

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	La Joya ISD Organization Name	108912 County-District#
		Rosendo Benavides Elem. Campus Name	105 Campus Number
		174600155 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 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
Alda	T	Benavides	Superintendent of Schools
Phone	Fax	Email	Signature (Date Signed (blue ink preferred))
956-580-5000	956-580-5444	a.benavides@lajoyaisd.net	

Only the legally responsible party may sign this application.

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

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

TEA DOCUMENT CONTROL NO.

701-10-112-143

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

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Part 3: Applicant Information		
Local Educational Agency (LEA) Information		
LEA Name		
La Joya Independent School District		
Mailing Address Line – 1	Mailing Address Line – 2	City
201 E. Expwy 83		La Joya
U.S. Congressional District Number	Primary DUNS Number	Central Contractor Registration (CCR) CAGE Code
TX-028	024102451	4P5R2
Campus Name	County-District Campus Number	
Rosendo Benavides Elementary	108912-105	
Mailing Address Line – 1	Mailing Address Line – 2	City
1882 El Pinto Rd		Sullivan City
		State
		TX
		Zip Code
		78595
Applicant Contacts		
Primary Contact		
First Name	Initial	Last Name
Maria	L	Garza
Telephone	Fax	Email
956-580-6175	956-485-1091	m.garza5@lajoyaisd.net
Mailing Address Line – 1	Mailing Address Line – 2	City
1882 El Pinto Rd		Sullivan City
		State
		TX
		Zip Code
		78595
Secondary Contact		
First Name	Initial	Last Name
Annette		Lozano
Telephone	Fax	E-mail
956 648-8751	956-485-1091	a.lozano2@lajoyaisd.com
Mailing Address Line – 1	Mailing Address Line – 2	City
1882 El Pinto Rd		Sullivan City
		State
		TX
		Zip Code
		78595

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Texas Title I Priority Schools Grant
Schedule #3—Purpose of Amendment

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

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

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

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

Part 2: Revised Budget

Complete this part if there are any budgetary changes.

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

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

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

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

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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. <ol style="list-style-type: none"> 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; Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students; <ol style="list-style-type: none"> Screen all existing staff and rehire no more than 50 percent; and Select new staff. 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; 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; 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; 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; 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; Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and Provide appropriate social-emotional and community-oriented services and supports for students. 	Program Assurances	

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Part 2: Statutory Requirements			
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18	If the LEA/campus selects to implement the <u>turnaround model</u> , 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 <u>closure model</u> , 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 <u>restart model</u> , 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 <u>transformation model</u> , 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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<p>#</p>	<p>Requirement Description – Federal Statutory Requirements</p>	<p>Primary Component Where Described</p>
<p>21</p>	<p>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</p> <p>(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.</p> <p>2. Comprehensive instructional reform strategies.</p> <p>(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</p> <p>(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.</p> <p>3. Increasing learning time and creating community-oriented schools.</p> <p>(A) Establish schedules and strategies that provide increased learning time; and</p> <p>(B) Provide ongoing mechanisms for family and community engagement.</p> <p>4. Providing operational flexibility and sustained support.</p> <p>(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</p> <p>(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).</p>	<p>Program Assurances</p>
<p>22</p>	<p>An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as--</p> <p>(A) Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;</p> <p>(B) Institute a system for measuring changes in instructional practices resulting from professional development; or</p> <p>(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.</p>	<p>Program Assurances</p>

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

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#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described	
25	The LEA may also implement other strategies for providing operational flexibility and intensive support, such as-- (A) Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or (B) Implement a per-pupil school-based budget formula that is weighted based on student needs.	Program Assurances	
26	An LEA that has nine or more Tier I and Tier II schools is prohibited from implementing the transformation model in more than 50% of those schools.	Program Assurances	
By submitting the application and signing Schedule #1, the applicant is certifying that all requirements are met in these program narrative component descriptions and activities.			
Part 3: Statutory Assurances			
#	Statutory Assurance Description		
1	Applicant provides assurance that financial assistance provided under the grant program will supplement, and not supplant, the amount of state and local funds allocated to the campus.		
2	Applicant provides assurance that it will use its TTIPS Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final federal requirements.		
3	Applicant provides assurance that it will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final federal requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the TEA) to hold accountable its Tier III schools that receive school improvement funds.		
4	Applicant provides assurance that it will, if it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final federal requirements.		
5	Applicant provides assurance that it will report to the TEA the school-level data required under section III of the final federal requirements.		
6	Applicant provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.		
Part 4: TEA Program Assurances			
#	TEA Assurance Description		
1	Before full implementation funds are made available, the grantee must demonstrate that all early implementation activities have been completed. Successful completion of the early implementation will be measured in the Quarterly Implementation Reports (QIR), the Model Selection and Description Report, and through participation in TEA technical assistance. a. The Model Selection and Description Report must be submitted to TEA no later than February 1, 2011 . This report may be submitted at any time prior to the deadline. Grantees must demonstrate successful completion of the following activities: <ul style="list-style-type: none"> 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. 1. Develop and increase teacher and school leader effectiveness. A. Evaluate the effectiveness of the current principal and use the results of the evaluation to determine whether the principal should be replaced, be retained on the campus, or be provided leadership coaching or training. B. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so; C. Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and D. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school based on rigorous, transparent, and equitable evaluation systems for teachers and principals: 1. Takes into account data on student growth as a a factor as well as other factors such as multiple observation-based assessments of student performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and 2. Are designed and developed and with teacher and principal involvement		

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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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Part 4: TEA Program Assurances		
#	TEA Assurance Description	
13	An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as-- A. Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs; B. Extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff; C. Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or D. Expand the school program to offer full-day kindergarten or pre-kindergarten.	
14	The LEA may also implement other strategies for providing operational flexibility and intensive support, such as-- A. Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or B. Implement a per-pupil school-based budget formula that is weighted based on student needs.	
15	The LEA/campus assures TEA that data to meet the following federal requirements will be available and reported as requested. a. Number of minutes within the school year. b. Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup. c. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes. (High Schools Only) d. College enrollment rates. (High Schools Only) e. Teacher Attendance Rate f. Student Completion Rate g. Student Drop-Out Rate h. Locally developed competencies created to identify teacher strengths/weaknesses i. Types of support offered to teachers j. Types of on-going, job-embedded professional development for teachers k. Types of on-going, job-embedded professional development for administrators l. Strategies to increase parent/community involvement m. Strategies which increase student learning time	
By submitting the application and signing Schedule #1, the applicant is certifying it will comply with the above assurances.		

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Texas Title I Priority Schools Grant Schedule #4A—Program Abstract		
Part 1: Grant Eligibility		
<input type="checkbox"/> Tier I Eligible Campus <input type="checkbox"/> Tier II Eligible Campus <input checked="" type="checkbox"/> Tier III Eligible Campus		
Identify which timeline the LEA/Campus the applicant will implement.		
<input type="checkbox"/> Option 1: LEA/campus currently engaged in aggressive reform <input checked="" type="checkbox"/> Option 2: LEA/campus in need of foundational technical assistance		
Part 2: Grant Program Summary. Provide a brief overview of the program you plan to implement on the campus. Be sure to address fundamental issues such as your local program goals and objectives that align with the RFA purpose and goals, rationale for program design, etc. Address the specific gaps, barriers, or weaknesses to be addressed by the intervention model to be selected. A response to this question must be completed in the original submission regardless of whether the LEA/campus has selected an intervention model at this time or not. Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<p>Rosendo Benavides Elementary, located in a rural community just four miles north of the Rio Grande River, serves students grades Pre-Kinder through 5th. The residents of our community are for the most part families whom primarily speak Spanish and have close cultural and economic ties with Mexico due to past and present immigration trends. The student body is composed of 463 students in which 100% of them are Hispanic; of this population, 83% are identified as Limited English Proficient, 19.5% mobility, and 96.5% are identified economically disadvantaged. Many of the students we serve come from single parent households, or multiple family homes. Unfortunately, many of our students are fated to remain in circumstances which impede the pursuit of higher education due to the limited resources. The trend for Rosendo Benavides Elementary AEIS scores for the previous years are as follows: 2007-2008 – Reading 85%, Math 79% with Gold Performance in Reading and Science: 2008-2009- Reading 81%, Math 76% with Gold Performance in Math and Writing. Our students made a 4% growth in all subjects from 2008-2009.</p> <p>As a recipient of Texas Title I Priority School Grant Rosendo Benavides Elementary will focus on the success for all members of our learning community. On May 11, 2010, La Joya Independent School District's Decision Making Team convened and discussed the Narrowing Questions which assisted in determining that the Transformation Model was the school wide "response to intervention" model of choice, should the funds be granted. The campus will focus on Federal requirements to develop and increase teacher and school leader effectiveness, comprehensive instructional support, increased learning time, creating a community oriented campus, operational flexibility, and sustained support for students not performing at grade level, students with disabilities in the least restrictive environment or with special needs, furthermore, limited English proficient students needing to acquire language skills to master academic content. Our project goals will also include developing teacher leaders, transforming our administration, and creating opportunities for family and community engagement. Finally, establishing a complete and focused, premeditated mission to ascertain a climate of high expectations for all students by: continuing to foster positive home-school relations, increasing student engagement and achievement, connectedness, and interdependence.</p> <p>La Joya ISD currently offers numerous professional staff trainings in the summer and throughout the school year. The professional development offered includes but is not limited to the following: Working on the Work, Standards/Examined Data/ Assessment/ Learning Evaluation (SEAL), Teacher Expectation Student Achievement (TESA), Cooperative Learning, and Responsibility Education. In collaboration with the district initiatives it is the campus's goal to meet Federal requirements by infusing the following innovating strategies to improve leadership and teacher effectiveness: implementation of Franklin Covey's "The Leader in Me: Promising Result," which is an instructional program that is research based and vertically aligned from one grade to the next as well as is aligned with state academic standards; and Mark Lukert's philosophy on delineating the problem of bullying which examines the myths, causes and implementing a system of positive behavioral supports or taking steps to eliminate bullying or student harassment. Mark Lukert is also committed at helping, "Developing Teacher Leaders" Instructional support will include hiring additional highly qualified reduction teachers, certified strategists in math, reading, college/career and technology, and parental involvement to help low performing students in 1st – 5th grades and intervene and provide differentiated instruction in order to meet the academic needs of individual students. The Intervention Strategists will be highly qualified, certified teachers whom hold or are pursuing a masters degree in there are of expertise or education. Learning time will be increased through extended day activities during the school week, Saturdays and the Summer. Because we understand the need for partnering with parents and parent organizations, community based organizations and others to create safe schools environments and meeting our students' social, emotional and health needs we purpose to implement researched based programs that are geared at providing courses in the areas of GED, nutrition, citizenship, computer application, English as a Second Language, carpentry skills, plumbing, mechanics and family literacy in order to help parents develop self sufficient skills.</p> <p>La Joya ISD has assured campus that these activities will be sustained after the grant monies have seized.</p>		

