographics, student achievement, school culture and climate, staff quality, recruitment and retention, curriculum instruction and assessment, family and community involvement, school context and organization and technology. Each administrator has formed its committee with members from every core area, including staff members from extra curricular courses from the fine arts programs (music & athletic) as they play a major part in supporting students' academic studies. Currently, each committee is collecting data; however, once the Teacher Leader Team have been selected in the Fall of 2010, they will assisting the committee chair in analyzing information to create charts, graphs and tables to facilitate the understanding of the following:</p> <ul style="list-style-type: none"> • achievement gaps within special populations, • mobility and enrollment trends, • students' and staff's perceptions on the school's social, physical, and cultural environment, • reduce the number of students' disciplinary referrals, • teacher retention and turnover rates, • understanding the written, taught and tested curriculum, • parental involvement in decision-making policies /supporting school activities and • level of proficiency of classroom teachers in using technology as an effective instructional tool to support curriculum and assessment. <p>Processing the above information through data analysis will assist the campus in developing a school profile where strengths and needs are identified. As the campus proceeds in addressing the areas of strengths and those needing enhancement, Teacher Leader Team will meet to plan campus -wide strategies and activities that will improve student outcomes. The CNA process enables the campus leadership teams /committees to share information learned to create the campus improvement plan that will focus on short and long term goals. The Campus Improvement Plan, in turn, will drive the campus budget thus streamlining allocations based on the essential academic needs of the campus.</p> <p>"Total Team Effort", a phrase used throughout the school district, reflects the district's culture to prepare students to succeed at the college level and be productive members of society, and is not the sole responsibility of the campus, but all stakeholders. Therefore, central office administrators have been assigned to assist the campus based on their area of expertise as it correlates to one of the components in the Comprehensive Needs Assessment Process.</p> <p>At the conclusion of conducting a comprehensive needs assessment, all information analyzed will be compiled and collected in a binder that has been divided into the eight CNA areas. The plan will be a working document that will be shared with all staff members at the campus so department goals/objectives will be aligned to the performance goals. At the conclusion of the CNA process, each committee member who participated in the process will complete a self-assessment/reflection summary.</p>		

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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	Campus Principal		
2	Assistant Principals		
3	Counselors		
4	Assessment Coordinator		
5	Central Office Administration		
6	Parental Liaison/parents		
7	Student Council/students		
8	Core Academic/Elective Teachers		
9	Technology/CATE teachers/coordinator		
10	Instructional Facilitator/Teacher Leader Team		

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Texas Title I Priority Schools Grant		
Schedule #4B—Program Description		
Part 2: Project Management		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Capacity -- Describe the LEA's capacity to use grant funds to provide adequate resources and related services/support to the campus to implement, fully and effectively, the required activities of the school intervention model.		
<p>Both the Project Manager and the campus principal hold Masters' Degrees in Educational Administration whereas the project manager is also certified in English Language Arts and Mathematics, areas identified in need of improvement. In addition, the Bilingual/ESL Director and the Project Manager have had extensive training in SIOP and will contribute providing professional development to teachers not trained in the model. However, Phase II of SIOP which includes extending any of the eight components and providing observation and feedback will be part of contracted services through Pearson Professional Development Services. The Federal Programs Director is also certified in Cooperative Learning through the Johnson and Johnson Institute from the University of Minnesota. Since Cooperative Learning is one of the most effective strategies to use with English Language Learners, the campus will provide training to all staff members and will develop an implementation and monitoring timeline. Additionally, all department chairpersons, a high school assistant principal, the project manager and the instructional facilitator assigned to the campus have been trained by JFF (Jobs for the Future), an educational foundation organization that focuses on effective instructional strategies that lead to an increase of rigor and relevance of curriculum standards. These strategies target the following specific groups: economically disadvantaged, first generation college students, and English Language Learners. Currently, the campus has an action plan to implement three of the JFF strategies in all academic areas: Collaborative Group Work, Writing to Learn and Questioning. As part of this process, the campus also created a time line for conducting cross-curricular peer coaching, observations and feedback. To maximize instructional time, increase student learning, and decrease the number disciplinary referrals, HECHS will incorporate a school-wide positive discipline approach and an effective classroom management model. A positive learning environment encourages students to collaborate effectively, develop social skills, and become self-directed and informed decision-makers which are necessary skills for a college and career ready student. To assess on-going student performance and make better instructional decisions, classroom teachers will participate in on-going training sessions conducted by the Teacher Leader Team in accessing information, looking at subgroups and analyzing data.</p>		
<p>Hidalgo Early College High School, as a stand-alone campus for early college, has the capacity to offer dual enrollment and college courses at the campus level. Through district's incentives which reward teachers with supplemental pay for attaining a Masters Degree in Math or Science, has contributed to 14 staff members completing their Masters Degree. These 14 classroom teachers have been designated as Adjunct Instructors through any one of the three partnering institutions. Building the district's capacity on supporting and retaining highly qualified personnel contributes to students' academic and social/emotional well-being so that they are more apt to enroll and complete college courses in an environment that is supportive and non-threatening. Funding from this grant, will increase this initiative by providing compensation to other core area teachers to obtain a Masters Degree in their academic area including an ESL Masters Degree. Compensation will also include tuition and books reimbursement. On-line courses will also be available for the campus Teacher Leader Team to access and participate as part of their commitment to their teacher leader role. The district's Parental Coordinator with the campus parental liaison will host monthly parental meetings to showcase students' projects/work created during their Saturday extended day sessions. The use of technology and making oral presentations will be major requirements of the students' projects.</p> <p>At the campus level, the Teacher Leader Team and the Site-Based Decision Making Committee will meet monthly with the Project Manager to evaluate the progress of the CIP and all grant goals and activities in the following areas: academic performance, implementation of instructional strategies, parental involvement, classroom management/teacher performance and Professional Development trainings.</p> <p>All of the above grant initiatives and the employment of the Project Manager will be supported through funding from this grant. All documentation on staff trainings, on-line courses completed, action research projects and budget expenditures will be kept by the Project Manager and reported to the Texas Education Agency in a timely manner. In-kind contribution by the district is classroom's furnishings, computer peripherals, classroom teachers, reference and all other consumable materials that support the initiatives of the project.</p>		

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Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Partnership/Involvement of Others – Describe how the LEA/campus consulted with relevant stakeholders (students, staff, parents, community) regarding this application and proposed implementation of a school intervention model.		
<p>Hidalgo Early College High School worked together with the administrative staff to build a large constituency of parents, community members, business leaders, regional service center representatives, student council representatives, and campus grade level/academic core area teachers to inform them on the intent to apply for the Title I Priority Grant. Conceptualizing on the relationship between the school and the community, the school is viewed as a community-based and self-empowering place in where all stakeholders see themselves as solutions to the school's problems and as an important link to strengthening the school.</p> <p>United States Census Bureau has identified 62% of our residents living in poverty and renowned researcher on poverty, Ruby Payne, states that educating the child is the means out of poverty; therefore Hidalgo ISD is committed to strengthening their parental involvement and educating the community on the importance of academic performance and acquiring a college degree. Involvement and commitment of parents in this educational reform supports the initiatives outlined in the grant.</p> <p>In building academic and partnership capacity, HISD currently holds Memorandum of Understanding (MOU) with the following higher education institutions: University of Texas/Pan American, South Texas Community College and Texas State Technical College. Partnerships with these institutions support post-secondary education through dual enrollment, state certifications, licenses and associate degrees. Funding from this grant will cover tuition, books, tutorial interventions, transportation and college fees for students accessing higher education.</p> <p>Based on the 2009 Comprehensive Needs Assessment Plan the campus has initially identified areas of strengths and concerns in need of restructuring to improve student achievement and increase college and career readiness for All students. Campus Project Manager will work closely with Teacher Leaders, Campus Principal, campus administration and any other member deem necessary to ensure that project goals are addressed and successfully completed based on the intervention model timeline.</p> <p>All partnerships will be informed on the program goals, grant activities, progress, and outcomes. The Project Manager's role is to coordinate, monitor and support all grant activities by creating a three year Project Management Timeline. The Project Manager, in collaboration with the campus administrative staff and Teacher Leader Team, will schedule monthly meetings with parents and the Teacher Leader Team and will coordinate Professional Development trainings, extended day/week, and monitor the observation and evaluation component of the project goals, and any other implementation activities required by this grant.</p>		

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<p align="center">Texas Title I Priority Schools Grant Schedule #4B—Program Description</p>		
<p>Part 2: Project Management Cont.</p>		
<p>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).</p>		
<p>Management of Grant Activities – Describe how the LEA and campus will modify its practices and/or policies, as necessary, to ensure its implementation of the intervention(s) fully and effectively.</p>		
<p>Hidalgo ISD in collaboration with Hidalgo Early College High School, Project Manager and the Teacher Leader Team will use three different strategies to effectively managed the proposed project and achieve its objectives: 1) ongoing collaboration and monthly meetings with all teacher leaders and campus administration 2) develop and follow all project timelines, and 3) monitor expenditures and maintain an inventory of all materials purchased. This ensures that project objectives are met and are contributing to the enhancement of student learning. Acquisition of educational materials by teachers, grade levels, and core areas will be logged, documented and used for collaborative instructional planning focusing on academic success and ongoing sustained professional development for campus leaders and classroom teachers.</p>		
<p>Detailed roles and responsibilities identified in the school improvement grant will be created according to the grant objectives to ensure that the project is successfully implanted. The Project Manager will be responsible for implementing/coordinating and evaluating all project activities for the improvement of instruction and student outcomes. For Year One and Year Two the Project Manager will submit to the Texas Education Agency the Quarterly Implementation Report (QIR) documenting the progress made on the critical success factors and milestones listed on the grant. To keep the community and other stakeholders informed these annual summative evaluations will be reported monthly or as requested to the Board off Trustees during their scheduled meetings. In addition, the annual Performance Assessment and Evaluation Schedule for Project Year One and Year Two will also be submitted in August to the Agency. At the end of the three year Project grant period a summative report will be complied and submitted to Texas Education Agency.</p>		
<p>The Director for Federal Programs, who has experience in managing and coordinating formula and discretionary federal grants, will serve as a mentor to the Project Manager and will approve all purchase orders to ensure that all resources purchased are aligned to federal guidelines, grant objectives, and the Campus Improvement Plan. Not only will the director serve in the capacity of mentoring but will assist the Project Manager, its constituents, and the SIRC technical provider in reviewing and revising the project timeline on a monthly basis to ensure that all grant objectives are completed. Findings from these monthly reviews will provide instant feedback on the implementation of grant activities, allow for making immediate modifications to the project operations, and serve as an evaluation tool for reviewing the ninety day action plan.</p>		
<p>Teacher Leader Team, grade level chairpersons, counselors, and campus administration will address the needs of the campus and will focus specifically on improving literacy, social/academic language (BICS & CALPS), delivery of instruction, project timeline activities, classroom observations, student learning outcomes and data analysis/feedback. Teacher Leader Team will meet monthly to discuss, review, and revise the project timeline if needed. Outcomes from these meetings will serve as documentation to resolve problems and make adjustments to the intervention model.</p>		
<p>Modification of current practices will consist of extending the school week, providing flexible scheduling during the regular school day, transitioning middle school students into Algebra I classes, creating Professional Learning Communities, developing individual educational plans for English Language Learners and contracting a social service provider. Extending the learning day to Saturdays is not inclusive to Professional development trainings/curriculum planning but involves student –centered Project-Based lesson extensions that incorporate the use of technology and use of academic language. To further strengthen the parental involvement component at the campus, additional parental sessions will be scheduled on Saturday mornings to showcase students’ work.</p>		

