

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____ by telephone/e-mail/FAX on _____ by _____ of TEA.	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	Mission CISD Organization Name	108-908 County-District#
		Alton Memorial Jr. High Campus Name	043 Campus Number
		74 6001 742 9-Digit Vendor ID#	1 ESC Region
		NOGA ID# (Assigned by TEA)	Amendment #

Texas Title I Priority Schools Grant

Schedule #1 - General Information

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

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

Project Beginning Date: 08/01/2010

Project Ending Date: 06/30/2013

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

Tier I ☐ Tier II ☐ Tier III ☐

Part 1: Index to the Application

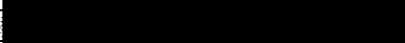
An X in the "New Application" column indicates those schedules that **must** be submitted as part of the application. The applicant must place an X in this column for each additional schedule submitted to complete the application. For amendments, the applicant must place an X in the Amendment Application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

Sch No.	Schedule Name	Application	
		New	Amend
1	General Information	X	X
3	Purpose of Amendment	NA	<input type="checkbox"/>
4	Program Requirements	X	<input type="checkbox"/>
4A	Program Abstract	X	<input type="checkbox"/>
4B	Program Description	X	<input type="checkbox"/>
4C	Performance Assessment and Evaluation	X	<input type="checkbox"/>
4D	Equitable Access and Participation	X	<input type="checkbox"/>
5	Program Budget Summary	X	X
5B	Payroll Costs 6100	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5C	Professional and Contracted Services 6200	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5D	Supplies and Materials 6300	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5E	Other Operating Costs 6400	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5G	Capital Outlay 6600/15XX (Exclusive of 6619 and 6629)	<input 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 checked="" 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
Cornelio		Gonzalez PhD	Superintendent Of Schools
Phone	Fax	Email	Signature/Date Signed (blue ink preferred)
956-323-5505	956-323-5634	cgonzalez@mcisd.org	 6/2/2010

Only the legally responsible party may sign this application.

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

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

DISCLOSURE OF LOBBYING ACTIVITIES

JUN 3 2010 PM 4:08

-10-112-419

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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	<div style="text-align: center; background-color: #cccccc;">Proof of Nonprofit Status</div> <p>Required for all open-enrollment charter schools sponsored by a nonprofit organization:</p> <p>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.)</p>	
2	<div style="text-align: center; background-color: #cccccc;">Assurance of Financial Stability</div> <p>Required for all independent school districts, open-enrollment charter schools, and education service centers:</p> <p>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.</p>	
3	<div style="text-align: center; background-color: #cccccc;">Assurance of Submittal of Reviewer Information Form</div> <p>Required for all applicants:</p> <p>Check box to indicate assurance that reviewer information form will be submitted.</p> <p>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.)</p>	

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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 MISSION CISD					
Mailing Address Line - 1		Mailing Address Line - 2		City	State
U.S. Congressional District Number		Primary DUNS Number	Central Contractor Registration (CCR) CAGE Code		NCES Identification Number
District 28		010531739	4PWV5		4831040
Campus Name ALTON MEMORIAL JR. HIGH SCHOOL				County-District Campus Number	
				108-908	
Mailing Address Line - 1		Mailing Address Line - 2		City	State
521 S. LOS EBANOS BLVD.				MISSION	TX
					78574
Applicant Contacts					
Primary Contact					
First Name		Initial	Last Name		Title
SYLVIA			GARCIA		PRINCIPAL
Telephone		Fax	Email		
(956) 323-5000		(956) 323-5045	sgarci21@mcisd.org		
Mailing Address Line - 1		Mailing Address Line - 2		City	State
521 S. LOS EBANOS BLVD				MISSION	TX
					78574
Secondary Contact					
First Name		Initial	Last Name		Title
MARIO			SOLIS		FINANCE DIRECTOR
Telephone		Fax	E-mail		
956-323-5550		956-323-5581	masolis@mcisd.org		
Mailing Address Line - 1		Mailing Address Line - 2		City	State
1201 BRYCE ST.				MISSION	TX
					78572

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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.

- | | |
|--|--|
| Schedule #1—General Information

Schedule #3—Purpose of Amendment

Schedule #4—Program Requirements

Schedule #4A—Program Abstract

Schedule #4B—Program Description

Schedule #4C— Performance Assessment and Evaluation

Schedule #4D—Equitable Access and Participation | Schedule #5—Program Budget Summary

Schedule #5B—Payroll Costs 6100

Schedule #5C—Professional and Contracted Services 6200

Schedule #5D—Supplies and Materials 6300

Schedule #5E—Other Operating Costs 6400

Schedule #5G—Capital Outlay 6600/15XX (Exclusive of 6619 and 6629) |
|--|--|

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

Part 2: Revised Budget

Complete this part if there are any budgetary changes.

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		\$	\$	\$	\$

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

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Texas Title I Priority Schools Grant

Schedule #4—Program Summary and Application Requirements

Part 1: Grant Program Information;

Summary of Program: Purpose and Goals

School Improvement Grants, authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA) as amended by ARRA, are grants, through the Texas Education Agency, to local educational agencies (LEAs) for use in Title I schools identified for improvement, corrective action, or restructuring and other eligible campuses that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of their students so as to enable the schools to make adequate yearly progress and exit improvement status. Under the final requirements, as amended through the interim final requirements published in the Federal Register in January 2010 school improvement funds are to be focused on each State's "Tier I" and "Tier II" schools.

Tier I schools are a State's persistently lowest-achieving Title I schools in improvement, corrective action, or restructuring and certain Title I eligible elementary schools that are as low achieving as the State's other Tier I schools. Tier II schools are a State's persistently-lowest achieving secondary schools that are eligible for, but do not receive, Title I, Part A funds and certain additional Title I eligible secondary schools that are as low achieving as the State's other Tier II schools or that have had a graduation rate below 60 percent over a number of years. An LEA may also use school improvement funds in Title I schools in improvement, corrective action, or restructuring that are not identified as persistently lowest-achieving schools and certain additional Title I eligible schools ("Tier III schools").

In the Tier I and Tier II schools an LEA chooses to serve, the LEA must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model.

Allowable Activities

Tier I and Tier II Grantees

- Grantees must expend grant funds for the required activities delineated for the selected intervention model as defined in the final federal regulations.
- Grantees may expend grant funds for the permissible activities delineated for the selected intervention model as defined in the final federal regulations.
- Grantees may expend grant funds for other school improvement activities deemed needed to address identified needs not addressed by the intervention model selected.

Tier III Grantees

- Tier III grantees may select one of the four intervention models in the federal regulations or the state's Tier III Transformation Model.
- If selecting one of the four models in the federal regulations, grantees must expend grant funds for the required activities delineated for the selected intervention model as defined in the final federal regulations. Grantees may expend grant funds for the permissible activities delineated for the selected intervention model as defined in the final federal regulations.
- Grantees may expend grant funds for other school improvement activities deemed needed to address identified needs not addressed by the intervention model selected.

In addition, a Tier I, Tier II, Tier III grantee campus that has implemented, in whole or in part, either the Turnaround, Restart, or Transformation models within the last two years may continue or complete the implementation of the intervention model with the TTIPS grant funds. For example, if a grantee campus has replaced its principal within the last two years, the LEA/campus will not be required to hire another new principal. An LEA/campus that receives TTIPS SIG funds in accordance with this flexibility must fully implement the selected model as required by the final federal requirements. In other words, if the school had been implementing the model only in part, it must use the funds it receives to expand its implementation so that it fully complies with the federal regulatory requirements.

The detailed required and permissible activities for each intervention model, as defined in the final federal regulations are listed on Schedule #4—Program Requirements and are incorporated by reference herein.

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

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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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Part 2: Statutory Requirements			
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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 EMÖ).	Program Assurances	
22	An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as-- (A) Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school; (B) Institute a system for measuring changes in instructional practices resulting from professional development; or (C) Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.	Program Assurances	

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23	An LEA may also implement comprehensive instructional reform strategies, such as-- (A) Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective; (B) Implement a school wide "response-to-intervention" model; (C) Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content; (D) Use and integrate technology-based supports and interventions as part of the instructional program; and (E) In secondary schools-- (1) Increase rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework; (2) Improve student transition from middle to high school through summer transition programs or freshman academies; (3) Increase graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or (4) Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.	Program Assurances	
24	An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as-- (A) Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs; (B) Extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff; (C) Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or (D) Expand the school program to offer full-day kindergarten or pre-kindergarten.	Program Assurances	

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

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

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Part 4: TEA Program Assurances			
#	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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<p>Texas Title I Priority Schools Grant Schedule #4A—Program Abstract</p>		
<p>Part 1: Grant Eligibility</p>		
Tier I Eligible Campus	Tier II Eligible Campus	Tier III Eligible Campus
<p>Identify which timeline the LEA/Campus the applicant will implement.</p>		
<p>Option 1: LEA/campus currently engaged in aggressive reform Option 2: LEA/campus in need of foundational technical assistance</p>		
<p>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>		
<p>Alton Memorial Jr. High will be implementing the <u>modified transformation model</u> and will address fundamental issues aligned with our Campus Improvement Plan. We will look at improving student academic performance and success in the areas of our special education, ELL, at-risk and migrant populations by implementing comprehensive reform strategies to improve our academic performance, increase teacher quality, improve our school climate, increase leadership effectiveness, increase the use of data-driven instruction, increase our parent and community involvement and increase the learning time of our students.</p>		
<p>AMJH will improve academic performance in, but will not be limited to, reading/language arts and math, especially for our ELL, at-risk, special education and migrant students by aligning curriculum both horizontally and vertically through the use of C-Scope, and employing instruction based on disaggregated data from state tests, district benchmarks, campus progress reports and teacher observations of student work. There will be on-going monitoring of instruction, staff development regarding subject-specific pedagogy, training in the use of technology to enhance teachers' quality of education in the classroom, and acquisition of additional highly-qualified teachers to increase learning time for our special populations.</p>		
<p>AMJH will promote the continuous use of student data (formative, interim, and summative) to inform and differentiate instruction in order to meet the academic needs of individual students. Staff will be trained to effectively disaggregate data to develop a focus and purpose for improving instructional goals in all areas, but specifically in reading/language arts and mathematics for our special population groups. Additionally, faculty will collaborate as departments and teams and with district content-area coordinators to use data to drive instruction vertically and horizontally. Student learning time will be increased through flexible scheduling during the school day and during extended week tutoring, by implementation of an instructionally-focused calendar, and through use of additional inclusion personnel.</p>		
<p>AMJH will initiate a comprehensive program that will facilitate parent and community input through our parent liaison and through parental participation in SBDM, LPAC committees and other programs. Parents will be able to attend weekly meetings with the parent liaison where they will participate in literacy classes, computer classes, arts and crafts, discussions about parenting and decision making, and how to assist their children with their academics.</p>		
<p>AMJH will also focus on incentives for student attendance, decreasing discipline referrals, increasing student involvement in extracurricular activities, and providing training for faculty and students in the areas of drug/alcohol/sexual abuse, teen pregnancy, dating violence, and bullying. AMJH will increase supervision of students to provide for a safer and drug-free environment.</p>		
<p>Our current assessment data shows that our areas of concern are in reading/language arts and mathematics for our special education, at-risk, and ELL student groups. By implementing our plan, we hope to fill the gaps and increase the percentage of all students passing the state assessments. We hope to implement an enhanced special education curriculum for our special needs students, and increase the use of programs such as Rosetta Stone and Read 180 for our ELL's and special education students to show significant gains for meeting future state requirements. Additional funding for teachers, curriculum and resources will help AMJH to keep teacher to student ratios manageable and in improving instruction to meet AYP in all area by 2013.</p>		

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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								290	270	244					805
Open-Enrollment Charter School															0
Total Students:	0	0	0	0	0	0	0	290	270	244	0	0	0	0	804
Total Instructional Staff														64	
Total Support Staff														29	
Section B: Data Sources Reviewed or to be Reviewed in the Comprehensive Needs Assessment Process															
1	STATE MANDATED TESTS: TAKS, TELPAS, LAS LINKS														
2	LPAC Folders														
3	PEIMS, AEIS, AYP Report, ADA Ranking Report														
4	Student Grades: Report cards, Progress Reports														
5	Migrant Reports														
6	Title II Parts A and D (Teacher/Principal training and recruitment /Technology) Title IV SDFC; Title III Part A Evaluations														
7	Benchmarks														
8	Parent, Student, Teacher Surveys; Parent Contact Logs and Sign in Sheets														
9	Disciplinary Records														
10	Walk through logs, Campus Improvement Plan, Campus Climate Report														