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Texas Title I Priority Schools Grant Schedule #4B—Program Description															
Part 1: Comprehensive Needs Assessment															
Section A: Campus Grade Levels															
Type of School	Number of Students Enrolled in Grade Levels on the Campus to be Served with Grant														
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public School	42	70	69	77	68	66	71								463
Open-Enrollment Charter School															0
Total Students:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Total Instructional Staff															
Total Support Staff															
Section B: Data Sources Reviewed or to be Reviewed in the Comprehensive Needs Assessment Process															
1	Qualitative: Campus Teacher Surveys (multiple instructional programs and departments)														
2	Qualitative: Campus Administrator Surveys (multiple instructional programs and departments)														
3	Qualitative: Classroom Observations (multiple instructional programs and departments)														
4	Qualitative: Parent Surveys (overall educational feedback and involvement)														
5	Qualitative: Student Surveys (instructional fidelity, safety, general feedback to superintendent)														
6	Quantitative: Texas Assessment of Knowledge and Skills (TAKS), Adequate Yearly Progress (AYP), Academic Excellence Indicator System (AEIS), Performance Based Monitoring Analysis System (PBMAS), Texas English Language Proficiency Assessment System (TELPAS), Texas Primary Reading Inventory (TPRI), Tejas Lee														
7	Quantitative: Report Card Grades, Six Weeks Grades, Benchmark Data														
8	Quantitative: Applicable Pre/Post Tests, Attendance Reports														
9															
10															

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Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 1: Comprehensive Needs Assessment Cont.		
Section C: Process Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Describe, in detail, the process the LEA and campus followed/will follow to identify the needs of the campus.		
<p>In <i>Building a Legacy of Excellence</i>, La Joya ISD establishes comprehensive needs assessment (CNA) parameters based (primarily) on the student. We believe that a data-based, purposeful approach will yield students whose strong educational development will enable them with assets for a more successful future. Therefore, our CNA process is based on analytic/pragmatic and descriptive systems. This methodology is our avenue for evaluation, establishment, and execution.</p> <p>The process in place to identify priorities (needs) center on sound evaluation. To gather data that contains integrity, a mixed method design is used (Creswell, 2003). All genres of performance-based data, those which fundamentally lie within the realm of quantitative inquiry, form the core of decision-making. Quantitative research involves the collection of numerical data to explain, predict, and/or control phenomena of interest (Gay & Airasian, 2002). Realizing that the affective domain of our stakeholders is as important as numerical data, our evaluation also involves post-positivist methods (or qualitative, as described by Lincoln and Guba, 1985) which permit us to focus on particular issues and study <i>those</i> in depth (Gall, Gall, and Borg, 2003). All together, the evaluation process encompasses a triangulated methodology which yields specific priorities. Findings from our CNA give rise to critical needs. We operationalize critical needs differently from year to year, as these are based on results from ongoing assessments.</p> <p>The specific components of our CNA align very closely to the TEA recommended methodology developed by Region XX. In fact, our process aligns with the Texas Comprehensive Center approach but enhances/expands on several areas. To meet the federal and state mandates, our LEA and campus-based committees analyze mixed-method data in the following areas:</p>		
<u>Title I Part A / State Compensatory CNA</u> <ul style="list-style-type: none"> • Campus CNA (All information below is included here, with the addition of respective federal, state, and local accountability data) • Program Assessments <p style="text-align: center;">AEIS-IT, BrainPOP, Communities in School, Family Literacy Program, Fast Forward, iStation, Multimedia, Pearson Digital, Read 180, Reading Renaissance, Scholastic Red, WebCCAT, WOW, SEAL</p>		
<u>Title I Part C / Migrant CNA</u> Migrant Dept	<u>Title II Part A / Professional Development CNA</u> Professional Development	
<u>Title II Part D / Technology CNA</u> Inst. Technology Dept	<u>Title III Part A / Bilingual/ESL CNA</u> Bilingual Dept	
<u>Title IV Part A / SDFSC CNA</u> Safe and Drug Free Schools	*** <u>Title I Part A CNA</u> *** Parental Involvement	
<u>Department CAN</u> Advanced Academic Serv. Dept. (Sandra Villarreal) Career and Technology Education (CTE) Dept. (Gracie Lopez) Pre K / K Dept (Dr. Isaias C. Rodriguez) Police Dept/Safety (Chief Raul Gonzalez)		
504/Dyslexia Dept. (Ruby Amsden) Special Ed. Dept. (Sylvia Sepulveda)		

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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	Students		
2	Parents		
3	Community Members		
4	Teachers		
5	LEA and Campus-Based Administrators		
6	LEA and Campus-Based Support Staff		
7	Technical Assistance Partners (from Regional Service Center, TEA, SIRC and USDE)		
8	Educational Consultants (Based on Individual Needs)		
9			
10			