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<p>Part 2: Project Management Cont.</p>		
<p>Section A: LEA (District) Capacity Responses are limited to one page each, front side only, with a font size no smaller than 9 point (Arial or Verdana).</p>		
<p>Resource Management – Describe how the LEA/campus will align other resources (federal, state, local, and community) with the school improvement intervention.</p>		
<p>A Project Management Timeline will be developed for each initiative, listing the activity, person responsible, and dates of implementation and completion. After each activity an evaluation will be conducted and supported by all required documentation. A schedule of meetings with all stakeholders involved in the grant will be distributed and minutes will be kept on items discussed and resolved. An inventory will be kept on all purchased materials, educational fees, personnel salaries, and any other additional documentation will be appropriately filed and available for auditing purposes. The Title I Priority Grant initiatives will be closely coordinated with other state required programs to maximize effectiveness of all programs. The district's chief financial officer will also assist in coordinating all budget allotments under all programs and will maintain all financial documentation as related to the grant.</p> <p>Funds made available under this grant shall be used to supplement, and not supplant, other Federal, State, and local funds to carry out all activities relating to professional development trainings, management personnel, parental activities, student interventions/services and technology related activities. District resources, including resources from Title I, Title III and Title II are currently being used to improve academic performance and teacher quality. Part of the extended day/week reform will be supported through funding from this grant. District commitment for financially supporting school improvement at Hidalgo Early College High School will continue without supplanting its efforts. All district resources and project funds will be effectively coordinated for achieving all project objectives.</p> <p>HECHS has recently acquired the CSCOPE curriculum which aligns state curriculum standards to college-readiness standards. Embedded in the curriculum are modifications for Special Education students and English Language Learners. Included in the lessons are the English Language Proficiency Standards (ELPS) which addresses the educational needs of English Language Learners by providing teachers instructional strategies that make content comprehensible for the second language learner. Acquisition of CSCOPE will facilitate the understanding of key concepts, content, and skills necessary for all students, especially the subgroups identified in this grant to learn and demonstrate mastery. Not only will CSCOPE serve as a valuable resource for improving the vertical and horizontal alignment of curriculum, but also incorporate effective strategies to deliver content allowing for concept-based, student-centered activities. The Five E Model, embedded in CSCOPE lessons, will also enhance the school climate, reduce disciplinary referrals and student attendance by providing engaging lessons that are tailored to the needs of the targeted subgroups. The high-quality, job -embedded Professional Development sessions through CSCOPE will complement the school improvement design model to increase teacher quality and improve student academic performance.</p> <p>Region One Education Service Center and SIRC will serve as resources for technical assistance on selected professional development trainings. The Project Manager together with all stakeholders will develop and create a Three-year plan highlighting key trainings that will address and increase the capacity of the school leader and campus staff to raise student achievement. Using the Region One Education Service Center TEEM (Transformation to Educational Excellence Model) framework, HECHS will focus on the following professional development opportunities for all staff members including campus principal as part of this grant: Effective Leadership, Quality Teaching & Learning, Data-Driven Decision-Making, and Comprehensive Needs Assessment.</p>		

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<p>Grant Project Manager Qualifications – Describe the qualifications of the person selected to be the project manager for this grant on the campus.</p>		
<p>The Project Manager holds a Masters Degree in Educational Administration from Grand Canyon University, Arizona and a Bachelor of Science Degree in Language Arts and Mathematics. For the 2008-2009 and 2009-2010, the Project Manager served as Secondary Math Instruction Coach. Responsibilities were to: provide mathematics teachers with on-going professional development, modeling and making observations and feedback, assisting with Exit Level ELA and mathematics and organizing TAKS power sessions. Prior to employment with HISD, the PM was the testing strategist for a neighboring school district where responsibilities included: analyzing student test data and district assessments, evaluating and tracking subpopulation student progress and administering testing procedures. Since HISD has embarked in implementing the CSCOPE curriculum for 2010-2011, the PM has extensive leadership training in CSCOPE and aligning curriculum vertically. Other than CSCOPE, the PM has been trained in Cooperative Learning, SIOP, Jobs for the Future, TI Navigators, Ginger Tucker (Mentor Teacher Training, and Teach for the Future (Intel Technology Specialist).</p> <p>As instructional coach for a state grant, the PM has experience in creating project timelines, coordinating project activities, conducting classroom observations, modeling instructional strategies and collecting/analyzing grant data to prepare state evaluation reports.</p> <p>Under ARRA, the Project Manager's position falls under the category of job retention and has shown to be an invaluable asset to the school organization.</p>		

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LEA Support – Describe how the LEA will structure and implement an individual or office with responsibility for supporting the campus' school improvement efforts.		
<p>The Project Manager will be housed at the Hidalgo Early College High School campus and will be responsible for supporting and coordinating all campus school improvement efforts. The Project Manager will be paid 100% from this grant and sole responsibility will be to ensure that this project is fully implemented, monitored and evaluated. Other duties include the collection of data and submission of all required documentation to Texas Education Agency. At no time will the Project Manager assume responsibilities related to campus administration such as duty, extra-curricular activities not related to grant objectives, and discipline. Continuous school improvement efforts are the guiding force that keeps schools on target. Therefore, the grant Project Manager will be guided by Abbott's 1998 six steps to continuous improvement: Step 1: Identify and clarify the core beliefs that define the school's culture; Step 2: Create a shared vision by explicitly defining what these core beliefs will look like in practice; Step 3: Collect accurate, detailed data and use analysis of the data to define where the school is now and to determine the gaps between the current reality and the shared vision; Step 4: Identify the innovation(s) that will most likely close the gaps between the current reality and the shared vision; Step 5: develop and implement an action plan that supports teachers through the change process and integrates the innovation within each classroom and throughout the school; and Step 6: Embrace collective autonomy as the only way to close the gaps between the current reality and the shared vision, and embrace collective accountability in establishing responsibility for closing the gaps. The campus comprehensive needs assessment, the critical success factors and milestones, the vision and beliefs of the campus and the goals and objectives specified within this grant will support the operating principles that lead to a competent system. A system where students believe that what they are expected to know and be able to do is challenging, and attainable and where teachers believe that students have faith in their own potential when they believe that they are capable of meeting teacher expectations. Standards are not lowered but prioritized, clarified and articulated so students can comprehend subject matter and are capable of producing quality work. It will be the Project Manager working with the Teacher Leader Team, campus and district administration that will engage all stakeholders to clearly see that everyone can make a difference by contributing to the organization's success.</p>		

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Program Continuation and Sustainability – Describe how the LEA will sustain the campus reforms after the funding period ends.		
<p>Hidalgo Early College High School is committed to sustain all campus reforms after the funding period ends. Within the last four years, Hidalgo ISD's community overwhelmingly approved the sale of a \$9.6 million bond issue to improve the district's educational facilities. Building Learning Resource Centers for Hidalgo Early College High School and Ida Diaz Junior High School were two of the major funding projects. Hidalgo Early College High School campus has gone through a complete renovation where the architecture of existing facilities has been renovated to create a college environment for All students. New facilities such as science labs, new classrooms, and a fine arts building have all been added to accommodate college readiness and improve academic student performance. The Learning Resource Centers are an extension to support the college/career readiness initiative. As educational needs are identified, the Board of Trustees, community and administration are committed to continue providing quality educational institutions that address the needs of students from Prekindergarten to post-secondary education. It is evident that support for funding gaps beyond the Title I Project grant will be addressed through the use of local monies, state, federal and private donations as sources of support to sustain the grant reforms.</p> <p>Strategies for sustainability by Hidalgo Independent School District will be the continuation of the project Manager as a vital resource to continue school improvement and accountability. The Project Manager will continue implementing the initiatives of the grant beyond the grant period and will coordinate local state, federal and private funding to continue ongoing planning sessions among stakeholders in order to ensure long term sustainability of grant reforms including the continuation of college readiness efforts.</p> <p>The partnership between Hidalgo ISD/Hidalgo Early College High School and the University of Texas/Pan American, South Texas College, and Texas State Technical College will continue long after the grant ends. The majority of Hidalgo Early College High School student population is first year college generation and opportunities through this grant to engage in college-readiness preparation will motivate the most reluctant student to seek post-secondary education. Hidalgo ISD has expanded its college going culture to the elementary campuses to instill in students that college is not beyond their reach.</p> <p>The overall goal of this Project is to develop the campus and the district's capacity to provide the best educational environment for all students in grades 9-12. The three years of funding will be used for services, skills, and knowledge-based and infrastructures necessary for developing this capacity. The expectation is that at the end of the three project years, the campus and district would have developed these capacities to sustain all reforms.</p>		

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External Providers -- Describe how the LEA will recruit, screen, and select external providers to ensure their quality.		
Hidalgo Early College High School will not solicit external providers for this grant but will use the following resources: School Improvement Resource Center, Texas Education Agency, and Regional Service Centers for technical support.		