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<p align="center">Texas Title I Priority Schools Grant Schedule #4B—Program Description</p>		
<p>Part 1: Comprehensive Needs Assessment Cont.</p>		
<p>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).</p>		
<p>Describe, in detail, the process the LEA and campus followed/will follow to identify the needs of the campus.</p>		
<p>• Improve Academic Performance Teachers will meet as departments to align curriculum vertically among the grade levels as well as horizontally across grade levels, employing the C-Scope curriculum as the basis for instruction. AMJH will train teachers to disaggregate data from benchmarks and state tests to help set up the instruction in their classrooms. There will be on-going monitoring of student learning through benchmarks, six-weeks tests, and classroom observations to help adjust instruction as necessary for all groups, but especially for special education, ELL, at-risk, and migrant students. Software such as Fast ForWord, Read 180, Rosetta Stone, Study Island and Understanding Math and the acquisition of additional hardware on which to use it will increase language arts/reading and math success for students. There will be additional teachers to provide extra resources for ELL, special education, at-risk, and migrant students either in the classroom as a co-teacher or for pull-out groups. Additionally, a tutor per team will be used for pull-out sessions not only for math and language arts/reading, but to make sure students don't fall behind in science and social studies as well.</p> <p>• Increase Teacher Quality AMJH will use the Eduphoria: PDAS 2009 to evaluate teacher performance. In addition, principals will continue to conduct a minimum of ten (10) walk-throughs per week. AMJH will provide professional staff development opportunities for teachers through district training and Region One offerings. Principals will work with MCISD central office personnel to improve existing or develop new recruitment and retention strategies for highly-qualified personnel to assist with our special populations. AMJH will develop an incentive reward system aligned with the Texas Education Excellence Grant model to recognize teachers whose students meet or exceed state and AYP standards.</p> <p>• Improve School Climate AMJH will reward perfect attendance with incentives and proper recognition. AMJH will decrease discipline and behavior referrals by promoting participation in extracurricular activities through recruitment programs that provide incentives for participation. The counseling department will provide counseling lessons to address social issues, such as gang activity, alcohol and drug use, dating violence and teen pregnancy. Communication with parents will be an ongoing process in order to keep discipline referrals to a minimum and help increase student morale.</p> <p>• Increase Leadership Effectiveness Ongoing professional development in areas of classroom management, lesson planning and data disaggregation will increase teacher leadership effectiveness. Campus administration will develop plans to assist teachers in need of help with classroom management or instruction planning and delivery. Teachers and administrators will work collaboratively to disaggregate data and make decisions for implementing classroom instruction.</p> <p>• Increase the Use of Quality Data to Drive Instruction AMJH will develop a plan for training teachers in data disaggregation and utilization of the data to drive instruction in their classrooms. Teachers will meet as departments to communicate their findings with each other and to develop plans for addressing student needs.</p> <p>• Increase Parent/Community Involvement AMJH will foster ongoing communication among parents, teachers and students so that parents will always be aware of how their children are performing and how they can assist them to succeed academically. Communication will take place through phone calls, newsletters, open house meetings, progress report card nights and involvement in SBDM and other parent committees. Parental involvement will be encouraged through English classes for parents, availability of library resources, and the parental liaison's weekly parent meetings.</p> <p>• Increase Learning Time AMJH will conduct Saturday academies throughout the year to address student learning needs. Elective class teachers will be utilized to help with instruction in language arts/reading and mathematics during an "extended" class period. There will be additional certified teachers to help teams provide extra resources for ELL, special education, at-risk and migrant students either in the classroom as a co-teacher or for pull-out groups. Additionally, a tutor per team will be used for pull-out sessions not only for math and language arts/reading, but to make sure students don't fall behind in science and social studies as well.</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	Mission CISD/AMJH Leadership Team, AMJH Instructional and Support Personnel, CNA Committees		
2	(CILT) Campus Instructional Leadership Team; SBMD		
3	Central Office Staff: Coordinators, Program Directors, Executive Director of Secondary Education		
4	ESC / Region One		
5	University of Texas Pan American; University of Texas Brownsville; South Texas College; Texas State Technical College		
6	Parents/Community Representatives		
7	Students		
8	SIRC School Improvement Resource Center; DANA Center		
9			
10			

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Part 2: Project Management		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Capacity -- Describe the LEA's capacity to use grant funds to provide adequate resources and related services/support to the campus to implement, fully and effectively, the required activities of the school intervention model.		
<p>Mission CISD will designate the TTIPS grant funds to be used specifically for the intervention model activities.</p> <p>Mission CISD will demonstrate capacity by providing adequate resources and related services/support in collaboration with AMJH to implement, fully and effectively, the required activities of the school intervention model.</p> <p>Mission CISD will assist AMJH in improving its academic performance and in the increased use of quality data to drive instruction by providing all the necessary data as gathered through the AEIS and PEIMS systems to provide information for the purpose of reporting data and making sound data-driven decisions. The division for Information Systems will provide the AMJH leadership team enabling resources for responsible planning, organizing, implementing and monitoring of computerized processing systems to improve the management reporting and instructional operations of the program as they apply to ongoing monitoring of instruction, data disaggregation, and ongoing communication in the curriculum alignment process.</p> <p>The Mission CISD Human Resources and Student Services Division will work with the principal and the leadership team to recruit, select and retain highly qualified personnel, evaluate staff duties and responsibilities and support professional development for staff. Mission CISD Human Resources department will guide the campus in establishing a strategic view of recruitment strategies for successful teacher recruitment and retention and in creating a support system for new teachers. Through PDAS the Human Resources department will provide the principal with information to make effective decisions on job-embedded staff development such as peer mentoring, reflective practices and action research.</p> <p>The Curriculum and Instruction department with the use of disaggregated student data will collaborate with the campus to establish flexible scheduling during the school day and for extended week activities. This department will work closely with the Project Manager to establish formative measures to develop instructional calendars.</p> <p>The Parental Involvement department will assist the campus in encouraging all parents to attend trainings and meetings which support student learning, as well as family information on health, social and educational services. This department will emphasize the belief that parents play an integral role in assisting their child's learning. Parents are encouraged to be actively involved in their child's education and to be full partners in decision making committees and on advisory committees which assist in the education of their child.</p> <p>The Technology Information division will assist the campus in making school climate decisions by providing attendance and disciplinary reports through PEIMS. The Student Services department will provide a safe and secure environment for students and staff by assisting with counseling services and providing discipline and referral training. These departments will be valuable resources for the campus initiatives that will focus on interventions, incentives and support programs to improve school climate.</p>		

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Schedule #4B—Program Description		
Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Partnership/Involvement of Others – Describe how the LEA/campus consulted with relevant stakeholders (students, staff, parents, community) regarding this application and proposed implementation of a school intervention model.		
Mission CISD and AMJH will develop a framework to improve teaching and learning in which families, educators and communities are actively involved in the learning process.		
<p>The program will stress accountability for results that drive instruction and communication regarding effective and successful programs that reflect scientifically-based research. These principles will stress shared accountability between schools and parents for high student achievement by involving parents in the decision-making process as members of the campus SBDM committee. Parents will receive information about academic progress through informational meetings every six weeks. Additionally, parents involved in ARDs, LPAC committees, Migrant PACs, and parent/teacher conferences will be given updates of program progress. The maxim that "Schools can't improve without the help of parents" will drive communication and active parental involvement in the improvement of instruction. The Site Based Decision Making (SBDM) Committee composed of staff members, Central Office staff, parents, and community leaders in conjunction with the campus instructional committee will review the Comprehensive Needs Assessment to target instructional intervention in areas of greatest need for ELL, special education, migrant, and at-risk students. The SBDM committee will review the plan and schedule community reporting dates.</p>		
<p>Mission CISD's Parental Involvement Program and AMJH will apprise parents of available extended week tutorial programs. Incentives for parents to participate in these activities will support the principles of accountability and communication. Additionally, parent literacy programs will reinforce the idea of "a learning community."</p>		
<p>In August parents will be advised that research finds that, "the evidence is consistent, positive, and convincing: families have a major influence on their child's achievement in school and through life. When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more." Studies have found that students with involved parents, no matter what their income or background, are more likely to earn high grades and test scores, and enroll in higher-level programs. Also of great importance is the improvement of discipline and increased self esteem.</p>		
<p>As Mission CISD and AMJH plan for more parental involvement, the AMJH, parents, and Mission CISD will stress the importance that parents play an integral role in assisting in their child's learning; that parents must be actively involved in their child's education at school; and 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 total education of their child both at school and at home.</p>		
<p>A key activity Mission CISD and AMJH will be to develop a timeline chart to help the district and the school track their events, action and notifications related to the progress of both the program and students. The timeline chart will communicate to all stakeholders the events of the program. The timeline chart will serve to gather information for ongoing progress monitoring and for the annual evaluation of the content and effectiveness of parental involvement. It will also help in the identification of barriers in order to design strategies for more effective parental involvement. Strategies for improvement will be designed as needed with data gathering to include but not be limited to parent attendance at scheduled information meetings, parents as teaching facilitators, and parents involved in literacy programs.</p>		

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Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to <i>one page each</i> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
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>The following interventions and modification will be implemented in an effort to achieve the desired outcome:</p> <ul style="list-style-type: none"> Increase and intentional data-driven instruction Curriculum alignment (both horizontal and vertical) Ongoing monitoring of instruction Acquisition of technology hardware and software Additional qualified personnel for student assistance TEA required appraisal instrument Ongoing job embedded professional development Recruitment/retention strategies Recruit qualified/specialized personnel to assist special populations Increased attendance through incentives and recognition Decreased discipline referrals Increased involvement in extracurricular activities Reinforced and continuous counseling lessons Increased student morale through proper recognition and incentives Operational flexibility Resource/data utilization Resource/data collaboration Data disaggregation/training Data-driven decisions Ongoing communication among staff Increased opportunities for community and parental input Effective communication among AMJH's staff, parents and community Accessible community services Flexible scheduling Instructionally-focused calendar Staff collaborative planning Lower teacher/student ratios 		

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Texas Title I Priority Schools Grant

Schedule #4B—Program Description

Part 2: Project Management Cont.

Section A: LEA (District) Capacity Responses are limited to *one page each*, front side only, with a font size no smaller than 9 point (Arial or Verdana).

Resource Management – Describe how the LEA/campus will align other resources (federal, state, local, and community) with the school improvement intervention.

Mission CISD and AMJH will align available resources to target the needs of the school improvement intervention plan. All existing resources will target the identified needs in the district and specifically the campus action plan. The Texas Title I Priority Schools Grant will supplement and target needs in regard to providing staff development to improve teacher effectiveness and quality, leadership skills, data disaggregation training, incentive programs, increased parental involvement opportunities for input, communication and literacy enhancement and the use of technology in instruction and the data gathering process.