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<p>Texas Title I Priority Schools Grant Schedule #4B—Program Description</p>		
<p>Part 2: Project Management</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>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>		
<p>La Joya ISD's established resources and support services make it possible for all awarded campuses to fully and effectively implement the required activities of the school intervention model. Enabled by the district's capacity, awarded campuses will be able to carry out all required activities for the duration of the grant. This will occur, of course, only as a support system as the LEA recognizes that School Improvement Grants (SIG) funds are campus-based funds and must be expended this way.</p> <p>Our LEA fully understands that awarded campuses will need its unconditional support to be successful through their transformation process. The capacity in place to provide resources and support services with specialists in the area of curriculum and instruction include: Advanced Academic Services, Athletic, Bilingual/ESL, Career and Technical Education (CTE), Content Area (Math, Reading, Science, and Social Studies) Departments, Curriculum and Evaluation, Early Childhood, Elementary Education, Federal and State Programs, Fine Arts, Migrant Education, Physical Education/Health, Secondary Education, Section 504 / GEH and Dyslexia, Special Education, and Staff Development. The capacity in place to provide resources and support services with specialists in the area of administration and finance include: Accounting, Accounts Payable, Asset Management, Budget & Finance, Child Nutrition Services, Custodial, Employee Assistance Benefits, Facilities, Payroll, Physical Plant Operations, Purchasing and Warehouse Operations, Risk Management, School Support Services, and Transportation. Additionally, there are specialists in the following areas: Academics, Computer Services, Dropout Prevention, Guidance & Counseling / Safe & Drug Free Schools and Community (SDFSC), Health Services, Instructional Resources & Technology, Library Media/Textbook, Public Education Information Management System (P.E.I.M.S), Parental Involvement, Print Shop, Student Services, and the Television Station.</p> <p>To ensure that each awarded campus uses the LEA's resources and support services fully and effectively to implement the required activities of the school intervention model, the newly-established TTIPS Grant Department will work closely with the all of the previously-mentioned departments. This collaboration with each campus TTIPS Grant team (principal, campus grant administrator, campus grant secretary, Site-Based Decision Making (SBDM) committee, others) will make it possible for the timely implementation of required activities.</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).		
Partnership/Involvement of Others – Describe how the LEA/campus consulted with relevant stakeholders (students, staff, parents, community) regarding this application and proposed implementation of a school intervention model.		
<p>La Joya ISD Superintendent, Dr. Alda T. Benavides, received information about the Texas Title I Priority Schools Grant through the Texas Education Agency. In turn, Dr. Benavides set the wheels in motion to ensure key Central Office Personnel attended the Region One Workshop which was hosted in Edinburg, Texas. On April 15, 2010, Assistant Superintendent for Elementary and Middle Schools, Gisela Sáenz, informed the Tier I and Tier III principals of their possible qualification and encouraged them to attend the upcoming Texas Title 1 Priority Schools Grant TETN Session at Region One. On April 21 all qualifying grant participants attended the Region One Workshop. Following the training of April 21, principal of Benavides Elementary, Maria Lily Garza, informed her campus about their possible qualification of the Texas Title I Priority School Grant.</p> <p>On May 11, 2010. La Joya Independent School District's Decision Making Team convened and discussed the Narrowing Questions which assisted in determining that the Transformation Model was the model of choice should the funds be granted. This information was then taken to the Campus Site-Based Decision Making and Organizational Health Teams. Various working sessions occurred at the district level so Tier 1 and Tier III campuses could partner up in deciding which initiatives to include at their perspective campus.</p> <p>Throughout this process parents have been invited and informed about the transformational model implementation process at hand. The district is committed to insuring that parents are a coherent, integral part of the continual process and implementation of this grant. La Joya ISD has always prided itself on providing all members of the community information in their dominant language in order to ensure that eminent information is dispersed and disseminated to all members of the perspective community. The May 2010 Issue of <u>The Noticiero</u> (the district's newsletter) will include an article informing the parents about the grant in English and in Spanish. Other forms of notification to the community about the grant will include air time on Channel 17 (the district's television channel) in English and in Spanish. Furthermore, the La Joya ISD Grant Development Web Page will post the grant applications once the NOGAs come in and the negotiations with TEA are complete.</p> <p>Campus meetings are being held at the Tier 1 and Tier 3 Campuses after school to discuss the benefits and innovative ideas. Web Page updates are being uploaded at the campus websites and Team Leader Meetings have been held as this initiative evolves.</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>Rosendo Benavides Elementary will improve practices and policies with specific activities. Campus administrator with assistance of team leaders will review weekly lesson plans. These lesson plans will utilize the Standards, Evaluation, Assessment and Learning Experiences (SEAL) process. SEAL is designed with the students in mind. SEAL specifies activities that allow all teachers to design engaging lessons. SEAL focuses on students meeting state standards and passing state assessment (TAKS). Campus administrators will provide immediate feedback to teachers that are not following SEAL design.</p> <p>Campus and teachers will meet weekly to review students' weekly assessment grades. This meeting will provide teachers develop more engaging lessons.</p> <p>Working on the Work (WOW) is another district initiative. WOW focuses on having all students be fully engaged with every lesson. WOW identifies the different levels of engagement and provides guidelines on how teachers can make lesson with students in mind.</p> <p>Campus administrators will perform a total of 25 classroom walk-throughs per week. These walk-throughs will provide informal data on the effectiveness of teacher implementation of methods, models and initiatives adapted by the campus. Administrators will also be able observe student response and receptiveness to campus' modified instructional tools and strategies.</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).		
Resource Management – Describe how the LEA/campus will align other resources (federal, state, local, and community) with the school improvement intervention.		
<p>Careful planning and organization will enable the LEA and awarded campus to align federal, state, local, and community resources with the school improvement intervention. The usages of these resources will not only meet supplement/supplant issues, but it will have a purposeful structure so that everything is utilized to its maximum impact.</p> <p>To ensure that each awarded campus receives all of the federal, state, local, and community funds it would have received in the absence of the SIG funds, the newly-established TTIPS Grant Department will work closely with the LEA's Finance Department and the Federal and State Programs Department in assuring the continuation of these funds. Once budgets are established, all three LEA departments will work with each campus TTIPS Grant team (principal, campus grant administrator, campus grant secretary, SBDM committee, others) so that SIG funds are used to supplement the amount of their respective non-federal funds. Specific training and support visits will take place so that a clear understanding of fund usage is evident from all stakeholders.</p> <p>If at any point during the grant period resources are needed to enhance an initiative that has proven to be successful, the LEA will assist the campus in obtaining those resources. Continuous improvement in the transformation process will not be limited to the resources depicted in the application; rather, the LEA will facilitate in the alignment of all applicable resources so that campus has constant positive support from the LEA.</p> <p>In collaboration with the district, Rosendo Benavides Elementary is committed to implementation of innovative strategies recommended by the grant in an effort to improve student achievement to a greater level. Through the hiring of the additional highly qualified staff, embedded professional development, momentous parental involvement, data desegregation, and data driven instruction, coupled with solid research based strategies, increased leadership effectiveness and increased teacher quality; student academic performance is inevitable.</p>		

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Grant Project Manager Qualifications – Describe the qualifications of the person selected to be the project manager for this grant on the campus.		
<p>The qualifications for the Campus Grant Project Coordinator are as follows: Education/Certification - Master's Degree from accredited University, Standard Principal, Assistant Principal, Mid-Management or other appropriate Texas Certificate, Instructional Leadership Development (ILD/Professional Development Appraisal System (PDAS) Certified, and other qualifications as deemed necessary or acceptable by the Board. Experience/Knowledge - Three years classroom teaching experience, knowledge of curriculum and instruction, effective organizational, communication and interpersonal skills.</p>		

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LEA Support – Describe how the LEA will structure and implement an individual or office with responsibility for supporting the campus' school improvement efforts.		
<p>The LEA will structure an office with the responsibility of supporting the campuses' school improvement efforts because it believes that this is a crucial element for success. This office will have active participation with every awarded campus throughout the entire endeavor.</p> <p>Because the LEA had two Tier I campuses and eleven Tier III campuses, the office, to be known as the Texas Title I Priority Schools (TTIPS) Grant Department, will have two district "shepherds". One of the two district shepherds will be responsible for the Tier I campuses. The other will be accountable for the Tier III campuses. The responsibilities of the district shepherds will be to oversee the grant process, specifically the transformation model (which is the model chosen by the qualifying campuses). The shepherds will also provide a direct line of communication to the superintendent and other critical LEA level-leaders. They will assist in eliminating any LEA-level barriers that may hinder the transformation process and serve as a resource and mentor to the administrator and campus. The shepherds will be very active in the community and at the campuses as they will be key agents of positive change. An important responsibility of the district shepherds will be that they attend all local and state trainings, meetings, and professional development sessions.</p> <p>The TTIPS Grant Department will also have support personnel: a secretary for each district shepherd will assist with all clerical duties. For the purpose of having accounting procedures that are aligned with the grant budget, each district shepherd will also have a bookkeeper. Together with the district shepherds, the support personnel from the TTIPS Grant Department will have an unwavering, vested interest in the progression of all campuses.</p> <p>The implementation of the TTIPS Grant Department will lie directly with one goal: campus support. Key for the office will be the linkage of current LEA staff, those with specific expertise, to the needs of the campuses. In the event of needed technical support not available or best suited from within the district, the TTIPS Grant Department will help establish the relationships of external providers and the campuses.</p> <p>Hand in hand the district and campus will work in alliance to ultimately improve student achievement. Benavides Elementary is committed to helping the district fund the personnel and resources necessary in order to ensure all efforts for improving student achievements are successfully accomplished.</p>		

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Program Continuation and Sustainability – Describe how the LEA will sustain the campus reforms after the funding period ends.		
<p>La Joya ISD will sustain campus reforms after the grant funding expires through in-kind matching funds, professional development funding allocated to teachers so the teachers can impart their knowledge to students and therefore, the students will receive rigorous school work which will facilitate their learning. This will allow the students to maximize their learning and pursue further education. What La Joya Independent School District will not sustain are positions currently brought under this grant, such as the Program Director, secretary, District Sheppard, bookkeeper, etc. Any positions which are going to be filled up to take care of this grant will expire once the grant terminates because the school district cannot absorb this cost. Texas Title I Priority School Grant funds will supplement and not supplant any existing programs.</p>		

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External Providers -- Describe how the LEA will recruit, screen, and select external providers to ensure their quality.		
<p>The LEA will use a rigorous process in the recruitment, screening, and selection of external providers. The methodology, which will be clear, fair, and well-organized, will be open to the public. Consequently, established procedures will not only provide for objective selection, but also allow all stakeholders input in the process.</p> <p>The recruitment of external providers by the LEA will be one that allows all qualified providers an equal opportunity to assist campuses through their restructuring and transformation journey. Recruitment will not be limited to local providers, for if true change is to occur, the LEA recognizes that this process should have no boundaries.</p> <p>The screening process for external providers will be comprised of knowledge, skill, and track record reviews through educational, organizational, legal, and financial perspectives. The processes will include multiple stakeholders, particularly parents and community groups. The screening practice will be such a critical component of our transformation process that staff and other resources will be devoted exclusive to this function. In turn, the staff will specifically analyze the historical evidence of educational success, particularly with demographics and academic needs similar to our campuses, from all potential external providers.</p> <p>The selection of external providers will only occur when all critical components (sought) are met. Through the consensus of all stakeholders, and with the provider's clear understanding of the campuses' mission, the contractual agreement will be signed. This documentation will include clear roles of the external provider as well as the LEA. Goals for performance will be required in all contracts and a timeframe for large student learning improvements, if applicable, will also be needed. In addition, the contract will specify the support the LEA will provide, including facilities, funding, and services. LEA staff will play a critical role in ensuring that all intentions and services delineated in the contract are carried out. Conversely, if the external providers do not adhere to any component of the contract, the contract will be canceled and immediate successors will be sought.</p>		

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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>The district will conduct site visits to campuses successfully implementing the transformational model. Site visits will be taken beginning the 2011-2012 school year (2nd year of implementation). Campuses will be selected based on similar demographics (a high Limited English Proficient population) and success in student performance.</p> <p>The expected outcomes of campus visits will be to model new practices implemented and observed at successful campuses. With the new practices and procedures learned at site visits, we will tweak our current practices and procedures to meet our student needs. The team visiting campuses implementing the Transformation Model will be expected to reflect and debrief on observations. The team will then prepare to share reflections with administrators and staff, to include recommendations on practices and procedures that could improve student achievement based on their observations from site visits. After all stakeholders debrief about practices and procedures recommendations and decisions will be made by the stakeholders as to implementing effective practices and procedures accordingly.</p>		

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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>Not applicable; La Joya Independent School District is applying to serve the two campuses under Tier 1: Juárez-Lincoln High School and Palmview High School.</p> <p>Additionally, La Joya Independent School District is also applying to serve the eleven campuses under Tier III: Ann Richards Middle School, Américo Paredes Elementary, Dr. Javier Sáenz Middle School, Elodia Chapa Elementary School, Emiliano Zapata Elementary School, Henry B. González Elementary School, Irene García Middle School, La Joya High School, Lorenzo de Zavala Middle School, Rosendo Benavides Elementary School, Sam Fordyce Elementary School.</p>		

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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.		
<div style="margin-bottom: 10px;"> <input type="checkbox"/> Turnaround </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Closure </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Restart </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Transformation </div> <div style="margin-bottom: 10px;"> <input checked="" type="checkbox"/> Tier III Modified Transformation </div> <div style="margin-bottom: 10px;"> <input checked="" type="checkbox"/> TEA Designed Model with Technical Assistance Provided by the School Improvement Resource Center </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Supplemental Education Services (SES) incorporated into the intervention model </div> <p style="margin-bottom: 10px;"><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></p> <div style="margin-bottom: 10px;"> <input type="checkbox"/> The LEA/campus will implement its own intervention design, within the parameters required by the final federal regulations released by USDE </div>		
Schedule #4B—Program Description, Part 3, Intervention Model, continued on next page		

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

Part 3: Intervention Model

Section B: Model Selection Process –Describe in detail:

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

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After much collaboration, discussion, and "answering the narrowing of questions", aligned by the grant, among stakeholders at the campus, district and regional level a consensus was reached that our campus would apply for the implementation of the Tier III Modified Transformational Model for the life of the grant.