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Site Visits – If the intervention program includes site visits to other campuses successfully implementing the intervention model, describe the process for selecting the locations and the expected outcomes of the site visit.		
<p>Site visits to other schools will be scheduled based on selected programs identified in the grant such as: Successful College Initiatives, CSCOE, Extended day/week, Professional Learning Communities, Flexible scheduling, Classroom Management, Differentiated Instruction, SIOP, Transitioning middle school students to high school and Conducting Action Research Projects. School visits will depend on how successful these campuses have been in the implementation of any of the above programs since the sole purpose of these visits will be to empower teacher leaders to make sound decisions that are in the best interest of students/teachers/and the community. Visits will focus on viewing the following: effective practices, teacher commitments, administrative support, curriculum implementation, modifications of instruction for the ELL and the Special Education student, parental involvement and post-secondary education initiatives.</p>		

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<p>Lack of Capacity -- If the LEA is not applying to serve each Tier I school (is not applying for grant funding for each Tier I school), provide a detailed explanation of why the LEA lacks capacity to serve each Tier I school.</p>		
<p>No Tier I schools have been identified for Hidalgo Independent School District.</p>		

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

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

Part 3: Intervention Model

Section B: Model Selection Process –Describe in detail:

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

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Notification of Eligibility to apply for the RFA grant

Under the RFA #701-10-112; SAS #A114-10, Hidalgo Independent School District's Hidalgo Early College High School was eligible to apply for Texas Title I Priority schools grant as a Tier III school. After the announcement that Hidalgo Early College High School qualified to apply for this grant the following stakeholders met to select the appropriate intervention model that would best meet the needs of the campus: Executive Director for Teaching & Learning, Superintendent of Schools, Hidalgo Early College High School campus principal and assistant principals, campus counselors, Dean of Instruction, grade level chairpersons, Federal Programs Director, Assessment Coordinator and the Site-Based Decision-Making Committee. Using the district and the campus's state data, Academic Excellence Indicator System (AEIS), Campus Improvement Plan for 2008-2009, Adequate Yearly Progress NCLB report (AYP), Public Education Information Management System (PEIMS), Performance Based Monitoring System (PBMS), and financial support for program budgets and initiatives, the committee decided to implement the **Tier III Modified Transformation Model**. Supporting the selection of this model was the understanding that the district did not need to replace the campus principal since the current principal is in his second year as the campus leader. In addition, the Tier III Modified Transformation Model allows the campus to address the following identified needs as per the Comprehensive Needs Assessment, committee reviews, and the Campus Improvement Plan: to increase the capacity of the leadership teams to become more involved in the every day operation of the school organization, to adopt research-based comprehensive instructional programs that meet the needs of the targeted subgroups, to extend the learning time of students, to provide extensive professional development regarding subject-specific pedagogy, to reward classroom and teacher leader groups for implementing the model, to partner with parental agencies to create a safe environment for all students, and to provide the flexibility and intensive support to the overall transformation of the school organization.

Project Year One (2010-2011)

The Tier III Modified Transformation Model will be implemented over a three year span. Year One will be a planning and partial implementation year in which the campus completes their Comprehensive Needs Assessment and further aligns it to their Campus Improvement Plan and the Title I Priority Grant. Community partners will also be identified by reviewing existing Memorandum of Understandings with higher institutions and outside agencies and selecting additional partners whose services are aligned to the objectives of the grant. Project Year One will establish the designated personnel through an application process developed by the Department of Human Resources which specifies selected criteria needed to manage and foster the transformation model. Personnel consist of the Project Manager, Teacher Leader Team, and other personnel identified in the budget summary that supports the grant reforms. Once the Project Manager has assumed the role of grant manager, an office will be designated for the primary responsibility to implement the awarded grant. Office equipment, furniture, and supplies and materials will be budgeted for the Project Manager's office to effectively execute the goals and objectives of the SI Grant. Other than the Project Manager, supplies, equipment and materials for the Teacher Leader Team will also be purchased. During the first Project year meetings will be scheduled to review the Project Timeline and the grant requirements as they relate to the grant objectives, activities, and assessments for the next three years. In the Summer of 2011 of Project Year One TLT, Project Manager, and other grant designees will attend a summer seminar training conducted by SIRC. Training will provide valuable resources and guidance in reviewing Project Year One's 90-Day Action Plan and in completing Project Year Two's plan. The campus plan will incorporate research-based job-embedded professional development sessions required by the grant reforms.

Even though, Year One is designed as a planning year, the campus will be taken steps to implement partial reforms to address the critical needs of the special population groups identified in the grant. Specific reforms such as extended learning time /integration of technology and job-embedded professional development will be part of Project Year One.

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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).

These reforms will assist the campus in taking positive steps in closing the achievement gap between English Language Learners, Special Education students and the All student group in English Language Arts and Mathematics. Sheltered Instruction classroom teachers will be selected and assigned to an extended day/week to support this reform. As the campus moves forward in recognizing these urgent reforms, Teacher Leader Team members, sheltered instruction teachers and other grant personnel will be compensated for the extra work assigned to implement and complete Year One project goals. Upon successfully completing their assigned tasks, the TLT will receive semi-annual stipends for their commitment to the project. Another critical need during the first year is increasing the passing rate on the College-Readiness Entrance Examinations and completing dual enrollment courses. The Teacher Leader Team will also support classroom instruction by attending seminars on positive behavior support interventions. These seminars provided by the Region One ESC are intended to improve school culture, climate and the environment. One such training is Level One: Developing school-wide positive behavior support systems. The goal is to assist in eliminating bullying and student harassment and the possibility of curbing gang activity. CSCOPE curriculum, which is vertically and horizontally aligned to state/college-readiness standards, will be fully implemented at the campus with Region One Education Service Center providing technical assistance and professional development trainings. The Project Management Timeline will delineate the specific CSCOPE teacher professional development trainings and planned activities. At the end of Project Year One all quarterly reports submitted during the year will be reviewed by the Project Manager, Campus Principal, Teacher Leader Team, and the campus instructional facilitator to compile all information in preparation for submission of the summative evaluation report to Texas Education Agency. The summative evaluation will also serve as a guide to make program adjustments if needed for Project Year Two. Overall, the planned activities for Project Year One will validate the implementation of the following critical factors: Increase Teacher Quality, Improve School Climate, Improve academic Performance, Increase leadership effectiveness and Increase the use of data to drive instruction.

Project Year Two (2011-2012)

Starting in the Fall of 2011, Project Year Two will continue supporting the Positive Behavior Support (PBS) intervention plan by conducting walk-throughs to observe classroom behavior and management and to document if classroom teachers are utilizing the strategies and techniques learned from Year One's training. Through Year Two the Project Manager, Teacher Leader Team, Campus Principal, the Instructional Facilitator, and all classroom teachers will receive training in Level 2: Developing school-wide positive behavior support systems. All designated grant personnel will be responsible to continue providing enhanced social service support to all classroom teachers. Teacher Leader Team will continue collecting observation data to evaluate professional development trainings conducted and to guide student interventions. Retention of all data collected will serve as evidence for sustaining completed professional development sessions and to revise or add additional sessions based on the outcomes of the data collection. As we move forward in providing additional professional growth sessions, Year Two will be the start for the Teacher Leader Team to enroll for on-line courses. On-line courses scheduled by Region One ESC and/or other providers will be for the Teacher Leader Team. With the approval of the Project Manager, course selection will be aligned to the project objectives and to the action research project. The Teacher Leader Team will be compensated for their services by a supplemental stipend based on their daily rate of instruction. In addition to on-line courses, classroom teachers pursuing a Masters Degree in any of the core academic areas and English as a Second Language will be compensated for tuition, fees and books. Classroom teachers who are also designated as Adjunct Professors by our higher education partners and who work with student populations such as at-risk of failing state standards, Special Education, and Limited English Proficient will receive additional monies for teaching college classes and addressing the reform initiatives of the grant. To retain highly qualified teachers under this initiative, the classroom teacher must sign a multi-year commitment with the district. In Project Year Two the Campus Principal and his leadership team are required to attend on-going research-based job-embedded professional development for administrators. Specific trainings will focus on communication skills, on-going monitoring tools to evaluate classroom instruction, developing skills in analyzing data, and understanding the CSCOPE curriculum and its implementation. By the end of the Fall semester of instruction, the Project Manager, Campus Principal and the TLT will reconvene to review the progress made towards the goals described in the 90-day action plan.

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<p>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).</p>		
<p>Content-Based training in subject-specific pedagogy is scheduled for Summer 2012 for all classroom teachers, TLT, campus administration and any other professional. Focusing on the academic needs of our special populations such as delivery of effective lessons that are comprehensible for the English Language Learner and differentiating instruction for each student are two valuable components of the professional development milestone. Sheltered Instruction Observation Protocol (SIOP), Differentiated Instruction are just a few of the trainings planned for Year Two. TLT, Project Manager and Campus administration will be required to attend the National Staff Development Council (NSDC) conference. Year two will also be the start of the TLT selecting their action research topic and the beginning of their research along with the continuation of classroom interventions for the PBS. Prior to the start of Year Three and during the Summer of 2012, the campus Comprehensive Needs Assessment (CNA) will be reviewed and revised in order to update the Campus Improvement Plan. The 90-day action plan will be analyzed for progress made on the goals and objectives for Year Two and to readjust activities if needed for Year Three.</p>		
<p>Project Year Three (2012-2013)</p>		
<p>Fall 2013 will extend the timeline for Teacher Leader Team to continue their action research projects and by the Spring of the same year all action research projects will be finalized. PBS evaluations will continue to be collected to make educational decisions for effective classroom instruction. Opportunities for on-line courses for teachers to complete their required hours will be available in Year three. Professional development trainings will continue and the new 90-day action plan will be completed.</p>		
<p>By the end of Summer 2013 all action research projects are presented and all on-line courses completed.</p>		
<p>Striving to continuously improve academic programs for all students through on-going measurement of the grant reforms leads one to ask, "How can I make these programs even better beyond the grant period?" With that in mind in the Summer of 2013 HECHS will take the Continuous Improvement Management Approach to ensure that what has been accomplished within the last three years is sustained through year three and beyond. By using the CIM model HECHS staff and grant personnel will reflect on the following principles: 1) how can we strength the program design (school's vision/goals, objectives, activities, and measurable outcomes), 2) how well did we manage the program quality (implementation of the reforms, operation of observable measures, coordination of all services and funding, data collection and monitoring), and 3) how well have we assessed and communicated end results (project summary reports, evaluation assessments, feedback to participants and the community). Reflection on data reviewed and processes will determine the impact of the school improvement grant on raising achievement levels of students.</p>		
<p>On the next two pages is a detailed timeline on grant management activities for all three project years including proposed dates of implementation and completion.</p>		

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Title I Priority Schools Grant Program Timeline	Proposed Begin Dates (MM/YY)	Proposed End Dates (MM/YY)
Major Project Management Activities		
Notice of Grant Award	10/2010	10/2010
Employ Project Manager/ Secretary-Clerk 100% Grant	10/2010	10/2010
Purchase office furniture, equipment, supplies, materials etc.	10/2010	06/2011
Create, disseminate application for Teacher Leader Teams/classroom teachers hire positions	10/2010	11/2010
Meeting with all grant personnel to review plan of action for grant implementation	10/2010	11/2010
Extended work day and week begins for all project personnel	10/2010	8/2013
Monthly meetings begin for (PM,CP, IF, and TLT) grant fidelity, project timeline review, notification of professional development trainings and seminars	10/2010	7/2013
Texas School Improvement Conference Austin, Texas SIRC	10/11/10	10/15/10
CSCOPE curriculum planning /professional development/formative data collection begins. (Saturdays)	10/2010	5/2013
Scheduled Professional Development Trainings other than CSCOPE begins for teachers/campus principal (effective leadership), TLT (Team-Building)	10/2010	06/2013
Purchase required software, supplies, materials, equipment, licenses etc. for campus /student/ teacher needs as identified in budget summary.	10/2010	0/2013
Extended Work day and week begins for Teachers (planning, teaching, trainings)	10/2010	06/2013
Extended day and week begins for students: TAKS, End of Course, Dual-enrollment courses, College-Readiness preparation (SAT, ACT, THEA).	10/2010	05/2013
Monthly Parental Saturday morning meetings to view progress of students: Student Success Share begins	11/2010	07/2013
Quarterly reports on grant progress/implementation due to TEA	11/2010	05/2013
ARRA Reporting/Expenditure reports (quarterly reports) due to TEA	10/2010	07/2013
Comprehensive Needs Assessment and Model Selection Report due to TEA	10/2011	2/2011
TLT will identify 11 th grade Algebra II students at-risk of failing the school year for mandatory Extended Week Saturday school	01/2011	01/2011
Algebra II teachers will be assigned for extended work week to conduct classes and complete college developmental math course syllabus	02/2011	06/2013
Complete contract for 9 th Grade Algebra I transition Summer program with Academic Youth Development	02/2011	02/2013
Select and recruit students to attend the Summer Academic Youth Development program (a total of 60 students will be selected)	03/2011	05/2013
Two (2) Algebra I and two (2) Biology teachers will attend the Agile Mind Institute for the Summer Academic Youth Development program	04/2011	05/2011

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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).		