The alignment of resources will include a combination of funds like in those activities described below:

1.	Activity and Possible Funding Sources:
2.	Improve Academic Performance:
3.	TTIPS Grant, Local, Title I Parts A & C, Title II Part A TPTR, Title II Part D TECH, SCE, Title IV, Bilingual, Special Education, Community/Civic Resources
4.	Increase Teacher Quality: TTIPS Grant, Local, Title I Parts A & C, Title II Part A TPTR, SCE, Title IV, Bilingual, Special Education,
5.	Improve School Climate: TTIPS Grant, Local, Title I Parts A & C, SCE, Title IV, Community/Civic Resources
6.	Increase Leadership Effectiveness: TTIPS Grant, Local, Title I Parts A & C, Title II Part A TPTR, Title IV, Bilingual, Special Education, Community/Civic Resources
7.	Increase the Use of Quality Data to Drive Instruction: TTIPS Grant, Local, Title I Parts A & C, Title II Part D TECH, SCE, Bilingual, Special Education
8.	Increase Parent/Community Involvement: TTIPS Grant, Local, Title I Parts A & C, SCE, Title IV, Bilingual, Special Education, Community/Civic Resources, Others
9.	Increase Learning Time: TTIPS Grant, Local, Title I Parts A & C, Title II Part D TECH, SCE, Bilingual, Special Education,
10.	Technology: TTIPS Grant, Local, Title I Parts A & C, Title II Part D TECH, SCE, Bilingual, Special Education, Community/Civic Resources, Others

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Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to <i>one page each</i> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Grant Project Manager Qualifications – Describe the qualifications of the person selected to be the project manager for this grant on the campus.		
<p>TTIP SIG Project Manager Description</p> <p>AMJH requires a project manager who will oversee all aspects of the modified transformation grant. This individual will report directly to the principal in the operation of all aspects of the grant.</p> <p>The Project Manager must have five or more years of successful teaching with preferential experience at the middle or secondary school level and preferably have supervisory or mid-management certification.</p> <p>The Project Manager will provide leadership and support in the following areas:</p> <ul style="list-style-type: none"> * curriculum development * instructional design and methods * instructional and curriculum materials * staff development * assessment data * instructional needs * site visit planning * flexible scheduling * extended week program * parental/community involvement * adherence to the project goals that includes input/output of grant reports 		

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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 district manager or an individual/office will assist and support the various campus's school improvement efforts.</p> <p>Qualifications for this position will be similar to the campus grant project manager. However, there are some unique differences in the skills and experience this individual will be required to possess relative to grant review and operations.</p> <p>Once again, experience for this individual will be a minimum of three years of successful teaching experience and a minimum of two years experience in elementary and/or secondary administration. This individual will be required to hold a Master's Degree or higher, a valid Texas Mid-Management, Principal or Assistant Principal Certificate, and a valid Texas teaching certificate.</p> <p>Special knowledge and skills will include strong communication, public relations, interpersonal skills, ability to evaluate instructional programs and teaching effectiveness, and collaborative and team building skills. Unique skills to this position from the central office operations will require for this individual to be well-informed and skilled in the process of budgeting, writing of evaluations as they relate to the grant requirements, responding to grant negotiations, submitting amendments to the Texas Education Agency, ensuring all aspects of the grant are being met, accounting for grant expenditures as well as stipends, creating an incentive design as per the modified transformational model, and finally, ensuring that staff at the campus level are being supported with their tasks and training.</p> <p>The importance and the significance the district grant project manager plays in the improvement and enhancement of school operations, instructional focus, as well as coordination of district resources will require an individual who is well informed, administratively experienced, knowledgeable in budgeting, etc.</p> <p>Major responsibilities and duties shall include, but will not be limited to: (1) Coordinating and supervising assignments of instructional personnel and improvements of the campus instructional program; (2) Assisting teachers and central office staff in the development and delivery of curriculum which addresses instructional performance goals established by the campus/grant; (3) Leading in the development, coordination and delivery of campus in-service activities and coordinating campus participation; (4) Organizing, coordinating and supervising state, district, and campus testing/benchmark efforts as well as reviewing results; (5) Working cooperatively with the principal, school staff and student body to promote positive staff and community relations; (6) Analyzing student data and meeting with staff to develop plans of action; (7) Ensuring that the TTIPS Grant incentive awards are well-developed, defined, and implemented as per campus/teacher understanding; (8) Assisting with flexible scheduling and developing tutorial schedules; (9) Managing all aspects of the TTIPS Grant; (10) Coordinating the preparation, evaluation, and revision of the annual campus improvement plan; (11) Ensuring all support systems are in place for students as per campus plan and TEEG grant needs assessment.</p> <p>This district grant manager will report directly to the Executive Director of State and Federal Programs and will interface with the Executive Director/Assistant Superintendents at the elementary and secondary level.</p>		

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<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>Program Continuation and Sustainability – Describe how the LEA will sustain the campus reforms after the funding period ends.</p>		
<p>Mission CISD and campus budgets will provide continued funding and support to sustain the interventions that resulted from the implementation of the TTIPS grant. With the funding that the TTIPS provided to put the campus' reforms in place, Mission CISD and AMJH will redirect local, state, and federal dollars to continue addressing the critical success factors of effective instruction. The Central Office will address campus staff development needs. Title I Parts A and C, Title II Part A, SCE, Bilingual and Special Educations funds will address ELL, migrant, at-risk and special education needs. The data driven disaggregation knowledge acquired during the life of the TTIPS grant will be supported by Mission CISD as it examines its annual school-wide needs. The systemic data-driven process established during years 1,2, and 3 will continue to be a framework for ongoing formative evaluation. Parental Involvement will have the continued support of Title I Parts A & C. Mission CISD and AMJH will continue their partnership with support agencies like Region One, Dana Center and IDRA to assist in all critical success factor needs.</p>		
<p>Local and allowable attendance to conferences that focus on the administrative and instructional team's skills will be an integral part of ongoing staff development needs of principals. Also, local and allowable funds to attend Bilingual, Curriculum and Instruction, Special Education, and at risk conferences will also serve to continue the update of best practice skills for teachers, principal, parents, and all other stakeholders. Attendees to these workshops and conferences will become trainers for the campus personnel. Book study groups that stress the principles of good teaching will be in place and will be sustained by redirecting funds and by using available grants and community resources.</p>		
<p>In general Mission CISD and AMJH will continue the ongoing process of identifying and targeting instructional needs and the monitoring of effective practices. Monitoring will include the review of student outcomes and teacher effectiveness. Changes in instructional strategies and delivery of instruction will be made in order to focus on positive growth and development. The increase in learning time support will be funded by summer school funds such as SCE, bilingual, special education and available Title I Parts A & C. The school climate component will use Title IV Part A SDFSC, SCE, Title V Part A Innovative and local funds to address guidance and counseling, attendance, discipline and student incentives. Title II Part D Technology, local, Title I Part A & C and available grants will continue to fund and upgrade the technology needed for direct instruction, data disaggregation and staff development.</p>		

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External Providers -- Describe how the LEA will recruit, screen, and select external providers to ensure their quality.		
<p>Mission CISD will recruit, screen, and select external providers to ensure their quality by aligning their area of expertise with AMJH's identified needs, by investigating their record as external provides as listed by TEA, and by selecting providers who have made a quantitative impact for the campuses they have served. Selecting local providers that include the Education Service Center Region I, the University of Texas Pan American, the University of Texas Brownsville, Texas State Technical College, and South Texas College will sustain a lasting partnership that will foster continued constructive collaboration after the end of the grant.</p>		
<p>Selecting reputable and independent agencies such as the Education Service Center, the School Improvement Resource Center, the Center for Comprehensive School Reform, the DANA Center, the Inter-Cultural Development Research Association, and the Texas Center for District and School Support will provide expertise in instruction and staff development as required in the modified transformation model.</p>		
<p>The primary goal in selecting the external providers is to improve quality at AMJH in the following areas:</p> <ul style="list-style-type: none"> • Improve Academic Performance, including but not limited to, Reading/Language Arts and Mathematics • Increase the Use of Quality Data to Drive Instruction • Increase Leadership Effectiveness • Increase Learning Time • Increase Parent and Community Involvement • Improve School Climate • Increase Teacher Quality 		

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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>AMJH will solicit the assistance of SIRC and Region One Service Center to search and recommend campuses whose intervention model supports the program goals and objectives of our program. Visits to campuses, by a cadre of teachers, parents, school and district administrators and community leaders, that are experiencing success with programs we have implemented in our transformational plan will allow us to validate what we are doing or will provide redirection as needed. The selection of sites to be visited will focus on schools whose size and demographics are representative of our school. Priority of sites to be visited will include schools that model best practices, are exemplary, and have incentive programs in place. From our visits we will gather data for targeting effective school practices in the critical success factors of academic improvement, parental and community involvement, data interpretation, and staff development for improving the leadership quality as well as improving the effectiveness of the teachers' direct instructional practices.</p> <p>A timeline will be set up to visit the schools as well as to attend conferences that target effective school practices and/or emphasize content area best practice strategies. These activities will begin in the summer of 2010 and continued as scheduled by Mission CISD, AMJH, SIRC or Region One. The school administrator will begin this search as early as June at the annual principals' conference.</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>N/A: There are no Tier I or Tier II schools in the 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.		
Turnaround Closure Restart Transformation		
AMJH will implement a Tier III Modified Transformation Model		
<u>TEA Designed Model with Technical Assistance Provided by the School Improvement Resource Center</u>		
<i>Note: Applying to implement the TEA Approved Model with Technical Assistance Provided by the School Improvement Resource Center in no way implies or guarantees funding.</i> The LEA/campus will implement its own intervention design, within the parameters required by the final federal regulations released by USDE		
<p style="text-align: center;">Schedule #4B—Program Description, Part 3, Intervention Model, continued on next page</p>		

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Section B: Model Selection Process –Describe in detail:		
1. The process the LEA and campus followed/will follow to select a school intervention model that aligns to the identified needs of the campus. 2. The timeline delineating the steps the campus will take to implement the selected intervention.		
Responses are limited to five pages , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Who are we? Alton Memorial Junior High (AMJH) is located in South Texas approximately 10 miles from the Mexican border. The demographics of our school consist of a student population which is 99.9% Hispanic and .1% White; 98% are Economically Disadvantaged; 33% are LEP; 13% are special education; and 2% are migrant. Because of our proximity to the Mexican border, AMJH has an English Language Learner (ELL) population that needs strong interventions in English instruction and continued application. Both our migrant students and much of our economically disadvantaged population are transient within the district boundaries and intra-district boundaries. This transience causes these students to fall behind and have to play "catch-up" with their education, making it imperative that highly-effective methods of teaching be employed with them. At AMJH we provide opportunities for each student to learn and achieve his/her highest potential, to develop respect for self and others, and to become productive citizens. Our positive school environment promotes social, emotional, physical, and intellectual growth to help students accomplish their immediate and future goals. AMJH will continue to function as a team focused on student success. Student learning; high achievement; and emotional, physical, and intellectual growth drive the learning process at AMJH. Our current Campus Improvement Plan reflects this philosophy. Currently, our school is identified as an eligible Tier III campus. AMJH must implement a plan to improve the academic success of our students, increase the leadership skills of our administrative team, increase teacher effectiveness, support a parent and community academic nucleus that is actively engaged and empowered in the decision making of the campus improvement process.		
Prospectus: Identification and Initial Planning One major goal will be to develop a systemic data gathering model for the improvement of instruction in all areas, but specifically targeting student achievement in Reading/Language Arts and Mathematics for our migrant, ELL, at risk, and special education populations. AMJH will continue employing its cadre of teachers, administrators and support staff to review the current Campus Action Plan and identify needs, strategies and activities to improve instruction and student success. With baseline information a model to gather data will be developed. The analysis of data will allow AMJH to create the following system: 1. to improve academic performance; 2. to increase the use of quality data to drive instruction; 3. to increase leadership effectiveness; 4. to increase learning time for students; 5. to increase parent/community involvement; 6. to improve school climate; and to 7. to increase teacher quality. The model will survey the policies that influence teacher education patterns, teacher mentoring effectiveness, hiring practices and professional staff development that target effective teaching practices.		
(1) Academic Performance: AMJH will begin the process of data analysis of the AYP rating by analyzing state mandated tests (TAKS, TELPAS), district benchmarks, student progress report cards, and student portfolios. In addition, Special Education Modified and Accommodated numbers will be examined by assigning teacher committees (grade level, interdisciplinary, department) the task of a detailed analysis of one of the testing areas using district programs, such as School City and Argot. The analysis will target Reading/Language Arts and Mathematic in grades six through eight. Committee assignments will be made by the principal. The data analysis will focus on strengths and needs using disaggregated as well as aggregated data. The depth of the analysis will be determined by the needs of ELLs, at risk students, migrant students, special education and economically disadvantaged students. The teacher committees will present data analysis results so that all staff arrives at a complete picture of student performance at AMJH. Once the data has been studied and strengths and weaknesses identified, the school improvement team will prioritize the needs as indicated by the data. At the completion and identification of the data analysis, an instructional program will address all of the appropriate content standards and develop a school improvement plan that focuses on the instructional needs in Reading/L.A. and Mathematics. In order to address the needs of the program, a timeline for the development, implementation and program monitoring will be designed. Issues to be addressed in the staff development process will include (but will not be limited to): 1. the use of data; 2. effective teaching methods; 3. parental and community participation in the planning and decision making process; 4. curriculum alignment (both horizontal and vertical) with state, district, and federal standards embedded in the design; 5. evaluation processes (both formative and summative); 6. identification of program goals, with measureable objectives in direct instruction and curriculum design.		

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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).