Rosendo Benavides Elementary is a small school situated in a developing rural area four miles north of the Rio Grande River; an area in which most of the community is composed of impoverished families lacking formal schooling. Throughout the last five years Rosendo Benavides Elementary has accomplished a great amount of progress in student academic success. The school has exited Public Education Grant (PEG) status and has reached Recognized status according to the state's standards. In accordance with NCLB and the goals set forth by the employees at Benavides Elementary, we have fallen short of meeting the set expectations assuring that EVERY child experience academic success. Although much progress and improvement has been made, there is still a lot of work to be done. It is the passion of the employees of Benavides Elementary to assure that ALL of our students master and exceed the state's expectations; it is our goal to achieve Exemplary status, not for status purposes, but because we want ALL of our students to acquire and master the essential skills they need. In order to be successful in their academic endeavors, it is imperative that we prepare our students in such a manner that the TAKS test will not be seen as a challenge, but instead as an opportunity to validate the student's academic abilities; therefore boosting their level of confidence, self-responsibility and ultimately helping them become productive citizens in society. Only through rigorous, intentional, and personal focus can we achieve the goals we have set before us, for our campus.

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

The process and timeline Benavides Elementary will take to implement as a school intervention model according to the campus needs is as follows: Our goal will be to implement an intense and innovative model that is geared at intervening for each and every child. In order to achieve the first milestone which is to improve academic performance we propose to fully implement Franklin Covey's "Leader in Me Model". Through data driven instruction, horizontal and vertical curriculum alignment, and ongoing monitoring of instruction, we propose that this initiative will be accomplished. The specific goals of this project will continue to be enhanced throughout and after the life of the grant. They are as follows:

1. To develop positive leadership qualities in children, one child at a time.
2. To reiterate a clear and focused mission and a climate of high expectations for all students.
3. To continue to foster positive home-school relations.
4. To increase student engagement, achievement, connectedness, and independence.

The objective of this Project is to foster the following:

1. Teachers, parents, and students will investigate and begin to apply the language of *The Seven Habits* through stories that are developmentally appropriate and engaging.
2. Teachers, parents, and students will listen to the words of Sean Covey as he describes the language of *The Seven Habits* and how he personally has used these themes to help him achieve his personal and family mission.
3. Teachers, parents, and students will discuss how the language of *The Seven Habits* can be used both at home and at school.
4. Teachers, parents, and students will develop avenues for infusing the language of *The Seven Habits* and the themes of personal responsibility and ownership into the school culture.

Finally there are many areas of the curriculum that can be incorporated into the language of *The Seven Habits*. From the outset, students will be reading and reflecting on Sean Covey's work, *The Seven Habits of Happy Kids*. This correlates to Standards that have been successfully implemented in many other states which include the following, Learning to Read Independently and Reading Critically in All Content Areas. Students will be expected to comprehend the content of the text, as well as make inferences and draw conclusions from the text. Students will also be required to respond critically through classroom discussions as well as through writing assignments.

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<p>Infusing the language of "The Seven Habits" represents a ubiquitous strategy for positive change that also relates to themes of our current Character Education initiative. Coupled with this initiative, embedded in our curriculum our campus plans to integrate our current initiative of the values code with the philosophy of Mr. Mark Lukert to an even a greater extent by correlating the two together on a six week timeline to "bathe" the children in responsibility education with the ultimate goal of improving student academic performance. By promoting positive leadership in our students, we will continue to reach the mission of the La Joya School District, to prepare and challenge all students to excel academically and to develop social skills and creativity by providing exemplary and innovative educational programs through a supportive collaboration of educators, students, parents, and community.</p> <p><i>Innovative Technological Classrooms</i> According to Jim Collins, research demonstrates that students develop higher order and critical thinking skills through project based learning. In order to facilitate and produce projects such as these, students must have adequate resources readily available. As technology becomes more readily available it is imperative that we adapt and utilize the current supplier of a vast amount of resources: The Internet. To meet the needs of such style of learning Rosendo Benavides Elementary plans to purchase laptops for every classroom, every year, in order to decrease the amount of time lost traveling back and forth from the computer lab. We will utilize these laptops as a tool to expose our students to the details of the world that are only but mentioned in text books. As educators, it is our obligation to expose our students to the intricateness and usefulness of the internet as a learning tool. With our ever-changing technology there is always the likelihood that one model or version of computers or software will become outdated within months. Therefore, Benavides Elementary plans to purchase 100 lap top computers per year to smooth the progress of updating outdated software. With the world at our fingertips it is our duty to educate students about the positive, educational wonders of the Internet. As educators we must instruct and demonstrate to our students that the internet can be used for more than Twitter, Facebook, Myspace and Youtube; it is a tool that can be used to learn about everything and anything. Being that the Internet is an innovative tool taking communication to another level, it is a civic duty to educate our students of the dangers of communicating with strangers.</p> <p><i>Reading and Writing Connection with Dr. Carroll/ Abydos Learning</i> Along with developing research skills students must develop the ability to put their thoughts into writing. Dr. Joyce Carroll, as co-director of the Abydos Learning, internationally formally known as the New Jersey Writing Project in Texas, has committed herself to visiting our students in the classroom and providing opportunities for them to take part in engaging lessons to help them enhance their reading and writing skills, but most importantly develop a love for reading. Her plan will be to bring an array of instructional methods that will help facilitate research and project based learning at an elementary level.</p> <p style="text-align: center;">**Increase Use of Quality Data to Drive Instruction</p> <p><i>New Version of AEIS-IT</i> In order to identify and bridge the gaps of the student, teachers must be able to create tailored instruction. In order to make tailored instruction feasible, the teachers must be able to disaggregate data at a more efficient capacity. Professional Development on Data Desegregation and Data Driven Decisions coupled with ongoing communication will be the endless efforts made in order to increase the use of quality data. Through data driven instruction, horizontal and vertical curriculum alignment, and ongoing monitoring of instruction, we propose that this initiative will be accomplished.</p> <p><i>Vertical/Horizontal Alignment</i> Through the frequent discussion of Hillary Clinton's infamous speech "It Takes A Village," a sense of urgency erupted at Benavides Elementary. We often discuss how grade-levels must work intentionally and cooperatively to assure academic success of every student not only in their classroom, but of all of the students in their grade level. Although much discussion and concern has arisen, we find ourselves handicapped in staff and tools as to how to intervene to meet the needs of every single struggling learner. In order to help bridge the gaps of those struggling students and bring them up to par students must be taught at the same grade level; it is crucial that teachers acquire additional assistance in the classroom. According to the Dual Language Model it is in the best interest of the child to receive Accelerated Instruction versus Remedial Instruction, therefore at Benavides Elementary we would like to defer from any "pull-out" program. Instead, we would like to utilize the Intervention Strategist in the classroom to help target the students who are below grade level. The Intervention Strategist along with the grade-level team will develop a calculated, personalized plan to bridge the gaps of the identified struggling learners. It will be the goal of the grade-level team and the Intervention Strategist to assure that every student in that grade-level achieves academic success. An Intervention Strategist will be assigned to every grade level, the Intervention Strategists will then come together to communicate plans in progress across the grade-levels.</p>		