Project Management Activities (continued)

State assessments for ELA, Math, Science, Social Studies TELPAS, EOC,	03/2011 03/2012 03/2013	05/2011 05/2012 05/2013
College-Readiness Assessments: PSAT, Plan, SAT, ACT, THEA , Advanced Placement	10/2010	05/2013
Summer Academic Youth Development program scheduled will be finalized	05/2011	05/2011
Sheltered Instruction/TAKS teachers will work an additional eight (8) days to finalize student portfolios, data and to participate in professional development trainings.	06/2011	06/2013
Project Manager, Campus Principal, Instructional Facilitator, TLT and other designated, district grant personnel will attend summer conference(s)	06/2012	08/2013
TLT and Instructional Facilitator will conduct a 2-day teambuilding sessions for all campus administrators, faculty and staff prior to the first official teacher work day	08/2012	08/2012
Campus Principal, Instructional Facilitator & TLT share the School-wide Positive Behavior Support (PBS), the job-embedded professional development plan and the 90-day Action Plan to the campus faculty and staff	08/2011	08/2013
TEA evaluates HECHS performance and release 100% of 3 rd year funds		09/01/12
Through scheduled department planning periods, TLT will provide professional development in the following areas: 1) SIOP Component Enrichment; 2) Differentiated Instruction; 3) PBS/Classroom Management; 4) Effective Instructional Strategies; Curriculum implementation; and 5) any other strategy as outline in the campus Year 2 Action Plan	09/2011	06/2013
On-line courses for TLT and Masters Degree reimbursements begin	09/2012	06/2013
TLT will provide instructional leaderships and staff support through observations and walk-throughs in the areas targeted through the aforementioned, job-embedded professional development activities	09/2011	06/2013
TLT will review and modify the campus Comprehensive Needs Assessment for resubmission	09/2012	11/2012
TLT will begin and complete all action research projects.	09/2012	06/2013
Project reform objectives, goals, activities completed.	10/2010	06/2013
Conduct parental/student surveys to evaluate academic and effective domains.		
Final expenditure report due to TEA	07/2013	07/2013
Summative evaluation report for Project Year one, two, three is due to TEA	08/2013	08/2013
Sustainability of grant reforms will continue at the conclusion of grant period.	08-2013	-

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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	Campus Administrative Staff: Principal, Assistant Principals, Dean of Instruction		
2	Counselors: Career Pathways Counselors for all grade levels.		
3	Identified Project Manager for grant if approved		
4	Teacher Leaders		
5	LPAC Committee (Language Proficiency Assessment Committee)		
6	Special Education Department: Diagnosticians, Special Education Director/teachers		
7	Federal Programs & Finance Directors		
8	Curriculum & Instruction: instructional coaches		
9	Parental Involvement Liaison/District Coordinator/Parents		
10	Community Members: State Farm Insurance Agencies, City of Hidalgo, Compass Bank, Lone Star Bank, United Way		

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Part 3: Intervention Model		
Section D: Improvement Activities and Timeline		
<p>On the following pages of charts applicants should describe all other school improvement activities that will be incorporated with the model to be selected.</p> <p>For each additional improvement activity entered, enter the Critical Success Factor Code(s) from this table, enter the LEA/campus' rationale for including the activity, provide the supporting research that indicates the activity will be effective, and indicate the beginning and ending date of the activity.</p> <ol style="list-style-type: none"> 1 – Improve Academic Performance, including (but not limited to) Reading/ELA and Math <ol style="list-style-type: none"> A. Data-driven instruction B. Curriculum Alignment (both horizontal and vertical) C. On-going Monitoring of Instruction 2 – Increase the Use of Quality Data to Drive Instruction <ol style="list-style-type: none"> A. Data Disaggregation/Training B. Data-driven Decisions C. On-going Communication 3 – Increase Leadership Effectiveness <ol style="list-style-type: none"> A. On-going Job Embedded Professional Development B. Operational Flexibility C. Resource/Data Utilization 4 – Increase Learning Time <ol style="list-style-type: none"> A. Flexible Scheduling B. Instructionally-focused Calendar C. Staff Collaborative Planning 5 – Increase Parent/Community Involvement <ol style="list-style-type: none"> A. Increased Opportunities for Input B. Effective Communication C. Accessible Community Services 6 – Improve School Climate <ol style="list-style-type: none"> A. Increased Attendance B. Decreased Discipline Referrals C. Increased Involvement in Extra/Co-Curricular Activities 7 – Increase Teacher Quality <ol style="list-style-type: none"> A. Locally Developed Appraisal Instruments B. On-going Job Embedded Professional Development C. Recruitment/Retention Strategies 		

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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
A	Improve Student Achievement in Reading/ELA	Achievement gap exists between ELL (58%), Sp Ed (44%) and the All student category (88%)	Beers, Kylene. (2002) <i>When Kids Can't Read: What Teachers Can do: A guide for Teachers 6-12</i>	October 2010	August 2013
A	Improve Student Achievement in Mathematics	Achievement gap exists between ELL (42%), Sp Ed (22%) and the All Student category (59%)	Grouws, Douglas, and Kristin J. Gaballa (2002) <i>Improving Student Achievement in Mathematics</i>	October 2010	August 2013
A	Improve College Entrance Examinations	All students (5.5%) are scoring below the state rate (27.2%) in state SAT/ACT criterion	www.collegeboard.org	October 2010	August 2013
A	Improve advanced course/dual enrollment completion	Gap exists between ELL completion rate (31%) in comparison to all students (51%)	Texas Higher Education Coordinating Board: Texas College and Career Standards	October 2010	August 2013
B	Provide CSCOPE Curriculum Professional Development Trainings	Vertical and Horizontal curriculum alignment to state standards/ELPS and college-readiness	Fenwick English: <i>Deep Curriculum</i> Marzano, R. <i>Standards in the Classroom</i>	October 2010	August 2013
B	Integrate ACT, SAT and THEA preparation into lessons.	All students (5.5%) are scoring below the state rate (27.2%) in SAT/ACT	www.collegeboard.org www.Surescore.com	October 2010	June 2013
C	Monitor student progress through Teacher Leader Groups/Project Manager	Formative Assessment of learning objectives: 6 th weeks assessments, benchmarks, state annual assessments/EOC	Texas Education Agency Bernhart, Victoria Using <i>Data to Improve Student Learning in High Schools.</i>	October 2010	August 2013
C	Access SIRC (School Resource Center) for technical assistance in progress monitoring	Formative Assessment of learning objectives: 6 th weeks assessments, benchmarks, state annual assessments/EOC	SIRC (School Improvement Resource Center)	October 2010	August 2013
C	On-going monitoring of instruction	Campus developed classroom observation form.	Downey, Carolyn et al, <i>The Three- Minute Walk-Through: Changing school supervisory practice one teacher at a time.</i>	October 2010	June 2013
Add additional pages as needed.					

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Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 2: Increase the use of Quality Data to Drive Instruction					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
A	Provide professional development training in data access and management using DMAC	Stakeholders must have access to immediate and reliable data at the student level in order to produce high quality corrective instruction	Guskey, Thomas R. (2007) <i>Using assessments to improve teaching and learning</i>	October 2010	Dec. 2010
A	Provide professional development training on a collaborative approach to data collection and analysis for instructional decisions	A purposeful, collaborative approach to data collection and analysis is a key piece of a holistic approach to teaching and learning. Data on purpose leads not only to first-order, direct changes in classroom practice and individual student achievement but also to second-order, system level changes in school culture that ultimately benefit all students	White, Stephen (2007) <i>Data on purpose: Due diligence to increase student achievement</i>	October 2010	June 2011
B	Provide professional development training on reliable and valid measures for monitoring the academic progress and learning of our ELL and special-needs population	Educators must provide English Language Learners with the measured pace and continual monitoring they need to ensure they achieve at high standards	Almeida, Lisa (2007) <i>The journey toward effective assessment for English language learners</i>	October 2010	June 2011
B	Building common formative assessments to receive regular and timely feedback regarding student attainment of the most critical standards to better meet the needs of all students (DMAC-TAG)	Using common formative assessments process promotes on-going collaboration for grade-level, course, and departments to meet regularly /discuss/share effective instructional practices to implement immediately in the classrooms	Ainsworth, Larry (2007) <i>Common formative assessment: the centerpiece of an integrated standards based assessment systems</i>	October 2010	June 2013
C	Allow for flexible scheduling /provide on-going communication through professional learning communities	Schools where administrators provided extensive time for collaboration were able to apply PD in a way that closed achievement gap.	Reeves, Douglas (2007) <i>Challenges and choices: The role of educational leaders in effective assessment</i>	October 2010	June 2013

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Critical Success Factor 3: Increase Leadership Effectiveness					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
A	Enhance distributive leadership to increase student achievement and sustainability	Reduce student achievement gap on state assessments and college entrance exams; retain quality teacher/staff	Sergiovanni, T. J. (2001) <i>The principalship: A reflective practice perspective</i>	October 2010	June 2013
A	Empower instructional leaders to differentiate instruction to meet the expanding diverse needs of students	Achievement gap exists between ELL (58%) and all students category (88%)	Lambert, L. (1998) <i>Building leadership capacity in schools</i>	October 2010	June 2013
B	The principal will be given calendar flexibility to extended work day, week, and year for professional development, curriculum planning, assessment for learning and data-driven decisions	The strong use of data coupled with a rigorous teacher content curriculum and assessment planning (state standards), instructional strategies and preparation lead to improved academic success	Resnick, Lauren, editor, (2005) American educational research association <i>Teaching teachers: Professional development to improve student achievement</i>	October 2010	June 2013
B	The principal's budgetary flexibility will support teacher incentives to develop and establish teacher leaders within the campus	Given the demands placed upon principals, collaboration and support are necessary in order to provide each child with a high quality education.	Lashway, Larry (2003) <i>Distributed Leadership</i> http://eric.uoregon.edu/publications/roundup/Summer_2003.html	October 2010	June 2013
C	Promote the continuous use of student data	Differentiate instruction to target ELL and Special Education subgroups to close learning gap	Beers, Kylene (2002) <i>When kids can't read: What teachers can do</i>	October 2010	June 2013