Academic Performance: (Continued)

Teachers will be required to teach, monitor outcomes, and make recommendations for implementing the district curriculum that has been aligned with the state content standards. In addition to their curriculum, however, teachers will be expected to support and accommodate the school-wide objectives in their classrooms, where appropriate. It is understood that a significant amount of energy will be exerted in the monitoring of the school improvement plan and the capacity building of staff to implement the school improvement strategies. In order to ensure the capacity building of staff and program monitoring, the campus will address the following issues with the Mission CISD Department of Human Resources and a campus project committee. A Project Manager position will be designated to monitor the program. The position will be at the campus level, and a job description which addresses the qualifications, duties, and experience of the Project Manager will be developed. Once the position is approved, the campus instructional team will assist in making the recommendation for the hiring of the Project Manager, whose experience should include a strong background in curriculum, instruction and management. This individual should have at least 5 (five) years of experience, preferably at the middle school level. With the Project Manager in place, the project will cater to the development processes: increasing teacher and school leader effectiveness, implementing comprehensive instructional reform strategies, developing and increasing teacher and school leadership effectiveness, increasing learning time and creating a community-oriented environment and culture, inculcating an operational flexibility, and sustaining support for instruction.

(2) Data Driven Instruction:

Collecting, analyzing and using data to identify school needs will give staff an understanding of what the data tells us in regards to our school performance relative to school, district, state and federal goals. The data driven process goals will define two major area: 1. effective recognition and use of data analysis; 2. understanding of the data and its application to instruction. The Project Manager will train staff to regularly collect, analyze and use data to drive instruction. The Principal and the leadership team will solicit the input of the major constituents (teachers, administrators, parents, and students if applicable) to ensure that all perceptions and attitudes are represented in this process. The purpose of this process is to disaggregate, interpret, and effectively use data for instruction by reviewing multiple sources of data such as TAKS, TELPAS, LAS-LINKS, and LPAC reviews, District benchmarks, and grades to identify student performance needs. The entire staff will analyze the data to identify discrepancies between current and desired outcomes. By collecting, analyzing and using data to identify school needs the identification of priority needs will be facilitated to address school-wide efforts. Data driven instruction will be used for formative, interim and summative assessments. Curriculum mapping will be an end result to assist in developing a timeline. The use of C-SCOPE curriculum will define vertical and horizontal characteristics of this data driven process. Throughout the assessment process data results from programs such as Read-180, Fast Forward, Understanding Math, Rosetta Stone, Read Now Power Up, and Study Island will be used to monitor 6th – 8th grade Reading/Language Arts and Math achievement for special education, ELL, at risk, and migrant students at the beginning of the school year (BOY), the middle of the school year (MOY), and at the end of the school year (EOY). Furthermore, District benchmarks, student grades, TELPAS, LPAC reviews, and teacher observations will be used to monitor student improvement. The TELPAS training modules will be used to train teachers to monitor the level of performance in speaking, reading, listening and writing skills of ELL students.

Continuous Monitoring and Communication:

Data driven instruction will not be useful without commitment and an on-going communication process. The process will ensure that data results are communicated to teachers and all other stakeholders in the AMJH community, so that they may make informed decision about student learning. The process will also communicate information to increase collaboration between teachers and the leadership team to support on-going monitoring and student instructional needs. Finally, the process will assure all necessary information to non-English speakers is provided with adequate translation and interpretation of students' results and progress. The Project Manager will ensure on-going communication through random surveys, questionnaires, newsletters, and phone calls to students, parents, and teachers to ensure that they are being kept informed about the results of student performance.

(3) Increase School Leadership Effectiveness:

Improving student achievement requires educators to make informed programmatic and instructional decisions based on the ongoing collection, analysis, and use of data. Teachers, campus administrators and district curriculum and instruction personnel will work together to use instructional data to target instructional needs as well as to make decisions for program implementations. Currently, the campus principals, testing and academic strategists, and teacher teams review and analyze student data. Effective leadership must be supported by a clear and consistent vision of leadership linked to improved teaching and learning. The principal is the nucleus who drives the shared understandings about the organization and its activities and goals, and the one who promotes the school's purpose or vision. Effective principals are strong educators, anchoring their work on central issues of learning and teaching and continuous school improvement. To this end, AMJH will use Mike Schmoker's findings in **Results: the Key to Continuous School Improvement** as a resource to

improve leadership qualities. The book will be used as a foundation for training school personnel. A combination of three concepts that constitutes the foundation for positive improvement results will be used to extend leadership effectiveness. They are: 1. meaningful teamwork; 2. clear, measurable goals; 3. and the regular collection and analysis of performance data. The AMJH principal will lead the school through the goal-setting process in which student achievement data is analyzed, improvement areas are identified and actions for change are initiated. This process will involve working collaboratively with staff and school community to identify discrepancies between current and desired outcomes, to set and prioritize goals to help close gaps in student learning, to develop improvement and monitoring strategies aimed at accomplishing the goals, and to communicate goals and change efforts to the entire school community. The principal will also ensure that staff development needs are identified in alignment with school improvement priorities and that these needs are addressed with appropriate professional learning opportunities. Region One Service Center, central office instructional specialists and on-line training and research will ensure that principals continue to focus on these three concepts. These concepts and effective teacher instructional strategies will drive the data analysis, instructional monitoring and evaluation of the program.

To ascertain effective teacher instruction, teachers will undergo rigorous training and implement instructional strategies for the improvement of instruction. The principal, Region One Service Center, central office instructional specialists and on-line training and research will ensure that staff development in the three concepts (1. meaningful teamwork; 2. clear, measurable goals; 3. and the regular collection and analysis of performance data) is completed in a timely manner.

(4) Increasing Learning Time and Creating Community-Oriented Schools:

To improve time allowed for instruction, sixth, seventh and eighth grade levels at AMJH will consider and review schedule time changes. This will involve collaboration and planning within grade level instructional teams and elective class teachers. The special populations (ELL, special education, at-risk, and migrant students) need additional time to internalize language, reading and math skills. Therefore, additional class time will be scheduled, requiring additional professional staff to implement programs such as Read 180, Fast Forward, Understanding Math, Study Island, Rosetta Stone and Read Now Power Up for these special populations.

To promote community oriented schools, AMJH staff will design units of instruction that encourage students to see connections and to transfer learning among various subject areas, eventually applying acquired knowledge and skills globally. For example, teams of teachers will actively plan to teach classes centered around a common interdisciplinary concept like the American Civil War. Reading/Language Arts classes can investigate that era of history through explorations of the literature and through the popular culture of the time. Art and music classes can explore the art of the time, while social studies classes can examine the economics and politics of the Civil War era, as well as its famous people and battles. Science classes can focus on scientific exploration and discoveries of that period, along with technological achievements and their impact on 1860's society. Linked to, and examined through all of these areas, the Civil War and its causes will be more fully and richly understood as students with different interests and talents make personal connections through these varied avenues. This concept will be closely reviewed and piloted by two or more teachers. Scheduled instructional time will be changed to meet the instructional needs of special population groups.

Teachers will have to: 1.) Reconsider the idea that skills and concepts on standardized tests can be mastered only through conventional curricula. 2.) Begin curriculum conversations across disciplines to identify common standards and goals that can lead to a more coherent curriculum for students. 3.) Discuss ways to involve students in various phases of their education, from planning to classroom implementation to assessment. 4.) From these first actions, begin to develop curriculum concepts or integrated themes that students and teachers can explore, not as an add-on, but as replacements for conventional separate-subject-area units. 5.) Discuss and design new assessment strategies that reflect students' accomplishments and performance beyond those measured by standardized tests. 6.) Discuss and design new assessment strategies that reflect the goals and accomplishments of the integrated curriculum methods used and that explore ways to improve and extend these strategies. 7.) Share the results of student work with the local community.

The leadership team will recommend a flexible instruction schedule that has an Instructional Focus Calendar that provides a framework for designing, monitoring and implementing rigorous curriculum and instruction. The Instructional Focus Calendar is a teaching schedule that highlights specific benchmarks and skills. It is one that gives the entire teaching team a unified approach to common instruction. AMJH will use the Instructional Focus Calendar to teach Reading/L.A. and Mathematics content. Additionally, a flexible schedule will allow teachers to integrate extracurricular activities during Saturday tutorials, e.g., Math (Chess Club, Calculator Club) and Science (Ecology Club) and Reading (DEAR-Drop Everything And Read, Book Club) and Art (crafts) and Technology (Computer Club), etc.

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(5) Increase Parent/Community Involvement

Research shows that when parents are involved in their children's education, student achievement improves. According to **William H. Jaynes**, student achievement scores of children with highly involved parents were higher than those of children with less involved parents. Jaynes found two patterns of parental involvement in his research: 1) parental involvement that required a large investment of time, such as reading and communicating with one's child, and 2) the more subtle aspects of parental involvement, such as parenting style and expectations. These two patterns had a greater impact on student educational outcomes than some of the more demonstrative aspects of parental involvement, such as household rules, and parental attendance and participation at school functions. With this in mind, AMJH will adopt strategies to enhance parent engagement in their children's schooling. Also, teachers, principals, and school counselors will familiarize themselves with the aspects of parental involvement that can help the most, so that they can guide parents on what steps they can take to become more involved. These include ways that parents can become more involved in reading and talking to their children and how to communicate their educational expectations to their children. Given the substantial influence of parental involvement, educators should consistently encourage parents to read, talk, play, use board games, share computer literacy building activities and participate in other time-intensive activities with their children. Currently AMJH has a parental involvement program that brings parents to school as teacher assistant volunteers. Additionally, through the campus parent liaison, parents come to AMJH to work on parenting and social skills and to learn basic English and computer skills from campus teachers who volunteer during their conference time. However, the need to develop a program that extends the quality of parent involvement with their child's education in and out of the school setting is a goal of AMJH. Consequently, AMJH will survey the type of home activities parents are engaging in with their children and gather the data to establish clear goals for assisting parents to develop and implement more time-intensive activities with their children. The goals for involving parents will include, but will not be limited to: 1.) developing parenting skills/resources for working in content areas at home; 2.) learning effective communication; 3.) actively involving parents in instructional decision making; and 4.) partnering school, parents and neighborhood agencies for developing healthy living and lifestyles; 4.) participating in evening classes at AMJH to learn English, basic computer skills, how to use the library to assist with their child's school work. As parents become involved in activities like: 1.) operating a telephone network with other parents to help each other, 2.) helping with tutorial and remedial work, 3.) working with small groups or individuals in classes, 4.) explaining school programs and needs to the community, 5.) helping with field trips, 6.) assisting with extracurricular activities, 7.) raising money for school projects, and 8.) helping arrange open house activities and meetings. Key factors for the success of this program will be delineating clear objectives, establishing a timeline, and defining activities and responsibilities. It is the belief of AMJH that by engaging parents in the planning process, hands-on technical assistance opportunities such as these can be particularly helpful to program implementation.

(6) Improve School Climate:

Attendance:

At the present time, AMJH's ADA rate is at 96%. The school will research absentee patterns to identify intervention goals and objectives. The most important principle for student attendance is that good attendance benefits a child's education. Students who miss a day of school not only miss instruction, but must make up work and catch up with the new material without the direct instruction students receive in class when the content is explained. The school will analyze the following data: 1.) review student folders for absentee patterns, schools attended, and districts attended; 2.) review available medical history; 3.) communicate with parents in an effort to encourage after school appointments for non-emergency treatment; 4.) develop a campus communication process to advise parents of attendance expectations (teacher, school, district); and 5.) explain consequences for excessive absences. Parents, teachers, and students will be advised that excessive absences are problematic in the sense that chronic poor attendance often drags down the performance data for schools, but more importantly students will develop gaps in their education, which will affect their progress. AMJH will develop a method of rewards/incentives to encourage attendance. Working with our PTA and Partners in Education community businesses, AMJH will acquire donations of age appropriate incentives to be used as rewards for perfect attendance. Additionally, the counseling department will recognize students with perfect attendance through a celebration at the end of every six weeks' period.