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Furthermore, intentional vertical alignment must be in place in order to assure that similar plans and teaching methods are in place for every grade level. Just as no two snowflakes are identical, no two teachers are identical; because of this some type of consistency must be in place for the sake of the developmental skills of the student. In order to prevent the student from having to learn new steps repeatedly for the same concept being taught, as a school teachers must communicate, weigh out and decide on the most effective ways of teaching basic concepts such as basic facts, main idea, generalizations, and utilizing investigative tools. Together we must establish a sound foundation of basic concepts in order to develop more cognitive skills. In order to make this uniformity possible a special team of Intervention Strategists working collaboratively with teachers, students and themselves must be in place. Intervention Strategists will be utilized as a binding tool to identify, facilitate, communicate and monitor goals, methods and progress across the campus.		
Intense Campus Planning You cannot build a house without a blueprint or a strong foundation, and you cannot move a school forward without a plan or without a team of additional educators; such as the reduction teachers and the Intervention Strategists who will amalgamate together to intervene and create a strong foundation for our student and their achievement. In order for us to implement our plan and develop a clear and concise vision of what we want our school to become we must merge the additional staff into our educational family. Coming together, as a campus, pledging our dedication, and sharing our areas of expertise is crucial to the obtainment of our goal of continual academic success of our students. Benavides Elementary staff is committed to come together as a campus to modify and update our goals intermittently throughout the school year and summer.		
<p style="text-align: center;">***Increase Leadership Effectiveness</p> In order to increase leadership effectiveness that will continually inspire efficient management throughout and after the life of the grant; we have determined that it is crucial for the campus as a whole to be involved ongoing job embedded professional development through the use of various campus wide Book Studies. These Book Studies will build upon each other to develop optimum leadership qualities in all staff members. It is our goal to read, John Maxwell's <i>17 Indisputable Laws of Teamwork</i> throughout year one, <i>Developing the Leader in You</i> , throughout year two and <i>The 360° Leader</i> throughout the 3 rd final year.		
In order to facilitate effective collaboration between teachers, it is crucial to utilize our resources and data effectively. The teachers themselves, through operational flexibility, must be taught and trained how to work cooperatively and effectively as a team; thus, efficiently tapping into each contributing member's skills and talents. Through the book study of John Maxwell's <i>17 Indisputable Laws of Teamwork</i> our campus will learn about, discuss and explore the significance and magnitude of teamwork. Through this book study we will embark on the quest of learning how to win the war as a regiment versus trying to win it as a single soldier. The initiative is to build strong teams in each grade-level, which in turn will compose a fortress of an organization.		
Organizational Health Organizational Health is a group of selected leaders from campus whom come together to discuss commendations, recommendations and concerns arising or expressed throughout campus. The purpose of the Organizational Health Team is to assist in the creation of a welcoming environment on campus helping every staff member knows that they are important and necessary to the success of our organization. The Organizational Health Team is a collaboration of different personalities, views and creativity that are bound together by one common goal: the academic success of every child on campus through transformational leadership. It is the Organizational Health Team members' objectives to serve as a motivator and inspiration to their fellow colleagues. After all, a happy employee is a productive employee.		
WOW Through the Working on the Work Framework the school will be able to assess how much and how soon change can be successfully implemented on campus. The Schlechty Center helps the school identify and analyze why some initiatives succeed and others fail. Through the WOW Framework, Benavides Elementary will be able to identify and work through the shortcomings we have as an organization. Furthermore, teachers will learn how to redefine themselves as "leaders, designers, and guides to instruction" (Schlechtycenter.org).		

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<div style="text-align: center;">****Increase Learning Time</div> <p><i>Classroom Reduction Teachers</i></p> <p>At Benavides Elementary a continual and committed effort has always been made to provide the best quality education. However, even after a committed effort has been made by all contributors, there continues to be numerous factors that inhibit our students' needs from being met on an individual basis. In collaborating with various stakeholders within our community and in evaluating our campus data, it has been determined that hiring additional highly qualified teachers in grades First through Fifth will create a smaller teacher to student ratios; effectively creating a more conducive learning environment. We believe that, through staff collaborative planning, flexible scheduling, and an instructionally focused calendar progress will be made through the life of this grant and beyond. This proposal coupled with the other mentioned initiatives will allow for significant progress to be made and milestones to be achieved.</p> <p><i>Extended Day/ Week/ Year</i></p> <p>Significantly reducing the number of students the teacher works with allows the teacher to have a closer look at all of the students and sets the premise for better diagnosis of what is impeding the student from achieving academic success. According to the diagnosis of the student's impediments the teacher is now more able to intervene on a more concise level during extended hours after school or on Saturdays. Teachers will work collaboratively to share intervention strategies that are fun, interactive, and age appropriate for their students.</p> <p><i>Reading, Math, Science Camps and Academies</i></p> <p>Students increasingly dislike school because they are unsuccessful and disengaged. Through camps and academies the objective of Benavides Elementary is to bring the fun back into learning. Camps and Academies will be fully interactive hands on experiences. Math Camps will allow for students to manipulate tools and experience how math is used in everyday life. Science Academies will explore scientific investigations through the scientific process, allowing students to learn science concepts, skills processes and have fun while they learn. Reading Academies will focus on different genres of literature that are not often emphasized in the traditional classroom such as poetry, theater, song and dance. Camps and Academies are an opportunity to present underprivileged students with culture, art and skill through different lenses in a smaller teacher to student ratio after school, Saturdays and in the summer.</p> <div style="text-align: center;">****Increase Parent/Community Involvement</div> <p><i>Community based meetings</i></p> <p>Because our students come from impoverished families, they are already at a disadvantage versus those students who come from more affluent ones. This does not mean that our students are incapable of achieving academic success, but it does mean they have that many more challenges to overcome. We propose that through increased opportunity for input, effective communication, and accessible community services that will be readily available through the implementation of this grant, community involvement will unquestionably increase. Through the hiring of a "Self Sufficient Parent Educator" it is our goal to provide our students with better homes. It is our heartfelt intention to increase job performance and increase stability within the household. Through development of skills in areas such as carpentry, plumbing, mechanics and "honey-do's" we can help families of our community make the best of their situation with what they have. According to Marzano's Hierarchy of Needs students must have their basic needs met in order to effectively acquire academic success. A happy child is more apt to learn more in the classroom because their focus is on their school work, not whether or not they are going to have a roof over their head, electricity or water when they get home from school.</p> <p><i>Colonia Talks or Chats</i></p> <p>In hiring a highly qualified Parental Involvement Strategist we will be able to increase opportunities for input through "Colonia Talks" or chats. The Parental Intervention Strategist, through effective communication, will educate parents about basic health concerns such as hygiene, nutrition and a balanced diet. The Parental Interventionist Strategy will educate parents on topics such as: the Food Pyramid and reading and understanding Nutrition Fact labels. This will be in effort to help prevent the epidemic spread of gastritis and diabetes amongst the Hispanic population. Their primary role will also include to guide and inform them about the accessible community services.</p>		

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<p>Texas Title I Priority Schools Grant Schedule #4B—Program Description</p>		
<p>Part 3: Intervention Model</p>		
<p>Section B: Model Selection Process –Describe in detail:</p>		
<p>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.</p>		
<p>2. The timeline delineating the steps the campus will take to implement the selected intervention.</p>		
<p>Responses are limited to five pages, front side only, with a font size no smaller than 9 point (Arial or Verdana).</p>		
<p><i>Adult Education and Parenting Courses</i></p> <p>Currently the status quo of Parental Involvement is most often automatically associated with the female of the household. Benavides Elementary would like to take the initiative to gear parental involvement towards the men by developing a men's group in which the men of the community will be taught simple carpentry skills and financial management. The main focus of teaching carpentry skills will include basic plumbing, patching up of roofs, and installment of insulation, sheetrock and ceiling fans. These basic carpentry skills will benefit our students in such a way that the male of the household can learn to improve the living conditions of their homes, thus providing a more stable, secure home for the child thus, the child will be able to come more well rested and more focused to school. Furthermore, the male of the household will develop skills that make them more marketable in the workforce, increasing the probability of them obtaining a more stable job.</p> <p>Also, because most of the parents in our community have little to no formal education, they are not able to assist their children at home should the child ask for assistance on any given assignment. It will be the initiative of the Parental Intervention Strategist along with Benavides Elementary to hold classes with parents in regards to helping the child with simple concepts such as comparing size, counting, skip counting, addition and subtraction, counting coins, telling time and explaining the significance of watching the weather or cooking together.</p> <p><i>Performance and Progress Talks</i></p> <p>Another component to increase community involvement is to educate and explain to the parents the significance of state exams (TAKS) and continuing higher education. Parents must be educated as to what tests are, what they look like, what they mean, what the expectations are, and how they can help. The Parental Intervention Strategist along with the College and Career Intervention Strategist will work together to educate the parents about the different state exams administered at each grade level and discuss with parent the progress their son/daughter is making on any given subject. Only through an educated and structured Parental Involvement program will Benavides Elementary be able to take the level of academic achievement in our community up to the next level of Exemplary status.</p> <p style="text-align: center;">*****Improve School Climate</p> <p>In reflecting on the Organizational Health Survey conducted during the 2008-2009 school year, it is safe to mention that the climate at Benavides Elementary for the most part, is significantly high. However, being awarded with the means to be able to staff and increase student success to an even greater extent is a phenomenal opportunity. We believe that if we are given the chance to celebrate staff and students for making every effort to be at school to learn; academic progress of students is inevitable. We propose to increase attendance, decrease discipline referrals and increase student involvement in extra and co-curricular activities through Monthly, Six Week, Semester, Yearly Perfect Attendance and "Good Life" Celebrations. Through contracting student oriented motivational companies such as Mobile Gaming/REAL Fun, and entertainment from Comedians, Ventriloquists, and Magicians the school climate will indefinitely improve. We know from experience, and research tells us that if adults are happy, children will be happy, if children are happy; they will learn.</p> <p style="text-align: center;">*****Increase Teacher Quality</p> <p><i>Team Building Activities</i></p> <p>Professional development geared at teacher quality has always been a means in which La Joya conducts business. Anyone who has ever worked in our district knows that we pride ourselves in providing our teachers with the necessary skills needed to embrace, nurture and teach any student that walks through the door. Through the use of our locally developed appraisal instrument, on-going embedded professional development, teacher recruitment and retention strategies, Benavides Elementary will definitely increase teacher quality. Throughout the year and during the summer, an array of well comprised courses such as; SIOP, ELPS, G/T, Cooperative Learning, WOW, Scholastic Red, RTI and inclusion are offered at the district level. These workshops are offered in order to help teachers obtain a greater level of expertise; thus enabling them to create engaging lessons for their students. Although these workshops are offered, for unknown or personal reasons teachers do not or cannot attend. With additional funding from the grant schools will be able to offer trainings on campus through a more flexible schedule. Through the awarding of this grant, we hope to facilitate and increase attendance at workshops; because workshops will be on a smaller scope, this layout will obligate teachers to actively participate in developing their own professional knowledge and skills.</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	Community Members		
2	Parents		
3	Students		
4	School Board Members		
5	Teachers		
6	Campus Administrators		
7	Central Office Administration		
8	Grant Writers		
9	Assistant Superintendent		
10	Superintendent		