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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
A/B/C	Create flexible teacher work schedule for content-specific professional development and CSCOPE planning to improve student learning	Professional development should expand teachers' knowledge of the subject matter that they are teaching, and it should enhance their understanding of student thinking in that subject matter to improve student performance	Resnick, Lauren, editor, (2005) American educational research association <i>Teaching teachers: Professional development to improve student achievement</i>	October 2010	June 2013
A/B/C	Build effective master schedule to reflect and meet needs of all learners, especially ELL, special education, dual enrollment	Teachers participate actively and often in open discussion devoted to curriculum, instruction and assessment that are focused on student learning	Collins, J. (2001). <i>Good to great: Why some companies make the leap ... and other don't</i>	October 2010	June 2013
A/B/C	A common planning time for staff is embedded within the master schedule wherein the teachers will collaboratively reflect on and enhance their understanding of student performance data, standards, assessments, peer observations	Targeted collaboration to focus on closing gaps of learning for ELLs, Special Education and the All student groups	Hirsch, E.D. Jr. (2002). <i>American Educator, The benefits to equity</i>	October 2010	June 2013
A/B/C	Extended restructured learning day to promote relationships between faculty	Strengthen support for new teachers; create strong learning and eliminate learning gaps	Lezotte, L. (1991). <i>The correlates of effective schools: First and second generation</i>	October 2010	June 2013

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Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 5: Increase Parent/Community Involvement					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
A/B	Provide monthly Saturday parent meetings to disseminate information and showcase student's work	Parent involvement is critical in facilitating children's development and achievement and in preventing and remedying educational and developmental problems.	National Coalition for Parent Involvement in Education (n.d.) http://www.ncipie.org/	October 2010	June 2013
A/B	Promote and strengthen communication amongst parents, school personnel and community	Parents can and will become involved in their children's education when teachers take the time to reach out to them.	Zelger, Jan (2007) <i>Teacher-Parent communication: Tips for developing a positive relationship with students' families;</i> http://newteachersupport.suite101.com	October 2010	June 2013
C	Use of campus contracted Social worker to provide parents with community information and assistance	In schools, social workers often serve as the link between students' families and the school, working with parents, guardians, teachers, and other school officials to ensure that students reach their academic and personal potential. They also assist students in dealing with stress or emotional problems.	National Coalition for Parent Involvement in Education (n.d.) http://www.ncipie.org/	October 2010	June 2013
C	Overarching goal is to graduate all students college/career and life ready	Strengthening partnerships with local institutions of higher education to expand opportunities for students	Texas College and Career Readiness Program (2008) http://www.tx.ccrs.org/index.htm	October 2010	June 2013

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Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 6: Improve School Climate					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
A	Research the flexible Optional day program for implementation	Increase student attendance through schedule flexibility to provide opportunity for dual enrollment	Texas Education Agency www.tea.state.tx.us	October 2010	Jun 2013
A	Attendance committee will evaluate weekly attendance of students with excessive absences and conduct a needs-assessment of the student and family	Increase student attendance to improve student learning and to raise dual enrollment completion rate	Tomlinson, C. A. and Allan, S. D. (2000) <i>Leadership for differentiating schools and classrooms</i>	October 2010	Jun 2013
A	Implementation of CSCOE curriculum which follows the 5E model containing meaningful learning activities	Implementing strong curriculum and research-based teaching strategies and alignment to state standards as a school leads to significant gains in student achievement	Texas Education Agency www.tea.state.tx.us	October 2010	Jun 2013
B	Create a consistent environment of high expectations in all campus life	Reduce incident referrals for minor incidents	Senge, P. et al (1994) <i>The fifth discipline field book: Strategies and tools for building a learning organization</i>	October 2010	Jun 2013
B	Develop campus-wide program and procedures and environmental plans for classroom management	Increase/improve classroom management techniques and procedures to reduce classroom disruptions and improve student learning	National Associations of Secondary School Principals. (2006)	October 2010	Jun 2013
B	Development of re-directive interventions, reinforcement systems and reviews of the school referral system	Assist teachers in creating practical strategies for the beginning of the year, organizing the classroom for success and establishing roles and behavior expectations for students	Sprick, Randall S. (2008). <i>Discipline in the secondary classroom: A positive approach to behavior management</i>	October 2010	Jun 2013
C	Enhance 21 st Century after school program activities for those students not already involved in after school UIL activities	Increase student involvement and enrollment in after school programs to improve student interest, attendance, grades, etc.	The school of the 21 st century is making a difference: Finding from two research studies (2006) Issue brief	October 2010	Jun 2013
Add additional pages as needed.					

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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
A	Progress Monitoring through School Improvement Resource Center (SIRC)	ELL Measure passing rate in ELA/Reading – 58% and 42% in Math, Special Education students passing rate in ELA/Reading – 40% and 29% in Math; SAT/ACT passing rate 5.5%; ELL Dual enrollment completion rate 31%	School Improvement Resource Center SIRC (2009) http://www.esc13.net/sirc provides information for the Title I schools for improvement	October 2010	June 2013
B	Professional Learning Communities Professional Development Academies	The PLC academies will give the Teacher Leader Teams the ability to create an action plan to implement effective PLC's in their school	Dufour, R.(n.d.) <i>Professional learning communities at work, and Whatever it takes: How professional learning communities respond when kids don't learn</i>	October 2010	June 2013
B	CSCOPE curriculum professional development and implementation	The CSCOPE curriculum provides vertical and horizontal alignment and meaningful student-centered activities	Marzano, R. <i>Standards in the Classroom</i> ; English F. <i>Deep curriculum</i> ; Wiggins, G. and McTighe J. <i>Curriculum instruction and assessment design</i> ; Hays, H. <i>Curriculum Mapping</i> ; Erickson, H.L. <i>Concept based curriculum & instruction</i>	October 2010	June 2013
B	Teachers will be trained on content based pedagogy	High quality content-based pedagogy will provide instruction that reflects a deeper understanding of the content that is aligned to the state curriculum	Ball, Deborah, Loewenberg (2000) <i>Bridging practices: Intertwining content and pedagogy in teaching and learning to teach</i> , Journal of Teacher Education, Vol 51(3) 241-247	October 2010	June 2013
B	Jobs for the Future Coaching Model for leaders	Provides on-site training that adapts the approach to meet needs of teachers/ students, provides PD that address the teachers concerns at different stages for the change process and thus leading implementation of new teaching practices in the classroom and school	Knight, Jim (2007) <i>Instructional coaching: A partnership approach to improving instruction</i>	October 2010	June 2013

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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
B/C	Participate in the professional development, including but not limited to Effective Leadership, Quality Teaching and Learning, Effective School-wide Processes and Programs, Assessment for Learning, Classroom Management and Positive Behavior Support	Implement strategies as increased opportunities for career growth that are designed to recruit, place and retain staff with the skills necessary to meet the needs of the students in a transformation school	Tucker, Ginger LaGrone (2010) <i>Tools for effective classrooms</i> , GKT Publishing, Amarillo, Texas	October 2010	June 2013
C	Teachers will be provided with tuition and book reimbursement/ assistance for taking graduate level courses leading toward an academic core masters degree, including ESL, upon a multi-year commitment to the district	Implement strategies as financial incentives, increase opportunities for promotion and career growth, that are designed to recruit, place and retain staff with the skills necessary to meet the needs of the students in a transformation school	School reports www.collegeboard.org	October 2010	June 2013
C	Teachers will be able to receive performance for the meeting the annual measurable goal for each critical success factor	Implement strategies as financial incentives, increase opportunities for promotion and career growth, that are designed to recruit, place and retain staff with the skills necessary to meet the needs of the students in a transformation school	National Center on Performance Incentives www.performanceincentives.org	October 2010	June 2013
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Section D: Other Improvement Activities and Timeline (cont.)

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
	Not applicable	Not applicable	Not applicable		

Add additional pages as needed.

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

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Schedule #4C—Performance Assessment and Evaluation		
Part 1: Component Description. By submitting this application, the applicant agrees to comply with any reporting and evaluation requirements that TEA may establish and to submit the reports in the format TEA requests. (Response limited to one page each, font size no smaller than 9 pt, Arial or Verdana)		
Section A: Ongoing Monitoring/Continuous Improvement - Describe the LEA/campus' process for providing on-going monitoring of grant activities to ensure continuous improvement		
<p>On-going monitoring will be conducted as a major component of the Title I Priority Grant. Hidalgo ISD will implement a comprehensive evaluation design with three objectives: 1) Assess the effectiveness of the school improvement project, 2) Assess the implementation of the project on an on-going periodic schedule such as weekly and monthly through observational checklists, walk-throughs, committee meetings, student progress reports, and student classroom performances and 3) Assess the overall accomplishments of the program through course completion both for teachers and students, progress and completion of action research projects, professional development sessions, curriculum assessments, passing rates on THEA, SAT, ACT, Plan etc. and passing rates on all state assessments. Project Manager and all other grant personnel will facilitate program monitoring to evaluate implementation of the grant objectives. All recommendations or suggestions to improve the program will be documented and addressed. Minutes of all monthly meetings held will be collected along with the agenda, sign-in sheets and evaluations. In addition, all walk-through forms will be collected as data to support success of the program. Student and parental surveys will be collected at the end of the grant period to evaluate the academic and affective domain of each student and parent.</p>		

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Schedule #4C—Performance Assessment and Evaluation			
Part 1: Component Description. By submitting this application, the applicant agrees to comply with any reporting and evaluation requirements that TEA may establish and to submit the reports in the format TEA requests. (Response limited to one page each, font size no smaller than 9 pt, Arial or Verdana)			
Section B: Formative Evaluation- Describe the LEA/campus' process for formative evaluation, including how the results of the evaluation will be used to improve the grant program			
<p>The Project Manager, Teacher Leader Team, and the Campus Principal will gather information every project year regarding the following major evaluation questions: 1) to what extent has the Title I Priority School Grant enhanced the overall traditional high school program 2) how effective are the project activities progressing toward the goals and objectives of the program design/model, 3) how has this school improvement grant impacted students' achievements in English Language Arts and Mathematics as reflected in assessment results, course completions, grades and dual enrollment courses. 4) how has the process of the partnerships between the IHEs and outside agencies expanded the academic achievement of students that are identified as at-risk, second language learners and special education 5) how well has the acquired curriculum addressed second language acquisition and college-readiness, and 6) what impact did the parental sessions make on students' competency and desire to pursue a post-secondary education.</p> <p>The proposed formative evaluation will provide the following to the stakeholders at the indicated time intervals based on data collected using the indicated instrument (s):</p> <ul style="list-style-type: none"> • A system for ongoing monitoring of project implementation and corrective actions by the Project Manager and Teacher Leader Team, using a process checklist created by the campus leadership team. • A milestone accomplishment review for key milestones in a given project year. Specific milestones for a project year will be monitored and evaluation by the leadership team by listing quantitative and qualitative expectations. • Basic statistical information on participants in professional development trainings, extended day sessions, outreach activities (community/parents), educational partners, on-line courses, and enrollment in higher education courses leading to a Masters Degree will be used for tracking nominal impacts. • Pre-Post student assessments: Mini assessments (CSCOPE every 6th weeks, District benchmarks, classroom work, and state assessments) • Reports on College-Readiness passing rates on ACT, SAT, PSAT, THEA. (AEIS) • Inventory of resources acquired to enhance the program design and upgrade the curriculum framework. • Extent to which results from rubrics, survey instruments, checklists, observational forms, state/local/national assessments were used to modify and improve the program. 			