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

(6) Improve School Climate: (Continued)

Discipline:

One major concern of communities, teachers, administrators and students in education today is how to improve student discipline. Research indicates that teachers' number one request is centered on activities to improve student discipline. Who controls your classroom? Many teachers think they are in sole control of their classroom environment; whereas, in reality, many individuals actually assist in developing the parameters for classroom behavior. The schools, the district, the state, the federal government and most important parents have the responsibility for classroom control. To improve discipline at AMJH, the entire school staff will define behavior expectations and consequences initially at the beginning of the school year, and these expectations will be constantly monitored and enforced. Issues like dress code, behavior, character and value expectations will be addressed. AMJH staff will communicate with parents a set of behavior expectations that will inform parents of campus expectations and consequences. The philosophy, "You want the best for your child", will drive discipline communication between all stakeholders. A collaborative and coordinate effort with community agencies including, law enforcement agencies, guidance and counseling funds, prevention and intervention programs for neglected, delinquent, and at-risk youth, and mentoring programs like Communities in Schools and Libraries will be involved in the expected behaviors to ensure effective discipline. If funds are acquired, the following will be implemented at AMJH: counseling lessons throughout the year in a repeated and consistent manner provided by qualified and trained personnel; raising student morale through a reward and recognition system at specific intervals; effective and consistent mentoring programs with quantitative data; additional extracurricular personnel to assist with additional enrollment of targeted student populations in these programs.

Increased Involvement in Extracurricular Activities:

Research finds that students who are engaged and connected to their schools do better academically (Johnson, Crosnoe, Elder, Jr, 2001). An "I Believe" philosophy is vital for students to feel connected to their school and have a sense of pride and belonging. This will increase the likelihood of students wanting to be a part of a school that is academically, athletically, and otherwise successful. Students need be made aware of the available programs and extracurricular activities, and then motivated to participate in any one or more activities depending on their interests and/or abilities. This will give them a sense of engagement, responsibility, and school pride. With acquired funds, AMJH will add skilled school staff to offer additional programs and activities for the targeted student populations. The school will be looking for programs such as music, art, cooking, chess, sports, computer applications, dance, crafts, physical fitness, gardening/ecology, etc. Academics are priority in a student's life; extracurricular activities will further promote this priority by increasing attendance, school pride, leadership skills, and positive social interactions. Combined, these factors will have a positive impact in the academic achievement of the targeted subpopulations.

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<p align="center">Texas Title I Priority Schools Grant Schedule #4B—Program Description</p>		
<p>Part 3: Intervention Model</p>		
<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>(7) Increase Teacher Quality:</p> <p>AMJH will develop a plan to increase teacher quality. Included in the plan will be training for teachers in data-driven instruction so that weaknesses in, but not limited to, reading/language arts and mathematics can be addressed in all groups, but especially for special education, at-risk, migrant and ELL students. Teachers will work as a department to address vertical alignment among the grade levels and horizontal alignment across each grade level through the C-Scope curriculum. Ongoing monitoring by principals of teacher instruction through weekly walk-throughs, formal conferences, and department and team meetings will ensure that qualified personnel are addressing the needs of targeted student groups. Principals, along with Mission CISD and AMJH TTIPS Grant Project Manager will recruit and hire extra highly-qualified personnel for extra instruction for the targeted populations.</p> <p>Professional development is necessary to keep teachers highly qualified to address needs of AMJH students. Areas of professional development that will be targeted are training in data collection, effective communication among staff and with parents, and implementation of best practices in content areas. An incentive reward system aligned with the Texas Education Excellence Grant model will be developed to reward teachers whose students meet state and federal performance standards.</p>		

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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	AMJH Campus Instructional Leadership Team and Leadership Team		
2	Parent Advisory Committee: LPAC; ARD Committees, Special Ed		
3	Instructional and Support Personnel		
4	SBDM		
5			
6			
7			
8			
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Section D: Improvement Activities and Timeline		
On the following pages of charts applicants should describe all other school improvement activities that will be incorporated with the model to be selected.		
<p>For each additional improvement activity entered, enter the Critical Success Factor Code(s) from this table, enter the LEA/campus' rationale for including the activity, provide the supporting research that indicates the activity will be effective, and indicate the beginning and ending date of the activity.</p> <ul style="list-style-type: none"> 1 – Improve Academic Performance, including (but not limited to) Reading/ELA and Math <ul style="list-style-type: none"> A. Data-driven instruction B. Curriculum Alignment (both horizontal and vertical) C. On-going Monitoring of Instruction 2 – Increase the Use of Quality Data to Drive Instruction <ul style="list-style-type: none"> A. Data Disaggregation/Training B. Data-driven Decisions C. On-going Communication 3 – Increase Leadership Effectiveness <ul style="list-style-type: none"> A. On-going Job Embedded Professional Development B. Operational Flexibility C. Resource/Data Utilization 4 – Increase Learning Time <ul style="list-style-type: none"> A. Flexible Scheduling B. Instructionally-focused Calendar C. Staff Collaborative Planning 5 – Increase Parent/Community Involvement <ul style="list-style-type: none"> A. Increased Opportunities for Input B. Effective Communication C. Accessible Community Services 6 – Improve School Climate <ul style="list-style-type: none"> A. Increased Attendance B. Decreased Discipline Referrals C. Increased Involvement in Extra/Co-Curricular Activities 7 – Increase Teacher Quality <ul style="list-style-type: none"> A. TEA Developed Appraisal Instruments B. On-going Job Embedded Professional Development C. Recruitment/Retention Strategies D. Incentive Reward System 		

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Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 1: Improve Academic Performance including (but not limited to) Reading/ELA and Math for special education, ELL, migrant and at-risk students					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
Data Driven Instruction (DDI)	Develop a DDI system of teaching and management practices to improve student achievement for special populations	To meet AYP, State Standards by increasing teachers; subject matter knowledge as related to teacher effectiveness for the special population groups	<u>Teacher Quality and Student Achievement:</u> <u>A Review of State Policy Evidence</u> by Linda Darling-Hammond Stanford University	Beginning of school year – Review every six weeks after benchmark	Review after state tests
Curriculum Alignment (both horizontal and vertical)	District language arts/reading department planning and sharing meetings	To close the existing gaps between written curriculum and direct instruction to improve student success rate	The Benefits of Curriculum Alignment; Educational data analysis to map curriculum with instruction By <u>District Administration</u>	August	May
	Campus language arts/reading department meetings			Bi-monthly	Bi-weekly
Curriculum Alignment (both horizontal and vertical)	District math department planning and sharing meetings	To close the existing gaps between written curriculum and direct instruction to improve student success rate	The Benefits of Curriculum Alignment; Educational data analysis to map curriculum with instruction By <u>District Administration</u>	August	May
	Campus math department meetings			Bi-monthly	Bi-weekly
On-going Monitoring of Instruction in language arts/reading	Walk-throughs Six-week benchmark teacher comparisons	Progress monitoring increases effective targeted instructional practices and increases student success rate.	<i>Use of Ongoing Progress Monitoring to Improve Reading Instruction</i> Reference: Jenkins, J. R., Graff, J. J., & Miglioretti, D. L. (2009). Estimating reading growth using intermittent. CBM progress monitoring. <i>Exceptional Children</i> , 75, 151-163	August 10 per week Every six weeks	May
On-going Monitoring of Instruction in mathematics	Walk-throughs Six-week benchmark teacher comparisons	Progress monitoring increases effective targeted instructional practices and increases student success rate.	<i>A Synthesis of Empirical Research on Teaching Mathematics to Low-Achieving Students</i> Scott Baker; Russell Gersten;	August 10 per week Every six weeks	May
Add additional pages as needed.					

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Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 2: Increase the use of Quality Data to Drive Instruction for (but not limited to) special education, ELL, migrant and at-risk students					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
Data Disaggregation Training for language arts/reading	Testing strategist will train teachers to read and interpret assessment data, such as item analysis reports. Training from Argot on analysis of student historical data	Train to use effective data disaggregation system to develop a focus and purpose for improving instructional goals and focus.	<i>Use of Ongoing Progress Monitoring to Improve Reading Instruction</i> Reference: Jenkins, J. R., Graff, J. J., & Miglioretti, D. L. (2009). Estimating reading growth using intermittent. CBM progress monitoring. <i>Exceptional Children</i> , 75, 151-163	August campus in-service After each six weeks benchmark	May after state tests
Data Disaggregation Training for mathematics	Testing strategist will train teachers to read interpret assessment data, such as item analysis reports. Training from Argot on analysis of student historical data	Train to use effective data disaggregation system to develop a focus and purpose for improving instructional goals and focus.	<i>A Synthesis of Empirical Research on Teaching Mathematics to Low-Achieving Students</i> Scott Baker; Russell Gersten;	August campus in-service After each six weeks benchmark	May after state tests
Data Driven Decisions (DDD) language arts/reading	District language arts/reading coordinator and campus department heads will train teachers and will develop a system for collecting and analyzing data to guide decisions for the improvement of students and school success in reading/language arts	A standard-based accountability system improves targeted instructional practices for increasing student success rate and delivery of instruction.	<i>Making Sense of Data-Driven Decision Making in Education, Evidence from Recent RAND Research</i> Julie A. Marsh, John F. Pane, and Laura S. Hamilton	August – during 1 st six weeks Every six weeks after benchmark	May after state tests
Data Driven Decisions (DDD) mathematics	District math coordinator and campus department heads will train teachers and will develop a system for collecting and analyzing data to guide decisions for the improvement of students and school success in mathematics	A standard-based accountability system improves targeted instructional practices for increasing student success rate and delivery of instruction.	<i>Making Sense of Data-Driven Decision Making in Education, Evidence from Recent RAND Research</i> Julie A. Marsh, John F. Pane, and Laura S. Hamilton	August – during 1 st six weeks Every six weeks after benchmark	May after state tests
On-going Communication	Develop a consistent systemic reliable process for communicating and coordinating progress data information between campus staff, central office, parents and the community in Reading/L.A.	To develop a systemic process of disseminating information to all stakeholders.	<i>Relationship Strategies in Communication</i> Title I, Part A School wide Programs – SCHOOLWIDE Public.doe.k12.ga.us/asp/schoolwide%20programs1.doc?p....	Summer 2010 Timeline for on-going training	Summer 2013
On-going Communication	Develop a consistent systemic reliable process for communicating and coordinating progress data info between campus staff, central office, parents and the community in math	To develop a systemic process of disseminating information to all stakeholders.	<i>Relationship Strategies in Communication</i> Title I, Part A School wide Programs – SCHOOLWIDE Public.doe.k12.ga.us/asp/schoolwide%20programs1.doc?p....	Summer 2010 Timeline for on-going training	Summer 2013
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Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 3: Increase Leadership Effectiveness					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
On-going Job Embedded Professional Development	Provide training to improve classroom management, differentiated instruction, technology use, and instructional strategies	Create good leadership skills and promote learning among staff and students	<i>School Messenger</i> : Effective relationships between students, school staff, and parents are essential to student success. <i>Finding the Time for Professional Development</i> North Central Regional Educational Laboratory: Learning Point Associates	August – ongoing as training sessions become available	Ongoing through summer staff development opportunities
Operational Flexibility	Hire extra teachers and support personnel	To fully implement a comprehensive approach which will include remediation and interventions in the areas of reading/language arts and mathematics for special education, ELL, migrant and at-risk students	Connecting Teacher Growth to Student Achievement by Dr. Robert J. Marzano	August	May
Operational Flexibility	Ensure that the school receives on-going technical assistance and related support from the LEA, ESC, TEA and other TEA-approved vendors to meet the needs of our program goals	The use of outside agencies will enhance teacher instructional effectiveness to improve student achievement among special education, ELL, migrant and at-risk students	Meta-Analytic Studies of Findings on Computer-Based Instruction by James A. Kulik Connecting Teacher Growth to Student Achievement by Dr. Robert J. Marzano	Planning at the beginning of school year	May
Resource/Data Utilization	Data collection will be used to assess students' academic performance for appropriate instructional levels in reading/language arts	A standard-based accountability system improves targeted instructional practices for increasing student success rate and delivery of instruction.	National Center on Student Progress Monitoring http://www.studentprogress.org/library/Webinars.asp#ABC	August	This on-going process that ends with summative assessment of student progress.
Resource/Data Utilization	Data collection will be used to assess students' academic performance for appropriate instructional levels in mathematics	A standard-based accountability system improves targeted instructional practices for increasing student success rate and delivery of instruction.	National Center on Student Progress Monitoring www.studentprogress.org/library/Webinars.asp#PMMath	August	This on-going process that ends with summative assessment of student progress.
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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
Flexible Scheduling	Implement flexible scheduling for the creative use of time in the school day to match instructional time and format to the learning needs of students in reading/language arts	To address flexible scheduling patterns learning environments respond to student needs and school organization.	Flexible Scheduling National Middle School Association. (NMSA) Education World: Administrators' Desk: Block Scheduling: A Solution or a Problem?	August Review every six weeks and adjust based on student needs	May
Flexible Scheduling	Implement flexible scheduling for the creative use of time in the school day to match instructional time and format to the learning needs of students in mathematics	To address Flexible scheduling patterns learning environments respond to student needs and school organization.	Flexible Scheduling NMSA: Education World: Administrators' Desk: Block Scheduling: A Solution or a Problem?	August Review every six weeks and adjust based on student needs	May
Instructionally-focused Calendar	School staff disaggregate student test data, develop instructional calendar, develop instructional focus activities, develop assessments to see student progress in reading/language arts	A well developed instructional-focused calendar provides a framework for designing, monitoring and implementing rigorous curriculum and instruction	Instructional Focus Calendar www.stlucie.k12.fl.us/.../Instructional-Focus-Instructional-Strategies.DF	August Review after each six weeks benchmark	May
Instructionally-focused Calendar	School staff disaggregates student test data, develop instructional calendar, develop instructional focus activities, and develop assessments to see student progress in mathematics.	A well developed instructional-focused calendar provides a framework for designing, monitoring and implementing rigorous curriculum and instruction.	Instructional Focus Calendar www.stlucie.k12.fl.us/.../Instructional-Focus-Instructional-Strategies.DF www.fultonschools.org/technology/dataanalysis/.../eightstepprocess.pdf	August Review after each six weeks benchmark	May
Staff Collaborative Planning	Establish collaborative teams to engage teachers and staff in transforming the theory of "collaborative planning" into successful instruction in the classroom in reading/language arts	To develop skills in collaborative planning for an effective collaborative teaming process	Collaborative Planning and Collaborative Teaching <u>Creating an Inclusive School and Restructuring for Caring and Effective Education</u> by Richard Villa	August Bi-weekly	May
Staff Collaborative Planning	Establish collaborative teams to engage teachers and staff transforming the theory of "collaborative planning" into successful instruction in the classroom in mathematics	To develop skills in collaborative planning for an effective collaborative teaming process	Collaborative Planning and Collaborative Teaching <u>Creating an Inclusive School and Restructuring for Caring and Effective Education</u> by Richard Villa	August Bi-weekly	May
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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
Increase opportunities for parental and community input	Initiate a comprehensive program that facilitates parent and community input through participation in decision making committees, surveys, phone hotline, and on-line formats.	A network of parents, community members, peers, and educators stimulates a child's learning and development	Blueprint , on line, Chapter 11:Family and Community	September Monthly	May
Effective Communication	Use surveys, parent-teacher conferences, newsletters, and phone calls to communicate with parents and the community to increase knowledge of school issues.	Effective communication with families means that the school welcomes and consistently supports families to support their children. Two-way communication about school programs and children's progress will result in better outcomes for students.	Supporting Parent, Family, and Community Involvement in Your School Deborah Davis June 2000 Northwest Regional Educational Laboratory	September Monthly	May
Accessible Community Services	Develop partnership with community services providers to assist/enhance student/parent access to resources	Having a comprehensive approach to partnerships between schools, families, and communities allows schools to build on their strengths	<i>The Measure of School, Family, and Community Partnerships</i> (Epstein, Salinas, Sanders, Davis, & Douglas, 1999)	September Ongoing communication with community services providers	May