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

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Schedule #4B—Program Description					
Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 1: Improve Academic Performance including (but not limited to) Reading/ELA and Math					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1B	Improve Student Achievement in Reading/ELA/Math	Teaching before, during, and after reading strategies can help students understand and remember text.	<i>Science-Based Reading Research Improving Reading Comprehension.</i> Scholastic Red.	10-2010	06-2013
1B	Improve Student Achievement in science	The ability to question, hypothesize, design investigations, and develop conclusions based on evidence gives all students the problem-solving, communication, and thinking skills that they will need to take their place in the 21st century world.	National Research Council. <i>Inquiry and the national science education standards: A guide for teaching and learning.</i> Washington, DC: National Academy Press.	10-2010	06-2013
1A, 1C,	Proactive evaluations	When teachers use systematic progress monitoring to track their students' progress in reading, mathematics, or spelling, they are better able to identify students in need of additional or different forms of instruction, they design stronger instructional programs, and their students achieve better.	Lynn S. Fuchs and Douglas Fuchs. <i>What Is Scientifically-Based Research on Progress Monitoring?</i> http://www.osepideasthatwork.org/toolkit/pdf/scientificallybasedresearch.pdf	10-2010	06-2013
1B	Learning Field Excursions (NASA, Nature Parks, State Capital, Museums, Higher Educational Institutes, and Archeological Sites)	Students who are exposed to real life situations and can apply the knowledge and skills learned in the classroom will yield higher academic performances.	Payton, J., Weissberg, R. P., Durlak, J. A., Dymnicki, A. B., Taylor, R. D., Schellinger, K. B., & Pachan, M. (2008). <i>The positive impact of social and emotional learning for kindergarten to eighth-grade students: Findings from three scientific reviews.</i>	10-2010	06-2013
1A, 1C	Develop critical thinkers, and problem solvers	Critical thinking is a process of understanding how thinking and learning work, using higher order skills to comprehend issues, and analyzing, synthesizing, and assessing those ideas logically.	Boostom, R. <i>Developing Creative and Critical Thinking: An Integrated Approach.</i> Chicago: National Textbook Co.: 24-25.	10-2010	06-2013

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Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 1: Improve Academic Performance including (but not limited to) Reading/ELA and Math					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1B	Vocabulary development instructional aids	In order to make the transition to communicating through reading and writing, they need a large meaning vocabulary and effective decoding skills.	<i>Fluency: Bridge from decoding to reading comprehension.</i> Pikulski, J.J., and Chard, D.J.	10-2010	06-2013
1B, 1C	SIOP - ELL instructional support	Teachers who used the SIOP checklist for lesson planning became more proficient in linking language and content in their instruction, felt more in control of their professional development, and increased their ability to accommodate different levels of proficiency in their classrooms (Echevarria, Vogt, and Short).	<i>Making Content Comprehensible for English Learners: The SIOP Model (Second Edition).</i> Echevarria, J., Vogt, M., & Short, D.	10-2010	06-2013
1B, 1C	Teen Conferences	Understand the long term goals and benefits of vertical alignment in their academic success during their primary schooling.	<i>What Works in Schools: Translating research into action.</i> Robert Marzano	10-2010	06-2013
1A, 1B	Divergent learners instructional support	"To ensure the success of every student, instructional practice must address learners with diverse levels of readiness, rates of learning, preferred means of learning (learning styles), experiences, interests, and cultural backgrounds."	<i>Turning points: Educating Adolescents in the 21st century.</i> Jackson, A., & Davis, G.	10-2010	06-2013

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Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 2: Increase the use of Quality Data to Drive Instruction					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
2B 2C	Align the instruction vertically and horizontally	Alignment of instruction links the content of state standards and district curriculum	<i>A State standards and state assessment systems: A guide to alignment.</i> La Marca, P.M.	10-2010	06-2013
2B	Utilize the vertical scale scores to analyze and disaggregate data	Changes in vertical scale scores across time can be used to interpret year-to year growth	Texas Education Agency. TEA correspondence on the website.	10-2010	06-2013
2A	Region I ESC will train staff on how to analyze and disaggregate the new AEIS-IT	To identify students who are academically on-track and those who are at-risk for difficulties in content area	<i>Assisting students struggling with mathematics: Response to intervention for elementary and middle schools.</i> Gersten, R.	10-2010	06-2013
2A	Region I ESC will train staff on how to analyze the vertical scale scores	To learn to identify students who are academically having difficulties in content area	Texas Education Agency. TEA correspondence on the website	10-2010	06-2013
2B	Teachers will be given student work plans	To interpret data to alter instruction	<i>Using student achievement data to support instructional decision making.</i> Hamilton, L.	10-2010	06-2013
2A	Teaching staff will be given professional development on team practices by Robert Marzano	Engaging in professional collaboration about identifying or developing performance based assessment to improve instruction	<i>What works in schools: Translating research into action.</i> Robert Marzano	10-2010	06-2013
2B	Teachers will disaggregate the data of the six weeks tests	To understand the material presented and to make minor adjustments to the instruction as needed.	<i>The evolution of school psychology to science- based practice: Problem solving and the three- tiered model.</i> Tilly, W.D.	10-2010	06-2013
2B 2C	Students will plot and graph the benchmark results	Students will use progress monitoring data and graphs to gauge their individual progress.	<i>Using student achievement data to support instructional decision making.</i> Hamilton, L.	10-2010	06-2013
2C	Align the instruction vertically and horizontally	Alignment of instruction links the content of state standards and district curriculum	<i>A State standards and state assessment systems: A guide to alignment.</i> La Marca, P.M.	10-2010	06-2013

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Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 3: Increase Leadership Effectiveness					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
3A	SIRC will provide professional development on grant guidelines.	To increase leadership effectiveness	<i>Assisting students struggling with mathematics: Response to intervention for elementary and middle schools.</i> Gersten, R.	10-2010	06-2013
3A	National, State & Local Leadership Conferences (SIRC, WOW, Model Schools, Reading Renaissance, Abydos Learning, TEPSA,)	Administrative team & staff will attend leadership conferences to increase leadership effectiveness.	Texas Education Agency. TEA correspondence on the website	10-2010	06-2013
3A	Book Study/Professional Development: <i>Developing the Leader Within You</i>	To define and articulate a vision for our campus	John Maxwell	10-2010	06-2013
3A	Book Study/Professional Development: <i>360 Degree Leader</i>	Becoming an effective leader	John Maxwell	10-2010	06-2013
3A	Professional Development: Model Schools Conference	To assist our school in implementing organizational changes	International Center for Leadership in Education	10-2010	06-2013
3C	Book Study/Professional Development: <i>What Works In Schools Translating Research into Action</i>	Improving student achievement	Robert Marzano	10-2010	06-2013
3B	<i>Establishing Team Structures To Drive Improvement</i>	Distributive leadership	Marzano (2003)	10-2010	06-2013
3A	Book Study/Professional Development: <i>17 Indisputable Laws Teamwork</i>	Teaching the benefits of leadership and team building	John Maxwell	10-2010	06-2013
3A/3C	Organizational Health	Improve school leadership, climate, and moral.	Dr. Fairman	10-2010	06-2013
3A	<i>Working on the Work (WOW)</i>	Effective Instructional Leadership	Phillip C. Schlechty	10-2010	06-2013

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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
3A	<i>The 7 Habits of Highly Effective People</i>	To increase the effectiveness of all staff members on our campus.	Franklin Covey	10-2010	06-2013
Add additional pages as needed.					

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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
4B	WOW – engaging, relevant instruction	When students are authentically engaged in meaningful, quality work, the likelihood for them to learn something new and to remember what was learned increases.	Hancock, V., & Betts, F. Back to the future: Preparing learners for academic success in 2004. <i>Learning and Leading with Technology</i> , 29(7), 10-14.	10-2010	06-2013
4B	Extended day / Extended week	Extended-day programs: time to learn: extending learning time for students in need of support can bridge the academic gap by providing students with the time they require to master subject content.	<i>Leadership</i> . Catherine Dodd. http://findarticles.com/p/article/s/mi_m0HUL/is_1_32/ai_94872301/	10-2010	06-2013
4C	Effectiveness of Inclusion support for students with special needs	Inclusion would facilitate more appropriate social behavior, promotes higher levels of achievement, offer a wide circle of support, improve the ability of students and teachers to adapt to different teaching and learning styles in the least restrictive environment.	<i>Successful Inclusion: Practical Strategies for a Shared Responsibility</i> . Kochhar, C. A., West, L. L., & Taymans, J. M.	10-2010	06-2013
4C	Horizontal collaborative planning	Collaborative planning provides opportunities for teachers to work together, consulting with colleagues, developing their skills, and creating a positive impact on student achievement.	"Target Time Toward Teachers" by L. Darling-Hammond, pp. 31-36, and "Making Time for Adult Learning" by P. Pardini	10-2010	06-2013
4C	Vertical collaborative planning	Collective discussion and inquiry may be essential to help teachers perceive and respond to limitations in their own attitudes toward various groups of students and may help teachers identify and address the structural and systemic inequities built into their schools.	<i>Communities for teacher research: Fringe or forefront?</i> Cochran-Smith, M., & Lytle, S. L. <i>American Journal of Education</i> , 100, 298-325.	10-2010	06-2013

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Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 4: Improve Learning Time					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
4B	Culture and art appreciation Sessions	Develop the brain, thinking skills, language skills and self esteem	<i>A Realistic Rationale for Teaching Music</i> Author: Charles Leonhard	10-2010	06-2013
4B	Science and Technology Instruction Session	Rising scores on intelligence tests are linked to the importance of visual literacy skills for students.	<i>Visual Literacy: Seeing a New Rationale for Teaching with Technology</i> Author: M. D. Robiyer	10-2010	06-2013
4C	Staff collaborative planning for extended day/week	Helps educational leaders consistently and continuously build and cultivate a positive morale throughout their faculty and staff	<i>Motivating and Inspiring Teachers</i> Authors: Todd Whitaker, Beth Whitaker, Dale Lumpa	10-2010	06-2013
4A 4B	Math, Reading, College & Career Strategists	Intentional instructional intervention to provide opportunities for all stakeholders to come together, communicate, share ideas, and build relationships.	One to One Teacher Student Ratio	10-2010	06-2013
Add additional pages as needed.					