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Texas Title I Priority Schools Grant		
Schedule #4C—Performance Assessment and Evaluation		
Part 1: Component Description. By submitting this application, the applicant agrees to comply with any reporting and evaluation requirements that TEA may establish and to submit the reports in the format TEA requests. (Response limited to one page each, font size no smaller than 9 pt, Arial or Verdana)		
Section C: Qualitative and Quantitative Data Collection Methods- Describe the LEA/campus' process for data collection methods to be implemented and 1) how the data will be disaggregated; 2) used to improve instruction; and 3) obtain continuous improvement results		
<p>The implementation of the Title I Priority Grant Evaluation process will include quantitative and qualitative data gathering that will be used for continuous program improvement. The data collection process will include but not limited to the following forms of evidence: 1) list of at-risk, special education, English Language Learners students receiving services from the proposed program design, 2) minutes from all meetings held (IHE, Parental sessions, Project Manager's meetings, Site-Based Decision Making committee, Teacher Leader Team, Comprehensive Needs Assessment Committee, and community partners), 3) walkthrough forms/checklists, surveys, observation/feedback sessions, 4) student and parental surveys, 5) local and state assessment instruments will be utilized for course credits/dual enrollment completion, college-readiness (SAT, ACT, THEA, PSAT,) TAKS, TELPAS, EOC (meeting state standards) Advanced Placement participation and passing rates, 6) budget expenditure reports and 7) analysis of parent/student participation. All assessment results will be disaggregated and analyzed by Teacher Leader Team, project manager, assessment coordinator, instructional facilitator, Project Manager, Campus Principal, Campus Counselors, Dean of Instruction, to measure performance progress of students participating in the grant.</p> <p>In summary the following evaluative techniques and methods will be used to collect and disaggregate data:</p> <ul style="list-style-type: none"> • Surveys of parents, students, teachers and community members • Anecdotal and archival information • Interviews with parents and students • Student lists of students participating in the program • Meetings/Agendas/Sign-in sheets/Evaluations • Expenditures summary reports • State/local/national reports <p>Disaggregated data will be evaluated for:</p> <p>Product Evaluation:</p> <ul style="list-style-type: none"> • To what extent were the goals, objectives, and activities of the grant implemented and planned • To what extent were the professional development sessions/on line courses accomplished and adhered to the continuous improvement design. • To what extent did the activities contribute to achieving the goals and objectives of the project • To what extent did the programmatic activities lead to sustainability of the grant after the grant period • To what extent did the partnership between parents, students and the school organization lead to increasing the academic performance of students and closing the achievement gap 		

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Schedule # 4C—Performance Assessment and Evaluation		
Part 2: Process for Development of Performance Goals		
Describe the process to be implemented to develop the campus' performance goals. Include the groups participating in the development of the goals. Responses are limited to two pages , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
To facilitate the process and ensure buy-in from all stakeholders, Hidalgo Early College High School has organized committees to focus on gathering data for each of the following assigned category areas:		
<ul style="list-style-type: none"> • Demographics • Student achievement • School culture and climate • Staff quality, recruitment and retention • Curriculum, instruction and assessment • Family and community involvement • School organization • Technology 		
<p>Each committee member is responsible for appointing members of the community, teachers, assistant principals, counselors, students, and district administrative staff, proposed Project Manager to assist in gathering information that will support the process needed to develop campus performance goals. The committee's task is to collect key data sources, analyze the information gathered and assess the strengths and needs of the school. Data will be presented in graphs, charts, tables so information is easily understood by all stakeholders and sound decisions are made regarding the school's profile based on data and not on assumptions or perceptions. In addition, a narrative will be written to support the data collected and presented.</p>		
<p>Committees will follow the 5-Step Process:</p> <ul style="list-style-type: none"> • Review/Purpose for conducting CNA • Establishing committees • Identifying varied sources for data collection/analyzing • Summarize areas of strengths and priority • CNA is connected to the Campus Improvement Plan 		
<p>By following the NCLB Comprehensive Needs Assessment resource tool, the school organization will be able to determine, based on data, which students are most in need of reform and the type of services which will provide the greatest impact. Once this system is followed the campus will be able to identify patterns, trends, strengths, and needs of the school organization. Through this process, the campus will be able to determine and develop the Campus Performance Goals.</p>		
<p>Hidalgo Early College High School will also incorporate the following Six Steps of Continuous Improvement from <i>Transforming Schools</i> by Zmuda, Allison; (2004) into the development of the Performance Goals:</p> <ul style="list-style-type: none"> • Step 1: Identify and clarify the core beliefs that define the school's culture (Who are we?) • Step 2: Create a shared vision by defining the core beliefs and what do they look like • Step 3: Collect accurate, detailed data and use analysis of the data to define where the school is now and to determine the gaps between the current reality and the shared vision • Step 4: Identify the innovation (s) that will most likely close the gaps between the current reality and the shared vision. • Step 5: Develop and implement an action plan that supports teachers through the change process and integrates the innovation within each classroom and throughout the school. • Step 6: Embrace collective autonomy as the only way to close the gaps between the current reality and the shared vision, and embrace collective accountability in establishing responsibility for closing the gaps. 		

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<p>Since Zumda's six steps of continuous improvement are conceptually linear lends itself to the development of the campus action plan. Below is a graph demonstrating conversations centered on the Continuous Improvement plan and its correlation to a competent system that supports the critical factors for school reform. The graph depicts the process being used to develop the campus action plan for the campus performance goals. By following this process it provides a clear, concrete direction for systematic change.</p> <div style="text-align: center; margin-top: 20px;"> <pre> graph TD CB([CORE BELIEFS]) --> SV([SHARED VISION]) SV --> HP([HABITUAL PRACTICES]) SV --> AP([ALTERNATIVE PRACTICES]) HP --> AP HP -- "Monitoring via data" --> SV AP -- "Monitoring via data" --> SV HP --> APPlan[Action Plan] AP --> APPlan </pre> </div>		

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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	AEIS, PBMAS, AYP Reports	LEP 58% Sp Ed 44%	LEP 68% SE 54%	LEP 78% SE 64%	LEP 88% SE 74%
2	Improve Student Achievement in Mathematics	AEIS, PBMAS, AYP Reports	LEP 42% Sp Ed 22%	LEP 52% SE 32%	LEP 62% SE 42%	LEP 72% SE 52%
3	Improve Student Achievement in College Entrance Exams to reach the state avg.	AEIS & THECB reports	SAT 822 ACT 16.8	SAT 877 ACT 18.03	SAT 932 ACT 19.26	SAT 987 ACT 20.5
4	Improve Student Achievement in advance placement and dual enrollment completion	AEIS, AP, THECB	LEP 31% SE 20%	LEP 38% SE 30%	LEP 44% SE 41%	LEP 51% SE 51%
5	Number of teachers attending professional development trainings on curriculum integration and monitoring	ERO System	DNA	100%	100%	100%
Increase the Use of Quality Data to Drive Instruction – Enter the annual goals for increasing the use of quality data to drive instruction, to which the LEA is holding the campus accountable.						
#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Number of core area teachers trained in data access and management using DMAC	ERO System, DMAC System	DNA	100%	100%	100%
2	Number core area teachers trained in a collaborative approach to data collection and analysis	ERO System	DNA	100%	100%	100%
3	Number of core area teachers trained in the use of reliable and valid measures for monitoring the academic progress and learning of ELL and special needs students	ERO System	DNA	100%	100%	100%
4	Establish common planning periods for professional learning communities	Master schedule, sign-in sheets and agendas	DNA	100%	100%	100%
5						

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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	Number of teachers attending coaching training	ERO System	DNA	80%	90%	100%
2	Number of teachers attending PLC's	Meeting agendas	DNA	80%	90%	100%
3	Number of teachers attending professional development on curriculum and alignment	ERO System	DNA	100%	100%	100%
4	Improve student achievement in college entrance exams	AEIS & THECB reports	SAT 822 ACT 16.8	SAT 877 ACT 18.03	SAT 932 ACT 19.26	SAT 987 ACT 20.5
5	Improve student achievement on dual enrollment/developmental courses	AEIS Report AP, THECB	LEP 31% SE 20%	LEP 38% SE 30%	LEP 44% SE 41%	LEP 51% SE 51%
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	Number of students participating in the extended day/week activities	Daily Attendance	DNA	70% of targeted pop	85% of targeted pop	100% of targeted pop
2	Number of teachers participating in PLC extended week planning	PLC Meeting Agendas, Sign-in Sheets and minutes	DNA	100%	100%	100%
3	Number of teachers using the CSCOPE curriculum	CSCOPE evaluation tool	DNA	100%	100%	100%
4	Establishment of common planning periods	Master schedule, Team/ Dept meeting agendas, sign-in sheets and minutes	DNA	100%	100%	100%
5						

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Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Number of parents attending school activities, such as Saturday school activities	Meeting agendas and sign-in sheets	DNA	80%	90%	100%
2	Number of parents attending parental classes to view student work	Meeting agendas and sign-in sheets	DNA	80%	90%	100%
3	Establish strong communication route between parent/school utilizing contracted social worker	Social worker sign-in/activity log	DNA	100%	100%	100%
4						
5						

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Average daily attendance rate of students	PEIMS	94%	96%	98%	99%
2	Number of disciplinary referrals	PEIMS	872 (2008-09)	782	665	532
3	Percentage of students completing dual enrollment courses	PEIMS Transcripts	LEP 31% Sp Ed 20%	LEP 41% SE 30%	LEP 51% SE 40%	LEP 61% SE 50%
4	Number of students participating in 21 st Century after school activities	Attendance Reports	DNA	70%	80%	90%
5						