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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
Increase Attendance	Implement a program to focus on incentives and supports, such as <i>Count Me In!</i> , to be more successful in engaging students and their families in school.	Students will learn more if they attend school regularly, raising the level of student academic performance for the campus	Triumph Over Truancy: Tips for Improving Student Attendance Article by Cara Bafille Education World® Copyright © 2009 Education World	September At the end of every six weeks	May
Decreased Discipline Referrals	Positive Behavioral Interventions and Supports (PBIS) is a research-based method for improving student behavior and creating a safe and productive school climate Provide Character Education and Guidance Lessons to improve student behavior and decision making	To maintain a safe and productive school climate without removing students from the classroom in order to increase student academic performance	EFFECTIVE DISCIPLINE FOR STUDENT SUCCESS Reducing Student and Teacher Dropout Rates in Mississippi www.splcenter.org/images/dyna/c/main/effective_discipline.p	September Weekly	May
Increased Involvement in extra curricular activities	Engage students in extra curricular activities to enrich their educational, social development and individual potential/talents	Students who are engaged and connected to their schools do better academically. It is <i>vital</i> for students to be connected to their school and have a sense of belonging.	Students' Attachment and Academic Engagement by Johnson, Crosnoe, Elder, Jr, 2001).	September Weekly	May

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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
TEA-Developed Appraisal Instruments	Utilize Eduphoria PDAS as instrument to appraise teacher performance Principals conduct a minimum of 10 walk-throughs a week	TEA developed PDAS is a process that allows teachers to have input into their evaluation/appraisal	www.ncpublicschools.org/fbs/personnel/evaluation Public School Employee Evaluation	August 10 weekly walk-throughs Ongoing teacher preparation and collection of information for appraisal	May After summative evaluation
On-going Job Embedded Professional Development	Create formal and informal opportunities for staff to engage in but not limited to discussion with others, peer coaching, mentoring, study groups, reflective practices and action research.	Job embedded staff development incorporates training into the work day to encourage educators to view daily experiences as opportunities to learn.	Job-embedded Professional Development by H Galloway www.txstate.edu/edphd/PDF/jobpd.pdf	September Daily	May
Recruitment/Retention Strategies	Implement a Strategic View of Recruitment strategies for successful teacher recruitment and retention.	Strategic recruiting allows you to align your recruiting efforts with your school improvement plans and increase teacher job satisfaction for retention purposes.	A Strategic View of Recruitment-strategies for successful teacher recruitment and retention - Brief Article, <u>School Administrator, Jan, 2001</u> by <u>Benjamin O. Canada</u>	Spring Semester	End of Summer or until positions are filled
Incentive Reward System	Develop a reward system aligned with the Texas Education Excellence Grant model	Rewards increase collaboration among faculty and will contribute to improving overall student performance	TEA Education Excellence Grant Model – 2006 National Bureau of Economic Performance – "Individual Teacher Incentives and Student Performance" by David Figlio and Lawrence Kenny - 2006	September	May Upon receipt of state test scores
Add additional pages as needed.					

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Part 3: Intervention Model

Section D: Other Improvement Activities and Timeline (cont.)

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date

Add additional pages as needed.

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Part 4: Waiver Requests

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

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

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

- ☐ "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
Under this waiver, the LEA with an eligible Tier I or Tier II campus implementing the turnaround model or restart model may have their School Improvement status reset regardless of the actual AYP status and other school improvement interventions, such as School Choice and Supplemental Education Services (SES) would not be applicable. This waiver allows the campus two years to effectively implement the selected turnaround or restart model of reform without additional statutory school improvement interventions being required.
- ☐ Implementing a school wide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.
This waiver allows a Tier I Title I campus that otherwise does not qualify to operate a Schoolwide program to do so in order to implement the Tier I reform model selected.

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Schedule #4C—Performance Assessment and Evaluation		
Part 1: Component Description. By submitting this application, the applicant agrees to comply with any reporting and evaluation requirements that TEA may establish and to submit the reports in the format TEA requests. (Response limited to one page each, font size no smaller than 9 pt, Arial or Verdana)		
Section A: Ongoing Monitoring/Continuous Improvement - Describe the LEA/campus' process for providing on-going monitoring of grant activities to ensure continuous improvement		
<p>The monitoring and continuous improvement of a school takes several years to implement and to show improvement in the targeted areas of Reading/Language Arts and Mathematics. A continuous improvement cycle provides the opportunity for ongoing identification of effective practices and/or actions that should be continued and ineffective practices and/or actions that should be revised or eliminated. With this in mind, AMJH will develop a framework to target high expectations for students, teachers, and campus-based instructional teams. AMJH targeted instruction will embrace the vision that: 1) The work of schools is student learning; 2) All children benefit from challenging, rigorous and relevant curriculum; 3) Curriculum, instruction, and assessments must be closely aligned to State and District Standards; 4) Every teacher can be an expert when provided collaborative and sustained professional development focused on improved instruction; 5) School culture and the learning environment can promote continuous improvement. 6) Parental support and involvement are critical to improved student performance; 7) Effective use of data is vital to continuous improvement of teaching and learning. This vision will require the following activities:</p> <p>The framework will have four components</p> <ol style="list-style-type: none"> 1. Curriculum alignment: What are we going to teach? 2. Curriculum mapping: When are we going to teach it? 3. Curriculum assessments: Did students learn it? 4. Differentiated Instruction: What teaching methods would be best for each student? <p>The curriculum alignment component will show what will be taught. The C-Scope framework will drive campus instruction. Careful analysis will ensure that vertical and horizontal curriculum is implemented.</p> <p>The curriculum map component will show an instructional timeline. It will display the skills in the order they will be taught in each grade level. C-Scope will drive mapping sequence. The curriculum assessment component will develop six-weeks assessments and minimum standards of achievement, known as curriculum six weeks exams, for each grade level. This will provide process of quality control—identifying children who have mastered skills and those who have yet to master the content. The differentiated instruction component will support and define effective teaching methods as well as recommend the programs that best meet this component.</p> <p>The collection of data will result in the review of state test results, benchmark results, and objectives defined in the curriculum mapping framework. Student data will be charted by student, by class and by teacher to assist in the decision-making process. Data analysis will take place every six weeks to ensure effective progress and to target content deficiencies as needed.</p> <p>Using the School City program, AMJH will develop pacing charts and manage the C-Scope curriculum and assessment of student outcomes. This system updates six-week data results immediately after data input. This on-going data retrieval system makes test information readily available to teacher, principal and central office staff for targeting decision-making priorities.</p> <p>All data results will also be disaggregated by objectives and student expectations for all sub groups like ELLs, migrant, special education and at-risk students to analyze and align instruction to maximize learning. All student data will be reviewed and used to identify specific student and program strengths and weaknesses.</p> <p>Test data to be reviewed will include (but not be limited to):</p> <ol style="list-style-type: none"> 1. TAKS Scores 2. LPAC and ELL mandated testing 3. Special education test data 4. At-risk student passing and retention data 5. Six-weeks tests 6. Drop out/leavers data 		

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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 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

Process:

A review of 2010 AMJH data, including AYP reading/language arts and mathematics, as well as dropout/leavers' data will indicate the percent (%) of students not proficient in reading/language arts and mathematics. Analyzation of AYP data of socioeconomically disadvantaged students, English Language Learners, migrant students, at-risk students and special education students will indicate areas of need in reading/language arts and mathematics. A longitudinal analysis of data from 2007 to 2010 will be conducted using the Argot system. Data from the following sources will be disaggregated, interpreted, and effectively used for targeting instructional needs. Data analysis will include but will not be limited to: TAKS, TELPAS, LAS Links, LPAC reviews, District benchmarks, and grades to be used to identify student performance needs. Identified discrepancies will drive instructional needs, e.g., curriculum mapping, developing a timeline, use of C-SCOPE curriculum to define vertical and horizontal needs. The LAS Links and LPAC committee will monitor student data at the beginning of the school year (BOY), the middle of the school year (MOY), and at the end of the school year (EOY) for ELL's. This data in conjunction with Stanford 10, TELPAS state test and LPAC reviews will focus on ELL academic and language needs and will be used to monitor level of performance in speaking, reading, listening and writing skills of ELL's.

Effectiveness:

A chart will be developed listing the goals of the program, the targeted objectives and the extent to which these are being met. If goals are not being met, decisions will be made to restructure and address new interventions to address the deficiencies. Team Building, Parental Involvement, School Discipline and Climate, Continuous Monitoring and Communication, Planning Process and Student Achievement will also be analyzed to ensure goals are being met.

AMJH will increase learning time by implementing an extended week program, as well as supplemental programs, such as Read 180, Fast Forward, Rosetta Stone, Study Island, Power Up and Read On. Ongoing monitoring will evaluate the effectiveness of the programs and interventions through data disaggregation.

Parent Nights and Open House Evenings will be hosted every six weeks to communicate students' progress. Progress report cards will be mailed every three weeks to inform the parents of the students' academic progress. Parents will be able to review students' academic progress, discipline, behavior and attendance online through the use of the Tyler Educational Management Systems.

Qualitative and quantitative data analysis will be charted for program effectiveness review with data gathered via PEIMS, TAKS and available district/campus spreadsheets.