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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
5C	Language Acquisition Classes for Adults (ESL) *Community Based	Educate and assist families and district employees with language barriers	<i>Social Science Research Network-LEP Affects Wages & Employment Opportunities</i> Libertad Gonzalez	10-2010	06-2013
5C	GED classes for Parents and Families *Community Based	Educate parents (families) resulting in increased support of their children's education and studies	<i>Latinos and Education: Explaining the Attainment Gap</i> Mark Hugo Lopez, Pew Hispanic Center	10-2010	06-2013
5C	Technology Classes (basic computer skills keyboarding, internet, email) *Community Based	Educate families and increase awareness in available technology that is used by today's youth	<i>Obstacles and Solutions for Underrepresented Minorities in Technology</i> Caroline Simard, PH.D.	10-2010	06-2013
5B	Parenting Skills/Trainings/Workshops (Effective Communication, Gangs, Drugs, Health Awareness, Bullying and Family Violence)	Inform, educate, and guide families in how to effectively help their adolescents in their education and social lives	<i>Assessing the Benefits of a Parenting Skills Program: A Theoretical Approach to Predicting Direct and Moderating Effects</i> Martha A. Rueter, Rand D. Conger, Suhasini Ramisetty-Mikler	10-2010	06-2013
5C	Family Nutrition Sessions *Community Based	Promote and educate a healthy, nutritional family lifestyle	<i>Family Nutrition: The truth About Family Meals</i> Larry Forthun IFAS Extension University of Florida	10-2010	06-2013
5C	Practical Parent Education (PPE) Curricula	Provide parental involvement staff development to create an effective parental involvement program	Mental Health Association in Texas Missouri Department of Education	10-2010	06-2013
5C	Citizenship Classes *Community Based	Improved school support	U.S. Department of Homeland Security U.S. Citizenship and Immigration Services	10-2010	06-2013
5C	Nutrition Classes (Community Based)	Improved nutrition for students to better student health	<i>Family Nutrition: The Truth about Family Meals</i> Author: Larry Forthun	10-2010	06-2013
5A	Sharing Sessions (Community Based)	The combination of school and community efforts will lead to greater parental involvement for teachers and students	<i>Parents on Your Side</i> Author: Lee Canter	10-2010	06-2013
Add additional pages as needed.					

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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
6A	Awards and Incentives every month, 6 th weeks, semester and yearly for students who have Perfect Attendance	Encourage student attendance, decrease truancy and team up with parents	Attendance monitored daily by teachers and announced on a daily basis by grade levels, announced, weekly attendance averaged out by grade levels and every 6 th weeks.	10-2010	06-2013
6B	Awards and Incentives every month, 6 th weeks, semester and yearly for students who have increased scores on weekly tests, CBAS, and benchmarks.	Encourage student achievement	Teachers monitor students daily, weekly, monthly, 3 weeks and every 6 weeks, through daily assignments, weekly tests, CBAs and benchmarks. Every 3 rd and 6 th weeks a report is printed out to monitor grades by progress reports and report cards.	10-2010	06-2013
6B	Guest Speaker Mark Lukert	Works with administrators, professionals, students and parents to increase the understanding and importance of teamwork, respect, responsibility and self discipline. Would help decrease bullying, discipline problems, and dropout rate.	Professional consultant for administrators, professionals, parents and students. http://www.marklukert.com <i>Prince Buddy of Lakeside</i> Author: Mark Lukert	10-2010	06-2013
6C	College Banners (local, statewide and worldwide)	Displaying diverse college banners throughout the school inside and out helps promote the importance of a higher education. Also the diversity of colleges promotes the variety of universities that our offered to our students, parents, and staff around the world.	<i>The positive impact of social and emotional learning for kindergarten to eighth-grade students: Findings from three scientific reviews.</i> Payton, J., Weissberg, R. P., Durlak, J. A., Dymnicki, A. B., Taylor, R. D., Schellinger, K. B., & Pachan, M. (2008).	10-2010	06-2013

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Texas Title I Priority Schools Grant Schedule #4B—Program Description					
Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 6: Improve School Climate					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
6B	Reduction Teachers	Reduce class sizes to build a better one on one rapport with students and parents. Increase student achievement and attendance. Decrease discipline and student distractions.	Contracting with external education management providers. In <i>School restructuring options under No Child Left Behind: What works when?</i> Kowal, J. M., & Arkin, M. D. <i>Inspiration, perspiration, and time: Operations and achievement in Edison Schools.</i> Gill, B. P., Hamilton, L. S., Lockwood, J. R., Marsh, J. A., Zimmer, R. W., Hill, D., & Pribesh, S	10-2010	06-2013
6A-C	Inspirational Quotes and Goal Setting banners or posters displayed throughout the school	Inspire and motivate students' year around.	<i>The positive impact of social and emotional learning for kindergarten to eighth-grade students: Findings from three scientific reviews.</i> Payton, J., Weissberg, R. P., Durlak, J. A., Dymnicki, A. B., Taylor, R. D., Schellinger, K. B., & Pachan, M.	10-2010	06-2013
6C	Recycling bins inside and outside campus	Educates stakeholders about the importance of recycling and going green. Also educates stakeholders how to give back to the community.	<i>The positive impact of social and emotional learning for kindergarten to eighth-grade students: Findings from three scientific reviews.</i> Payton, J., Weissberg, R. P., Durlak, J. A., Dymnicki, A. B., Taylor, R. D., Schellinger, K. B., & Pachan, M. (2008).	10-2010	06-2013
6b	Lesson Studies	Teachers create lessons collaboratively apply them, observe one another and reflect and modify the lesson before it is taught by the next teacher.	Japanese model has become the latest Professional Development shift in the United States used from elementary to university level.	10-2010	06-2013
6a	Trainings (SIOP, ELPS, GT, Cooperative Learning, WOW, and SEAL)	Teachers need basic understanding on certain strategies, programs and other relative components of the classroom.	"...professional development should be aligned with school and district vision, mission, and improvement goals (Darling-Hammond, Wei, Andree, Richardson, & Orphanos, 2009)."	10-2010	06-2013

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Texas Title I Priority Schools Grant Schedule #4B—Program Description					
Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 7: Increase Teacher Quality					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
7B 7C	Standards/Examine Data/Assessment/ Learning Experiences (SEAL)	A framework used to develop lessons that identify and support high levels and student proficiency.	Learning 24/7	10-2010	06-2013
7B 7C	Harry Wong -- First Days of School	Helping Teachers become "Effective Teachers".	<i>First Days of School</i> Author: Harry and Rosemary T. Wong	10-2010	06-2013
7B 7C	Franklin Covey -- The Leader in Me- Professional Development	It helps develop the essential life skills and characteristics that students need in order to thrive in the 21 st century.	<i>The Leader in Me</i> Author: Franklin Covey	10-2010	06-2013
7B 7C	Mark Lukert- Professional Development Activities on bullying and harassment.	Delineates the problem of bullying/harassment, examines the myths & causes, & offers practical solutions on what to do about bullies. This will lead to a decrease in student behavioral problems and increase student achievement.	<i>Prince Buddy of Lakeside</i> Author: Mark Lukert	10-2010	06-2013
7A	PDAS/State Mandated Evaluation Process	The elements of the PDAS system and its goal: "...to improve student performance through the professional development of teachers." Texas Education Agency.	Texas Education Agency	10-2010	06-2013
7B	9 High Yield Strategies Marzano	9 strategies that have a positive effect on student achievement	<i>Classroom instruction that Works: Research Based Strategies for increasing student Achievement</i> Author: Robert J. Marzano	10-2010	06-2013
7A, 7B, 7C	Incentive Pay	to recruit, place, train and retain staff with the skills necessary students' needs in a transformation school based on rigorous, transparent, and equitable evaluation systems for professional staff members	Texas Educator Excellence Grant, Cycle 3	10-2010	06-2013
7B	Dual Language (Pre-K-5th)	The number one predictor for long-term academic achievement in English is the extent and quality of native language schooling.	50/50 Dual Language Model Leo Gomez and Richard Gomez	10-2010	06-2013