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Schedule # 4C—Performance Assessment and Evaluation						
Part 3: Annual Performance Goals						
Increase Teacher Quality – Enter the annual goals for increasing teacher quality by measures identified by the LEA, to which the LEA is holding the campus accountable.						
#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Number of teachers using Jobs for the Future instructional strategies	Clinical observations/ Rounds	DNA	80%	90%	100%
2	Number of teachers participating in PLC's	Agendas, Sign-in Sheets and minutes	DNA	80%	90%	100%
3	Number of teachers trained in content based pedagogy	ERO System, Agendas, Sign-in Sheets and minutes	DNA	80%	90%	100%
4	Number of teachers receiving masters degrees in content area	Transcripts	25%	43%	62%	80%
5						
Other – Enter any other annual goals for improvement to which the LEA is holding the campus accountable.						
#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1						
2						
3						
4						
5						

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

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Schedule # 4D—Equitable Access and Participation: Barriers and Strategies				
Barrier: Cultural, Linguistic, or Economic Diversity (cont.)				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institution of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gang-Related Activities				
#	Strategies for Gang-related Activities	Students	Teachers	Others
C01	Provide early intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide Counseling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C08	Provide community service programs/activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish partnerships with law enforcement agencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institution of higher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, & parents to deal with gang-related issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Drug-Related Activities				
#	Strategies for Drug-related Activities	Students	Teachers	Others
D01	Provide early identification/intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide Counseling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

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

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Texas Title I Priority Schools Grant Schedule #5—Program Budget Summary				
Program Authority: P.L. 107-110, Section 1003(g), as amended by ARRA, P.L. 111-5 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	\$ 920,100		\$ 920,100
Professional and Contracted Services	5C 6200	352,200		352,200
Supplies and Materials	5D 6300	300,000		300,000
Other Operating Costs	5E 6400	1,242,000		1,242,000
Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only)	5G 6600/15XX	332,040		332,040
	Total Direct Costs	3,146,340		3,146,340
	5% Indirect Costs			157,317
Grand Total				
Total Budgeted Costs:		\$ 3,146,340	\$	\$3,303,657
Administrative Cost Calculation				
Enter total amount from Schedule #5 Budget Summary, Last Column, Total Budgeted Costs				\$3,303,657
Multiply by 5 (5% limit)				X 165,182
Enter Maximum Allowable for Administration, including Indirect Costs				\$ 322,499

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<p>by telephone/e-mail/FAX on _____ by _____ of TEA.</p>	<p>School Years 2010-2013</p>	<p>_____ Amendment No.</p>
<p>Texas Title I Priority Schools Grant</p>		
<p>Schedule #5—Program Budget Summary</p>		
<p>Budget Request by Grant Year: Enter the amount of grant funds requested for each year of the three year grant period.</p>		
<p>Year 1: SY 2010-2011 \$1,260,440 +52,439(IC) = 1,312,879</p> <p>Year 2: SY 2011-2012 \$945,200 * +52,439(IC) = 997,639</p> <p>Year 3: SY 2012-2013 \$940,700* +52,439(IC) = 993,139</p> <p>* 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.</p>		
<p>Provide any necessary explanation or clarification of budgeted costs</p>		
<p>Budget for Year 1 reflects start up money needed for planning/organizing and preparing the initial budget. After the Project Manager and the secretary are hired an office will be assigned exclusively to the staff of the Title I School IP.</p> <p>6100 Payroll:</p> <p>Substitute Pay: \$90 a day substitutes for Teacher Leader Team attending professional sessions/conferences@ 10 sessions @ \$90 a session @ 5 TLT members= \$4,500 a year @3 years= \$13,500</p> <p><u>Extra Duty Pay:</u></p> <p>\$35 an hr. @ 6 hrs per week @4 weeks per month @ 9 months = \$7,560 @ teacher @10 classroom = \$75,600 a year @ 3 years= \$226,800 for classroom instruction during the extended day/week.</p> <p>\$90 a day @ 8 trainings@10 classroom teachers= \$7,200 @ 3 years=\$21,600</p> <p>\$353 (daily rate) @ 2 Saturdays= \$706 @ 9 months= \$6,354 @ 3 years= \$19,062 for Campus Principal/Professional Development/Planning.</p> <p><u>Performance Pay:</u> Classroom teachers (10)/Teacher Leader Team (5)</p> <p>Reaching goals/measures on Critical Factor # 1 Increasing Academic Performance (\$1,000 per teacher) All other critical factors with the exception of Critical Factor #4, will receive \$300 per factor if the objectives were met.</p> <p><u>Supplemental Pay:</u> \$500 per section per semester for teaching college-readiness courses at the campus level.</p> <p>6400 Other Operating Cost:</p> <p>Transportation (fuel etc. for transporting students to and from the campus, extended day and week)</p> <p>Utilities (for opening up the school campus and Library Resource Center during the evening and on Saturdays)</p> <p>Light Snacks (for extended day/week, parental sessions and for some working lunch sessions)</p> <p>Travel (registration fees, mileage, meals, and lodging) to attend in-state conferences/seminars.</p> <p>Reimbursement for tuition/books/fees for Masters Degree in core areas & ESL(teachers) and tuition/books for students</p> <p>6600 Capital Outlay: All expenditures will be justified upon request on the (6) questions required by Title I</p> <p>All technology/equipment/furniture is for the exclusive use of the program goals/objectives. Furniture acquired will be for the use of the Title I School Improvement Office.</p> <p>Vehicle will be used by the Project Manager for transporting parents to sessions, students needing to stay beyond the allotted learning time, to attend professional development sessions, emergency situations during the extended week.</p> <p>According to an inventory conducted by the American Library Association, HECHS Resource Center was found to have 60% of their resources outdated and in need of <i>electronic library resources</i> to promote an early college environment.</p>		

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Texas Title I Priority Schools Grant Schedule #5B—Payroll Costs (6100)					
Budgeted Costs					
Employee Position Titles		Justification	#Full-Time Effort	#Part-Time Effort	Amount Budgeted yearly
Instruction					
1	Teacher				\$
2	Educational Aide	Assist classroom teachers/Sat.	1		25,000
3	Tutor				
Program Management and Administration					
4	Project Director				
5	Project Coordinator/Manager	Must devote 100% to the project/extended day/week	1		70,000
6	Teacher Facilitator				
7	Teacher Supervisor				
8	Secretary/Administrative Assistant	Purchase orders, inventory, reports, clerical duties for PM	1		30,000
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	Saturday pay/college visits	1		6,000
17	Cafeteria Staff	Meals for Saturday extended week	1		6,000
18	Librarian				
19	School Nurse				
Other Employee Positions					
22	Title: Instructional Facilitator			1	35,000
23	Title: _____				
24	Title: _____				
25	Title: _____				
26	Subtotal Employee Costs				\$ 172,000
Substitute, Extra-Duty, Benefits					
27	6112	Substitute Pay			\$ 4,500
28	6119	Professional Staff Extra-Duty Pay/Performance/supplemental pay for grant outcomes			90,000
29	6121	Support Staff Extra-Duty Pay			200
30	6140	Employee Benefits			40,000
31	Subtotal Substitute, Extra-Duty, Benefits Costs				\$ 134,700
32	Grand Total Payroll Budget (line 26 + line 31)				\$ 306,700

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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
621 2	Audit Costs (other than audits required under OMB Circular A-133)			\$	\$
626 9	Rental or Lease of Buildings, Space in Buildings, or Land Specify purpose and provide calculation: _____				
629 9	Contracted Publication and Printing Costs (specific approval required only for nonprofit charter schools) Copier _____ Rental for copier to be used in the Title I School Improvement office				8,000
629 9	Scholarships and Fellowships (not allowed for nonprofit charter schools) Specify purpose: _____				
Subtotal					
6200 – Professional and Contracted Services Cost Requiring Specific Approval					8,000
Professional and Consulting Services (6219/6239) Less than \$10,000					
#	Topic/Purpose/Service			Total Contracted Amount	Pre-Award
1.	Developing a school-wide Behavior Support System/behavior management/strategies for classroom teachers and TLT/PD			5,400	5,400
2.	Accountability/understanding all state assessments reports/PD			1,800	1,800
3.	Effective Use of the Data Management System/disaggregating data/PD			1,800	1,800
4.	Classroom Walk-throughs with Reflective Practice/observational tools/do effective classroom observations/PD			900	900
5.	Leave No Teacher Behind: Using Mentoring skills to improve Instruction/improve classroom performance/PD			900	900
6.	What Works in School/effective practices for school reform/PD			900	900
7.	Sure Score (college-readiness entrance examinations)/increase passing scores on college-entrance exams/Higher Coordinating Board/PD			3,000	3,000
8.	SIRC/technical assistance/consulting services			5,000	5,000
9.	Technology for Scaffolding Instruction/integration of technology/PD			2,000	2,000
10.	Creating and understanding Individual Educational Plans for ELLs and Special ED./prescriptive plans for students/PD			3,000	3,000
Subtotal					
Professional and Consulting Services Less than \$10,000				\$ 0	\$ 24,700
Professional and Consulting Services (6219) Greater than or Equal to \$10,000					
1. Description of Professional or Consulting Service (Topic/Purpose/Service) Pearson Professional Development Division will provide training on SIOP sheltered instruction observational protocol enrichment components/observation & feedback to classroom teachers, TLT, and campus principal. (Research-Based strategies for ELL and Sp Ed. Student)					
Contractor's Cost Breakdown of Service to be Provided			# Positions	Total Contracted Amount	Pre-Award
Contractor's Payroll Costs # of Participants			120		
Title: SIOP Enrichment components/Professional Development			\$ 20,000	\$	\$ 20,000
Subgrants, Subcontracts, Subcontracted Services					
Supplies and Materials					
Other Operating Costs					
Capital Outlay (Subgrants Only)					
Indirect Cost (____%)					
Total Payment:				\$ 20,000	\$ 20,000

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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): 5 Teacher Leader Team core areas Teacher Leader Team contracted services for implementing grant objectives when off contract. Extended day and week.				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs	5			
Title: Teacher Leader Teams assigned to school reform initiatives		\$ 45,000	\$	\$ 45,000
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$ 45,000	\$	\$ 45,000
3. Description of Professional or Consulting Service (Topic/Purpose/Service): Martha Morales: Reading and Writing Strategies for the reluctant reader and writer. (Research-Based strategies)				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs # of Participants	60			
Title: Reading and Writing Strategies for the reluctant reader & writer		\$ 10,000	\$ 0	\$ 10,000
Professional Development				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$ 10,000	\$	\$ 10,000
4. Description of Professional or Consulting Service (Topic/Purpose/Service): Sandra Kaplan's Differentiated Instruction: Provide teachers techniques/approaches to differentiate instruction for the individual needs of the student.				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs Participants	60			
Title: Differentiated Instruction/Professional Development		\$ 10,000	\$	\$ 10,000
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		10,000		10,000
Subtotal: Professional and Consulting Services Greater Than or Equal to \$10,000:		\$ 85,000	\$	\$ 85,000
Subtotal of Professional and Contracted Services Costs Requiring Specific Approval:		8,000		8,000
Subtotal of Professional and Consulting Services or Subgrants Less than \$10,000:		24,400		24,400
Subtotal of Professional and Consulting Services Greater than or Equal to \$10,000:		85,000		85,000
Remaining 6200- Professional and Contracted Services that do not require specific approval:				
Grand Total:		117,400		117,400