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<p>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>		
<p>Describe the project's improvement qualitative and quantitative components of grant:</p> <ul style="list-style-type: none"> • The disaggregation of data: At risk, ELL, Special Education, Migrant, Economically Disadvantaged. Data will be obtained from the following: CSCOPE Assessments, TAKS scores, Benchmarks, Study Island, Read 180, Fast Forward, Rosetta Stone, ARGOT data, TELPAS, LAS Links, LPAC committee reviews. • Interpretation of data: Apply data to identify areas of success by generating reports from the above referenced programs, assessments or tests. Teachers will analyze this data by department, team and grade level. • Use of data for improvement: Using data to develop continuous program improvement by generating reports from the above referenced programs, assessments or tests. Teachers will target weak objectives, and areas of need. Weaknesses will be addressed through reinforcement, placement, or re-placement of student(s). 		

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<p>Part 2: Process for Development of Performance Goals</p>		
<p>Describe the process to be implemented to develop the campus' performance goals. Include the groups participating in the development of the goals.</p> <p>Responses are limited to two pages, front side only, with a font size no smaller than 9-point (Arial or Verdana).</p>		
<p>Improve Academic Performance: Data-driven instruction, curriculum alignment through C-Scope (both horizontal and vertical), ongoing monitoring of instruction, acquisition of technology hardware and software, additional qualified personnel for student assistance. Increased learning time, flexible scheduling, instructionally-focused calendar, staff collaborative planning, lower teacher/student ratios, additional personnel, increase leadership effectiveness, on-going job embedded professional development, operational flexibility, resource/data utilization, resource data collaboration, increase the use of quality data to drive instruction, data disaggregation/training, data-driven decisions, on-going communication</p> <p><i>Curriculum, Instruction and Assessment</i> will be implemented through the following: curriculum writing academies, six weeks assessments, staff development on instructional resources, acquisition of computer hardware and software to assist the above-mentioned sub-populations, qualified personnel and support staff to reinforce and assist in student learning.</p> <p><i>Student Achievement:</i> Training for teachers in the disaggregation and application of data to target groups for focused intentional instruction. Increase academic performance by hiring additional personnel for extra classes in Reading/Language Arts and Math. Staff development to assist in the implementation of differentiating instruction. Additional funding to implement Read 180, Fast Forward, Read On, Power Up, Rosetta Stone and Study Island. Instruction for Coaches and supplies to incorporate tutoring for athletes by coaches. Motivational speakers for At Risk students. Instruction in Saturday sessions for LEP students to practice communication in English, which should help with curriculum lessons. Inclusion Teachers to help address needs of Special Education and ELL populations.</p> <p><i>Technology:</i> All staff using current and updated programs as well as technology such as: interwrite tablets, CPS, Eiki projectors, document cameras, computers, mobile computer labs to access all software and supplemental programs and licenses. Access to computers for testing and information retrieval in the classrooms. Update and increase the availability of computers in the computer labs. Technology training for all technology. Technology personnel to meet the needs of students and teachers.</p> <p>Family and Community Involvement: • Increase Parent/Community Involvement, Increased Opportunities for Input, Effective Communication, Accessible Community Services.</p> <p>Rosetta Stone instruction for community, open library to parents and community, weekly parental lessons (crafts, parenting, social skills, nutrition, job skills, social issues), qualified personnel to address social issues with parents, 8th grade graduation, incentives to encourage parental participation, for example door prizes. Effective communication through surveys, school functions, activities and questionnaires. Parent/Open House will be hosted every six weeks to communicate students' progress. Progress report cards will be mailed every three weeks to inform the parents of the students' academic progress. Parents will be able to review students' academic progress, discipline, behavior and attendance online through the use of the Tyler Educational Management Systems.</p>		

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<p>Improve School Climate: Increased Attendance through incentives and recognition, Decreased Discipline Referrals Increased Involvement in Extracurricular Activities, Reinforce and continuous counseling lessons, Increase student morale through proper recognition and incentives</p> <p>Access to services that would encourage students to participate in after-school and extracurricular activities. Additional personnel to eliminate split grade level teams and decrease teacher/student ratio for targeted populations and science labs. School Culture and Climate: Decrease discipline referrals, increase attendance, effective and consistent mentoring programs, involve more students in extra-curricular activities, reinforced and continuous counseling lessons throughout the year, increase student morale through proper recognition.</p>		
<p>Demographics: Lower teacher /student ratio for targeted populations. Personnel to address the increasing rates of ELLs, Sp Ed, At risk and Economically Disadvantaged students arriving every year. While the Migrant population has decreased in recent years, these students fall under other categories. College readiness courses available for students. Increase student attendance through incentives.</p>		
<p>Increase Teacher Quality: TEA required PDAS appraisal Instruments, Ongoing Job Embedded Professional Development, Recruitment/Retention Strategies, Recruitment of qualified/specialized personnel to assist special populations.</p>		
<p>Staff Quality, Recruitment and Retention: All Teachers and support personnel are highly qualified, mobility is low and experience ratio is 1-5 years at 58% and 20+ years of experience 15%. Continue to recruit highly qualified teachers in the areas of ESL endorsed and Sp. Ed. Provide continuous training and professional development to ensure student academic goals are being met.</p>		

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Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Improve Student Achievement in Reading / ELA Sp. Ed.	TAKS	80%	85%	95%	100%
2	Improve Student Achievement in Mathematics Sp. Ed.	TAKS	93%	95%	97%	100%
3	Improve Student Achievement in Reading / ELA LEP	TAKS, TELPAS	62%	78%	90%	100%
4	Improve Student Achievement in Mathematics LEP	TAKS	64%	78%	90%	100%
5						

Increase the Use of Quality Data to Drive Instruction – Enter the annual goals for increasing the use of quality data to drive instruction, to which the LEA is holding the campus accountable.

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Improve Data Disaggregation / Training Reading/ELA & Math Sp. Ed.	TAKS	80%	85%	95%	100%
2	Improve Ongoing Communication Reading/ELA & Math Sp. Ed.	Meetings, Sign-in Sheets, Memos, Surveys	100%	100%	100%	100%
3	Improve Data Disaggregation / Training Reading/ELA & Math LEP	TAKS, TELPAS	62%	78%	90%	100%
4	Improve Ongoing Communication Reading/ELA & Math LEP	Meetings, Sign-in Sheets, Memos, Surveys	100%	100%	100%	100%
5						

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Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

Increase Leadership Effectiveness— Enter the annual goals for increasing the effectiveness of campus leadership, to which the LEA is holding the campus accountable.

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Improve Professional Development Opportunities Reading/ELA & Math Sp. Ed.	PDAS, Sign-in Sheets, Evaluations, Certificates of Attendance, Walk-throughs	80% of Staff	85% of Staff	95% of Staff	100% of Staff
2	Improve Operational Flexibility Reading/ELA & Math Sp. Ed	PDAS, Training Logs, Attendance Sheets	70%	80%	90%	100%
3	Improve Professional Development Opportunities Reading/ELA & Math LEP	PDAS, Sign-in Sheets, Evaluations, Certificates of Attendance, Walk-throughs	80% of Staff	85% of Staff	95% of Staff	100% of Staff
4	Improve Operational Flexibility Reading/ELA & Math LEP	PDAS, Training Logs, Attendance Sheets	70%	80%	90%	100%
5						

Increase Learning Time – Enter the annual goals for increasing learning time on the campus, to which the LEA is holding the campus accountable.

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Improve Flexible Scheduling Reading/ELA & Math Sp. Ed.	Master Schedule, Bell Schedule, School Calendar	80%	85%	95%	100%
2	Improve Staff Collaborative Planning Reading/ELA & Math Sp. Ed.	Lesson Plans, Department Minutes & Sign-in Sheets	93%	95%	97%	100%
3	Improve Flexible Scheduling Reading/ELA & Math LEP	Master Schedule, Bell Schedule, School Calendar	80%	85%	95%	100%

4	Improve Staff Collaborative Planning Reading/ELA & Math LEP	Lesson Plans, Department Minutes & Sign-in Sheets	93%	95%	97%	100%
5						

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Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Improve Opportunities for Input from Parents and Community	Surveys, SBDM, Phone Hotline	80%	85%	95%	100%
2	Improve and Offer Community Services	Community Fairs, PTO, Partners in Education	70%	75%	80%	85%
3						
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	Improve attendance	PEIMS, ADA	96%	97%	98%	99%
2	Decrease discipline referrals	PEIMS, Discipline Reports	1400 Referrals	Decrease by 30%	Decrease by additional 10%	Decrease by additional 10%
3	Improve student involvement in extracurricular activities	UIL Logs, Club Membership, Sports Rosters	40% of students	Increase by 5%	Increase by additional 5%	Increase by additional 5%
4						
5						

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Part 3: Annual Performance Goals

Increase Teacher Quality – Enter the annual goals for Increasing teacher quality by measures identified by the LEA, to which the LEA is holding the campus accountable.

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase Teacher Quality	PDAS, Walk-throughs	50% Rated EE	55% Rated EE	65% Rated EE	75% Rated EE
2	Increase Recruitment and Retention Strategies	HQ Report	100%	100%	100%	100%
3						
4						
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.				
Barrier: Gender-Specific Bias					
#	Strategies for Gender-specific Bias	Students	Teachers	Others	
A01	Expand opportunities for historically underrepresented groups to fully participate	X			
A02	Provide staff development on eliminating gender bias				
A03	Ensure strategies and materials used with students do not promote gender bias				
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender				
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender				
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program				
A99	Other (Specify)				
Barrier: Cultural, Linguistic, or Economic Diversity					
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others	
B01	Provide program information/materials in home language				
B02	Provide interpreter/translator at program activities				
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.				
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds				
B05	Develop/maintain community involvement/participation in program activities				
B06	Provide staff development on effective teaching strategies for diverse populations				
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity				
B08	Seek technical assistance from Education Service Center, Technical Assistance Center, Title I, Part A School Support Team, or other provider				
B09	Provide parenting training		X		
B10	Provide a parent/family center				
B11	Involve parents from a variety of backgrounds in decision making				
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school				
B13	Provide child care for parents participating in school activities				
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities				
B15	Provide adult education, including GED and/or ESL classes, or family literacy program				
B16	Offer computer literacy courses for parents and other program beneficiaries				

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

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

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

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

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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	3% LEA Admin Grant Costs	Pre-Award Cost	Total Grant Funds Budgeted
Payroll Costs	5B 6100	\$1,164,000	\$37,590	\$ 89,000
Professional and Contracted Services	5C 6200	\$ 75,000	\$ 2,550	\$ 10,000
Supplies and Materials	5D 6300	\$ 650,000	\$ 31,350	\$395,000
Other Operating Costs	5E 6400	\$ 260,000	\$ 9,900	\$ 70,000
Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only)	5G 6600/ 15XX			
	Total Direct Costs	\$2,149,000	\$ 81,390	\$ 564,000
	1.52% Indirect Costs		\$ 1,237	\$ 8,573
Grand Total				
Total Budgeted Costs:		\$2,149,000	\$ 82,627	\$572,573
Administrative Cost Calculation				
Enter total amount from Schedule #5 Budget Summary, Last Column, Total Budgeted Costs				\$2,836,864
Multiply by (% limit)				X 5%
Enter Maximum Allowable for Administration, including Indirect Costs				\$ 141,843

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Schedule #5—Program Budget Summary		
Budget Request by Grant Year: Enter the amount of grant funds requested for each year of the three year grant period.		
Year 1: SY 2010-2011 \$ 1,310,723 Year 2: SY 2011-2012 \$ 763,071 Year 3: SY 2012-2013 \$ 763,070		
* Any Budget Request entered for funds in Year 2 and/or Year 3 constitutes the LEA/campus requesting approval of the waiver for extending the period of availability of these grant funds, whether indicated on Schedule #4B—Program Description: Waiver Requests or not.		
Provide any necessary explanation or clarification of budgeted costs		