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Schedule #5D - Itemized 6300 Supplies and Materials Costs Requiring Specific Approval						
Expense Item Description				Pre-Award	Total Budgeted	
6399	Technology Hardware- Not Capitalized			\$	\$	
	#	Type	Purpose			Quantity
	1					
	2					
	3					
	4					
6399	Technology Software- Not Capitalized					
6399	Supplies and Materials Associated with Advisory Council or Committee					
Total Supplies and Materials Requiring Specific Approval:						
Remaining 6300- Supplies and Materials that do not require specific approval:					100,000	
Grand Total					100,000	

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Texas Title I Priority Schools Grant					
Schedule #5E - Itemized 6400 Other Operating Costs Requiring Specific Approval					
Expense Item Description				Pre-Award	Yearly Total Budgeted
6411	Out of State Travel for Employees (includes registration fees) Specify purpose: ASCD conference Project Manger, Teacher Leader Team, Principal			\$	\$ 9,000
6412	Travel for Students (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools) Specify purpose: Leadership conference for the targeted group college campus				5,000
6413	Stipends for Non-Employees (specific approval required only for nonprofit charter schools) Specify purpose:				
6419	Travel for Non-Employees (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools) Specify purpose:				
6411/ 6419	Travel Costs for Executive Director (6411), Superintendents (6411), or Board Members (6419) (Includes registration fees) Specify purpose:				
6429	Actual losses which could have been covered by permissible insurance				
6490	Indemnification Compensation for Loss or Damage				
6490	Advisory Council/Committee Travel or Other Expenses (explain purpose of Committee on Schedule #4B-Program Description: Project Management)				
6499	Membership Dues in Civic or Community Organizations (Not allowable for University applicants) Specify name and purpose of organization:				
	Publication and Printing Costs- If reimbursed (specific approval required only for nonprofit charter schools) Specify purpose:				
Total 64XX- Operating Costs Requiring specific approval:					14,000
Remaining 6400 – Other Operating Costs that do not require specific approval:					400,000
Grand Total					414,000

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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	Library books for research projects (college-readiness)				100,000
66XX/15XX- Technology Hardware - Capitalized					
2	Desk top Computers	1,000	2		2,000
3	Laptops (TLT) Project Manager, Instructional Facilitator	980	7		6,790
4	Laptops (classroom teachers extended day/week units)	980	15		14,700
5	Laser Printers	1,000	2		2,000
6	Desktop printers	450	15		8,100
7	Fax Machine	500	1		500
8	Student i Pads	500	150		75,000
9	Scanner for common assessments	4,500	1		4,500
10	Classroom scanners for projects	200	16		3,200
11	Audio Visual Carts	300	40		12,000
66XX/15XX- Technology Software- Capitalized					
12	DMAC Solutions (data desegregation & test generator	11,000	1		11,000
13	Survey Tracker Program	10,000	1		10,000
14	Microsoft Office teacher and grant personnel computers	250	17		4,250
15	PDF converters	250	17		4,250
16	Microsoft office for student i pads or notebooks	250	150		37,500
17	English Now (English Language Learners)	10,000	1		10,000
18	Vehicle for transporting parents, students, attend trainings	19,000	1		19,000
66XX/15XX- Equipment and Furniture					
19	Office desks	900	2		1,800
20	Office chairs	150	2		300
21	Filing cabinets	100	6		600
22	Table (monthly meetings with TLT	850	1		850
23	Table chairs	50	6		300
24	Computer desks	700	2		1,400
25	Shelves	250	4		1,000
26	Inventory scanner for equipment/hardware purchased	1,000	1		1,000
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:					332,040

SCHEDULE #6A GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>108-905</u> County-District No.
Texas Title I Priority Schools Grant		

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

CC. Federal Regulations Applicable to All Federal Programs:

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

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

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

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

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

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

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

Rev. 03/2010

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

SCHEDULE #6 B Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<div style="text-align: right;"> <u>108-905</u> County-District No. </div>
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This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.11.

Terms defined: As used in these Provisions and Assurances

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

SCHEDULE #6B Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 Required for all federal grants regardless of the dollar amount	<u>108-905</u> County-District No.
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6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled ***Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions***, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Non-procurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

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

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

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

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

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

SCHEDULE #6C. Lobbying Certification	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 Required for all federally funded grants greater than \$100,000.	<u>108-905</u> County-District No.
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Submission of this certification covers all federal programs in this application, is required by the U. S. Department of Education and Section 1352, Title 31, of the United States Code, and is a prerequisite for making or entering into a subgrant or subcontract over \$100,000 with any organization. (Read instructions for this schedule for further information.)

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

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

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

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

11/89
 03/90

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

SCHEDULE #6E NCLB ACT PROVISIONS & ASSURANCES		<u>108-905</u> County-District No.
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The following special provisions apply to all programs funded under the Elementary and Secondary Education Act, as amended by P. L. 107-110, No Child Left Behind (NCLB) Act of 2001. By signing Schedule #1 of this SAS, the applicant is assuring it is in compliance with the following provisions:

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

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>108-905</u> County-District No.
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- N. School Prayer:** The local educational agency certifies that it is in compliance with Section 25.901 of the Texas Education Code. In addition, as a condition of receiving funds under the No Child Left Behind Act, the local educational agency certifies that no policy of the local educational agency prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools, as detailed in the guidance provided by the U. S. Secretary of Education pertaining to such. The state educational agency shall report to the Secretary of Education each year a list of those local educational agencies that have not filed this assurance or against which complaints have been made to the State educational agency that the local educational agencies are not in compliance with this requirement (P. L. 107-110, section 9524(b)).
- O. Equal Access to Public Schools Facilities – Boy Scouts of America Equal Access Act:** No public elementary school, public secondary school or local educational agency that has a designated open forum or a limited public forum and that receives funds made available from the U. S. Department of Education shall deny equal access or a fair opportunity to meet, or to discriminate against, any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code (as a patriotic society), that wishes to conduct a meeting within that designated open forum or limited public forum, including denying such access or opportunity or discriminating for reasons based on the membership or leadership criteria or oath of allegiance to God and country of the Boy Scouts of America or of the youth group listed in Title 36 of the United States Code (as a patriotic society). For the purposes of this section, an elementary school or secondary school has a limited public forum whenever the school involved grants an offering to, or opportunity for, one or more outside youth or community groups to meet on school premises or in school facilities before or after the hours during which attendance at the school is compulsory. Nothing in this section shall be construed to require any school, agency, or a school served by an agency to sponsor any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code (as a patriotic society). Compliance with this provision will be enforced through rules and orders issued by the Office for Civil Rights. If the public school or agency does not comply with the rules or orders, no funds made available through the Department of Education shall be provided by a school that fails to comply with such rules or orders or to any agency or school served by an agency that fails to comply with such rules or orders (P. L. 107-110, section 9525).
- P. General Prohibitions:** None of the funds authorized under the No Child Left Behind Act shall be used to develop or distribute materials, or operate programs or courses of instruction directed at youth, that are designed to promote or encourage sexual activity, whether homosexual or heterosexual; to distribute or to aid in the distribution by any organization of legally obscene materials to minors on school grounds; to provide sex education or HIV-prevention education in schools that instruction is age appropriate and includes the health benefits of abstinence; or to operate a program of contraceptive distribution in schools (P. L. 107-110, section 9526).
- Q. Armed Forces Recruiter Access to Students and Student Recruiting Information:** In accordance with guidance issued by the U. S. Department of Education, each local educational agency receiving assistance under the No Child Left Behind Act shall provide, on a request made by military recruiters or an institution of higher education, access to secondary school students names, address, and telephone listings, upon prior written consent of a student or the parent of a student. A secondary school student or the parent of the student may request that the student's name, address, and telephone listing not be released without prior written parental consent, and the local educational or private nonprofit school shall notify parents of the option to make a request and shall comply with any request. Each local educational agency receiving assistance under the No Child Left Behind Act shall provide military recruiters the same access to secondary school students as is provided generally to post secondary educational institutions or to prospective employers of those students (P. L. 107-110, section 9528).
- R. Unsafe School Choice Option:** The local educational agency certifies that it shall establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the Texas Education Agency, or who becomes a victim of a violent criminal offense, while in or on the grounds of a public elementary or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school (P. L. 107-110, section 9532).
- S. Civil Rights:** Nothing in the No Child Left Behind Act shall be construed to permit discrimination on the basis of race, color, religion, sex (except as otherwise permitted under Title IX of the Education Amendments of 1972), national origin, or disability in any program funded under the No Child Left Behind Act (P. L. 107-110, section 9534).

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	108-905 County-District No.
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- T. Student Privacy, Parental Access to Information, and Administration of Certain Physical Examinations to Minors:** The local educational agency assures that it is in compliance with Chapter 26 of the Texas Education Code concerning parental rights and responsibilities. In addition, the local educational agency receiving funds under the No Child Left Behind Act certifies that it shall develop and adopt policies, in consultation with parents, regarding certain rights of a parent to access and inspect information; student privacy; the administration of physical examinations or screenings (except for examinations or screenings required by state law); and the collection, disclosure, or use of personal information collected from students for the purpose of marketing or selling that information. The local educational agency also assures that it is in compliance with the requirements for annually notifying parents of such policies and specific events (P. L. 107-110, Title X, Part F, section 1061).
- U. Assurances related to the education of homeless children and youths:**
- (1) The LEA assures that each child of a homeless individual and each homeless youth shall have equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youth.
 - (2) The LEA assures that homeless children and youth are afforded the same free, appropriate public education as provided to other children and youth.
 - (3) The LEA assures that it will review and undertake steps to revise any laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youth.
 - (4) The LEA assures that it will not separate students from the mainstream school environment on the basis of homelessness alone.
 - (5) The LEA assures that homeless children and youth have access to the education and other services that they need to in order to meet the same challenging State student academic achievement standards to which all students are held.
- V. Definitions:** The following terms shall be defined as follows for programs authorized and carried out under the No Child Left Behind Act of 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.

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4. Highly Qualified:

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

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

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6. Professional Development includes activities that:

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

7. Scientifically Based Research:

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

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

8. Teacher Mentoring: Activities that–

(A) consist of structured guidance and regular and ongoing support for teachers, especially beginning teachers, that–

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

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

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

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

Revised 03/03

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

SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013	 <u>108-905</u> County-District No.
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Federal Statutory Requirements

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

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

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

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individual students.

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

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

Statutory Program Assurances

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

TEA Program Assurances

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

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

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

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

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

Terms defined:

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

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

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

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

GRANTEE – the subrecipient of TEA and applicant of funds.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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