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Schedule #5B—Payroll Costs (6100)						
Budgeted Costs						
Employee Position Titles		Justification	#Full-Time Effort	#Part-Time Effort	Pre-Award	Amount Budgeted
Instruction						
1	Teacher	Reduce student/teacher ratio to enhance academic learning	4		\$ 54,000	\$ 540,000
2	Educational Aide					
3	Tutor	To support teachers in enhancing academic learning	8		10,000	300,000
Program Management and Administration						
4	Project Director	Oversee all functions of the grant	1		23,000	240,000
5	Project Coordinator					
6	Teacher Facilitator					
7	Teacher Supervisor					
8	Secretary/Administrative Assistant					
9	Data Entry Clerk					
10	Grant Accountant/Bookkeeper					
11	Evaluator/Evaluation Specialist					
Auxiliary						
12	Counselor					
13	Social Worker					
14	Child Care Provider					
15	Community Liaison/Parent Coordinator					
16	Bus Driver					
17	Cafeteria Staff					
18	Librarian					
19	School Nurse					
Other Employee Positions						
22	Title:					
23	Title:					
24	Title:					
25	Title:					
26	Subtotal Employee Costs				\$ 87,000	\$1,080,000
Substitute, Extra-Duty, Benefits						
27	6112	Substitute Pay			\$ 2,000	\$ 5,000
28	6119	Professional Staff Extra-Duty Pay				
29	6121	Support Staff Extra-Duty Pay				64,000
30	6140	Employee Benefits				15,000
31	Subtotal Substitute, Extra-Duty, Benefits Costs				\$ 89,000	\$1,164,000
32	Grand Total Payroll Budget (line 26 + line 31)				\$ 89,000	\$1,164,000

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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) Specify purpose: <i>For services: staff development, data disaggregation, parental involvement</i>			\$	\$	
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) Specify purpose: <i>In-house printing future parental newsletters</i>					
629 9	Scholarships and Fellowships (not allowed for nonprofit charter schools) Specify purpose:					
Subtotal						
6200 – Professional and Contracted Services Cost Requiring Specific Approval						
Professional and Consulting Services (6219/6239) Less than \$10,000						
#	Topic/Purpose/Service			Total Contracted Amount	Pre-Award	Total Amount Budgeted
1.	SIRC			\$ 2500	\$ 2500	\$7500
2.	KAGAN			\$ 2500	\$ 2500	\$7500
3.	MOTIVATIONAL SPEAKERS FOR THE SUB POPULATIONS			\$ 2500	\$ 2500	\$7500
4.	DIFFERENTIATED INSTRUCTION			\$ 2500	\$ 2500	\$7500
5.	SIOP TRAINING			\$ 2500		\$7500
6.	MATH STRATEGIES			\$2500		\$7500
7.	MAKE AND TAKE ACTIVITIES			\$2500		\$7500
8.	EFFECTIVE TEACHING STRATEGIES			\$2500		\$7500
9.	TECHNOLOGY TRAINING			\$2500		\$7500
10.	READING IN CONTENT AREAS			\$2500		\$7500
Subtotal						
Professional and Consulting Services Less than \$10,000				\$ 10,000	\$75,000	
Professional and Consulting Services (6219) Greater than or Equal to \$10,000						
1. Description of Professional or Consulting Service (Topic/Purpose/Service):						
Contractor's Cost Breakdown of Service to be Provided			# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs				\$	\$	\$
Title: _____						
Subgrants, Subcontracts, Subcontracted Services						
Supplies and Materials						
Other Operating Costs						
Capital Outlay (Subgrants Only)						
Indirect Cost (_____%)						
Total Payment:				\$	\$	\$

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Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval (cont.)				
Professional and Consulting Services (6219) Greater than or Equal to \$10,000 (cont.)				
2. Description of Professional or Consulting Service (Topic/Purpose/Service):				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$	\$	\$
Title: _____				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (%)				
Total Payment:		\$	\$	\$
3. Description of Professional or Consulting Service (Topic/Purpose/Service):				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$	\$	\$
Title: _____				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (%)				
Total Payment:		\$	\$	\$
4. Description of Professional or Consulting Service (Topic/Purpose/Service):				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$	\$	\$
Title: _____				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (%)				
Total Payment:		\$	\$	\$
Subtotal: Professional and Consulting Services Greater Than or Equal to \$10,000:		\$	\$	\$
Subtotal of Professional and Contracted Services Costs Requiring Specific Approval:		\$75,000	\$10,000	\$75,000
Subtotal of Professional and Consulting Services or Subgrants Less than \$10,000:				
Subtotal of Professional and Consulting Services Greater than or Equal to \$10,000:				
Remaining 6200- Professional and Contracted Services that do not require specific approval:		\$75,000	\$10,000	\$75,000
Grand Total:				

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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		\$335,000	\$500,000		
	#	Type			Purpose	Quantity
	1	DELL E6510 LAPTOP			MOBILE COMPUTER LABS \$1503 EACH	120
	2	DELL VOSTRO 230 SLIM TOWER			COMPUTERS FOR TWO COMPUTER LABS \$1206 EACH	120
	3	DELL COW CART			MOBILE CART FOR COMPUTERS \$1500	4
	4					
6399	Technology Software- Not Capitalized		50,000	100,000		
6399	Supplies and Materials Associated with Advisory Council or Committee		0			
Total Supplies and Materials Requiring Specific Approval:						
Remaining 6300- Supplies and Materials that do not require specific approval:			\$ 10,000	\$50,000		
Grand Total			\$ 395,000	\$650,000		

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Schedule #5E - Itemized 6400 Other Operating Costs Requiring Specific Approval					
Expense Item Description				Pre-Award	Total Budgeted
6411	Out of State Travel for Employees (Includes registration fees) Specify purpose: _____			\$	\$50,000
6412	Travel for Students (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools) Specify purpose: _____			\$50,000	\$150,000
6413	Stipends for Non-Employees (specific approval required only for nonprofit charter schools) Specify purpose: _____			0	
6419	Travel for Non-Employees (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools) Specify purpose: _____			0	
6411/ 6419	Travel Costs for Executive Director (6411), Superintendents (6411), or Board Members (6419) (includes registration fees) Specify purpose: _____			0	
6429	Actual losses which could have been covered by permissible insurance			0	
6490	Indemnification Compensation for Loss or Damage			0	
6490	Advisory Council/Committee Travel or Other Expenses (explain purpose of Committee on Schedule #4B-Program Description: Project Management)			0	
6499	Membership Dues in Civic or Community Organizations (Not allowable for University applicants) Specify name and purpose of organization: _____			0	
	Publication and Printing Costs- if reimbursed (specific approval required only for nonprofit charter schools)			\$20,000	\$ 60,000
	Specify purpose: _____				
Total 64XX- Operating Costs Requiring specific approval:					
Remaining 6400 – Other Operating Costs that do not require specific approval:					
Grand Total				\$ 70,000	\$260,000

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Schedule #5G - Itemized 6600/15XX Capital Outlay- Capitalized Assets Regardless of Unit Cost (15XX is for use by Charter Schools sponsored by a nonprofit organization)					
	Description/Purpose	Unit Cost	Quantity	Pre-Award	Total Budgeted
6699/15XX- Library Books and Media (capitalized and controlled by library)					
1					
66XX/15XX- Technology Hardware - Capitalized					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
66XX/15XX- Technology Software- Capitalized					
12					
13					
14					
15					
16					
17					
18					
66XX/15XX- Equipment and Furniture					
19					
20					
21					
22					
23					
24					
25					
26					
27					
28					
Capital expenditures for improvements to land, buildings, or equipment which materially increase their value or useful life.					
29					
Grand Total					
Total 6600/15XX- Capital Outlay Costs:					

SCHEDULE #6A GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>108-908</u> County-District No.
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Statement of provisions and assurances for the program(s) in this application:

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

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

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

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

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

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	 <u>108-908</u> County-District No.
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- E. Signature Authority; Final Expression; Superseding Document:** Applicant certifies that the person signing this application has been properly delegated this authority. The Contract represents the final and complete expression of the terms of agreement between the parties. The Contract supersedes any previous understandings or negotiations between the parties. Any representations, oral statements, promises or warranties that differ from the Contract shall have no force or effect. The Contract may be modified, amended or extended only by formal written amendment properly executed by both TEA and Contractor.
- F. State of Texas Laws:** In the conduct of the contract project, Contractor shall be subject to Texas State Board of Education and Commissioner rules pertaining to this contract and the contract project and to the laws of the State of Texas governing this contract and the contract project. This contract constitutes the entire agreement between Agency and Contractor for the accomplishment of the contract project. This contract shall be interpreted according to the laws of the State of Texas except as may be otherwise provided for in this contract.
- G. Monitoring:** Desk reviews or on-site monitoring reviews may be conducted by Agency to determine compliance with the approved application and the applicable statute(s), law(s), regulations, and guidelines.
- H. Sanctions for Failure to Perform or for Noncompliance:** If Contractor, in Agency's sole determination, fails or refuses for any reason to comply with or perform any of its obligations under this contract, Agency may impose such sanctions as it may deem appropriate. This includes but is not limited to the withholding of payments to Contractor until Contractor complies; the cancellation, termination, or suspension of this contract in whole or in part; and the seeking of other remedies as may be provided by this contract or by law. Any cancellation, termination, or suspension of this contract, if imposed, shall become effective at the close of business on the day of Contractor's receipt of written notice thereof from Agency.
- I. Contract Cancellation, etc.:** If this contract is canceled, terminated, or suspended by Agency prior to its expiration date, the reasonable monetary value of services properly performed by Contractor pursuant to this contract prior to such cancellation, termination or suspension shall be determined by Agency and paid to Contractor as soon as reasonably possible.
- J. Indemnification:**
For local educational agencies (LEAs), regional education service centers (ESCs), and institutions of higher education (IHEs) and state agencies: Contractor, to the extent permitted by law, shall hold Agency harmless from and shall indemnify Agency against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising from, or in connection with, any acts of Contractor, its agents, employees, and subcontractors, done in the conduct of the contract project.
For all other grantees, sub grantees, contractors, and subcontractors, including nonprofit organizations and for-profit businesses: Contractor shall hold Agency harmless from and shall indemnify Agency against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising from, or in connection with, any acts of Contractor, its agents, employees, and subcontractors, done in the conduct of the contract project.
- K. Encumbrances/Obligations:** All encumbrances/obligations shall occur on or between the beginning and ending dates of the contract. All goods must be received and all services rendered and subsequently liquidated (recorded as an expenditure or accounts payable) within the contract dates. In no manner shall encumbrances be considered or reflected as accounts payable or as expenditures, and an encumbrance cannot be considered an expenditure or accounts payable until the goods have been received and the services have been rendered. Obligations that are liquidated and recognized as expenditures must meet the allowable cost principles in OMB Circular A-87, A-21, or A-122 (as applicable) and program rules, regulations, and guidelines contained elsewhere. This applies to all grant programs, including state and federal, discretionary and formula.

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	 <u>108-908</u> County-District No.
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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.

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	108-908 County-District No.
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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.

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>108-908</u> County-District No.
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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	<u>108-908</u> County-District No.
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This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.11.

Terms defined: As used in these Provisions and Assurances

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

SCHEDULE #6B Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 Required for all federal grants regardless of the dollar amount	<u>108-908</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>108-908</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 sub grants, contracts under grants and cooperative agreements, and subcontracts) and that all sub recipients shall certify and disclose accordingly.

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

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

11/89
 03/90

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

SCHEDULE #6D - Disclosure of Lobbying Activities	TEXAS EDUCATION AGENCY	
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Complete this form to disclose lobbying activities for lobbying services procured (pursuant to 31 U.S.C. 1352). This disclosure form is required for any federal grant/contract received in excess of \$100,000 and on any subgrant/subcontract made by the grantee/contractor. (Read the instructions for this schedule for further information.)
Do not sign and submit this disclosure form unless lobbying activities are being disclosed.

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

SCHEDULE #6E NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	 <u>108-908</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	108-908 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).

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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.

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

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

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

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

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

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

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

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3. **Quarterly Reporting for ARRA:** Not later than 10 calendar days after the end of each calendar quarter, TEA and any other **direct** recipient of ARRA funds must report to the U.S. Department of Education with regard to recovery funds received in accordance with number 4 below (Section 1512[c]). (A "direct recipient" is a state agency or any entity that applies for and receives funds **directly** from a federal government agency.) TEA must obtain certain information from grantees in order to comply with this reporting requirement. By submitting this application, the grantee agrees to submit information to TEA in the time, form, and manner requested.

4. **Data Elements for Quarterly Reporting for ARRA:** In accordance with Section 1512(c) of ARRA and the Federal Funding Accountability and Transparency Act of 2006 (Public Law 109-282), TEA is required to provide quarterly reports to the U.S. Department of Education or through a central government-wide portal (<http://www.FederalReporting.gov>). The information adopted by OMB contains the following data elements: submitting this application, the grantee agrees to submit the information to TEA in the time, form, and manner requested. The information may change pending final adoption by OMB.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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