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Texas Title I Priority Schools Grant Schedule #4B—Program Description					
Part 3: Intervention Model					
Section D: Other Improvement Activities and Timeline (cont.)					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1A, 1C,	Students will have more access to computers in the classroom.	Ss must learn a variety of computer applications in order to be competitive in our technological advancing world.	"...technology based tools...enhance student performance..." (Bransford, Brown and Cocking, 2000.)	10-2010	06-2013
1A, 1C, 3C.	Teachers will have access to scanner to create PDF files and maximize use.	Ts provide different visuals to students with different learning styles and needs.	"...technology based tools...enhance student performance..." (Bransford, Brown and Cocking, 2000.)	10-2010	06-2013
1A, 1B, 1C, 2A, 3A	School will provide numerous professional development opportunities for teachers.	Well trained teachers will provide students with the best education resources possible to meet all learning styles.	"...professional development should be aligned with school and district vision, mission, and improvement goals (Darling-Hammond, Wei, Andree, Richardson, & Orphanos, 2009).	10-2010	06-2013

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Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 4: Waiver Requests		
Applicants must check the waivers in which the LEA/campus intends to implement.		
<div style="margin-bottom: 20px;"> <input checked="" type="checkbox"/> Extending the period of availability of school improvement funds. <i>This waiver extends the "life" of the funds for two additional years; allowing the state to fund the grant period for three years to the LEA on behalf of the eligible campus, as long as the campus meets the requirements of implementation of the grant program.</i> </div> <div style="border: 1px solid black; padding: 10px; margin-bottom: 20px; background-color: #f0f0f0;"> Note: Since TEA has requested and received a waiver of the period of availability of these school improvement grant funds, this waiver automatically applies to all LEAs in the State and <i>must</i> be checked. </div> <div> <input type="checkbox"/> "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model. <i>Under this waiver, the LEA with an eligible Tier I or Tier II campus implementing the turnaround model or restart model may have their School Improvement status reset regardless of the actual AYP status and other school improvement interventions, such as School Choice and Supplemental Education Services (SES) would not be applicable. This waiver allows the campus two years to effectively implement the selected turnaround or restart model of reform without additional statutory school improvement interventions being required.</i> </div> <div style="margin-top: 20px;"> <input type="checkbox"/> Implementing a school wide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold. <i>This waiver allows a Tier I Title I campus that otherwise does not qualify to operate a Schoolwide program to do so in order to implement the Tier I reform model selected.</i> </div>		

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Texas Title I Priority Schools Grant		
Schedule #4C—Performance Assessment and Evaluation		
Part 1: Component Description. By submitting this application, the applicant agrees to comply with any reporting and evaluation requirements that TEA may establish and to submit the reports in the format TEA requests. (Response limited to one page each, font size no smaller than 9 pt, Arial or Verdana)		
Section A: Ongoing Monitoring/Continuous Improvement - Describe the LEA/campus' process for providing on-going monitoring of grant activities to ensure continuous improvement		
<p>Rosendo Benavides Elementary will monitor implementation of programs to determine students' continuous improvement by data disaggregation through the support and guidance of the District Sheppard. The Campus Grant Supervisor will meet with the District Sheppard and the campus administration will meet periodically to discuss the progress of students and program implementation.</p> <p>The Campus Project Coordinator will complete a yearly timeline to ensure that trainings and staff development are completed as per program requirements.</p> <p>The responsibilities of the Campus Project Coordinator will be to have weekly meetings with the Intervention Strategists, Classroom Reduction Teachers, and all other teachers on campus. The Campus Project Coordinator will oversee the grant process, specifically the transformation model. They will assist in eliminating any campus barriers that may hinder the transformational process, serve as a resource and mentor to the intervention strategists and staff on campus. The project coordinator will be very active in the community and on campus as they will be key agents of positive change. In addition to the above mentioned responsibilities it is crucial that the campus project coordinator participate in the development of campus improvement plans with staff, parents, and community members. The Project Coordinator will help plan school and extracurricular activities that help develop a wholesome child and work closely with strategists and teachers to develop a plan to improve student behavior.</p>		

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Section B: Formative Evaluation- Describe the LEA/campus' process for formative evaluation, including how the results of the evaluation will be used to improve the grant program		
<p>The formative evaluation information will be obtained from the district's Grant Sheppard and the campus Grant Project Coordinator. To determine project effectiveness and implementation weekly meetings will be held with Grant Sheppard, Grant Supervisor, Campus Administrators, and Grant Committee members. The key stakeholders will use the Critical Success Factors as a means to ensure that the grant is being implemented. The evaluation will be used to improve or make any necessary changes to enhance learning opportunities for students</p> <p>Qualitative: Campus Administrator Surveys (multiple instructional programs and departments)</p> <p>Qualitative: Classroom Observations (multiple instructional programs and departments)</p> <p>Qualitative: Parent Surveys (overall educational feedback and involvement)</p> <p>Qualitative: Student Surveys (instructional fidelity, safety, general feedback to superintendent)</p> <p>Quantitative: TAKS, AYP, AEIS, PBMAS, TELPAS, TPRI, Tejas Lee</p> <p>Quantitative: Report Card Grades, Six Weeks Grades, Benchmark Data</p> <p>Quantitative: Applicable Pre/Post Tests, Attendance Reports</p>		

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Texas Title I Priority Schools Grant

Schedule #4C—Performance Assessment and Evaluation

Part 1: Component Description. By submitting this application, the applicant agrees to comply with any reporting and evaluation requirements that TEA may establish and to submit the reports in the format TEA requests. (Response limited to one page each, font size no smaller than 9 pt, Arial or Verdana)

Section C: Qualitative and Quantitative Data Collection Methods- Describe the LEA/campus' process for data collection methods to be implemented and 1) how the data will be disaggregated; 2) used to improve instruction; and 3) obtain continuous improvement results

The campus will use the following qualitative and quantitative data collection methods to improve student instruction:

Qualitative: Campus Administrator Surveys (multiple instructional programs and departments)
 Qualitative: Classroom Observations (multiple instructional programs and departments)
 Qualitative: Parent Surveys (overall educational feedback and involvement)
 Qualitative: Student Surveys (instructional fidelity, safety, general feedback to superintendent)
 Quantitative: TAKS, AYP, AEIS, PBMAS, TELPAS, TPRI, Tejas Lee
 Quantitative: Report Card Grades, Six Weeks Grades, Benchmark Data
 Quantitative: Applicable Pre/Post Tests, Attendance Reports

The campus will disaggregate data through different methods. Methods such as:

- Weekly grade level meetings to discuss instructional targets.
- After school meetings will focus on student overall performance.
- Review and analyze six weeks assessments and district benchmark data.
- Review and analyze TPRI, Tejas Lee - BOY, MOY, EOY to improve instruction.
- Progress monitoring of TPRI, Tejas LEE will be performed every two weeks.
- Review report card grades on a six weeks basis.
- Analyze campus surveys to improve and modify instructional processes.
- Campus administrator walk-throughs will provide immediate feedback on teacher performance and student engagement.
- Previous year's TAKS information will be analyzed to improve instruction on areas of need.
- TELPAS will help students achieve proficiencies with English learning.
- Fluency assessments will be conducted on a bi-weekly basis.
- Student surveys will be done at the end of year to analyze previous year's results for student safety, instruction and overall school environment.

The campus provides and informs its' teachers of assessment data involving student achievement. It introduces this through gathering teachers at faculty, grade level meetings, team meetings, and planning sessions. Data is broken down by demographical categories and is disseminated and compiled into accountability data binders that are maintained and utilized in grade level meetings by teachers, campus administrators, and students. The progress is identified and areas of need are targeted.

Administrative staff will make adjustments and will allocate blocks of time for teachers and strategists to collaborate and to find ways to improve data disaggregation methods.

The implementation of staff development will further enhance the data disaggregation knowledge attained by staff and will lead to better student academic performance.

The teaching staff will ensure that students will take their individual results and identify areas of weakness. Students will plot the data by Texas Essential Knowledge and Skills (TEKS) objectives, will graph the data, and they will compare the benchmark results to check for individual progress and growth.

TEKS objectives that display areas of weakness are targeted in the classroom during small group intervention, and during the extended day instruction.

Further individual intervention will occur in areas of weakness, as a result of close progress monitoring.

End of year assessment results will be the measuring tools to continue improvement on overall school environment. This data and instruments will be the foundation on which the following school year's goals will be determined.

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Texas Title I Priority Schools Grant		
Schedule # 4C—Performance Assessment and Evaluation		
Part 2: Process for Development of Performance Goals		
Describe the process to be implemented to develop the campus' performance goals. Include the groups participating in the development of the goals. Responses are limited to two pages , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<p>Rosendo Benavides Elementary evaluated various pieces of information obtained through surveys conducted with major stakeholders: parents, teachers, students and community members. The surveys allowed us to evaluate programs available for our Title I students which require a partnership between parents and schools in order to make an impact on student achievement. Information obtained provides feedback on parental needs and requirements to promote a high collaboration between all entities to improve student achievement at our campus. The results of the survey confirm the following: parents requested that additional meetings be conducted at times that are more accessible to parents, provide additional opportunities for parents to volunteer their homes to host meetings. They also requested the need for additional community meetings to provide resources and opportunities to receive vocational technical skills and support.</p> <p>The campus needs assessment process also provides student feedback. Students were surveyed with a questionnaire on various school components such as academics, safety, and nutrition. At Benavides Elementary, the priorities to address were: increase learning opportunities through academic field experiences, provide technology support to enhance multi-media learning experiences and to provide a more intensive and extensive program with efforts to combat and minimize gang activity, violence and bullying behavior. The Organizational Health Institute (OHI) is an instrument in which all teachers are surveyed on a yearly basis. The data is used to help leaders improve their effectiveness on a day to day operation of a campus. Teachers are asked to participate in this survey where feedback is provided to the leader to build leadership capacity, improve campus environment and the ultimately goal of increasing student success. The OHI survey consists of the following ten dimensions: goal focus, communication adequacy, optimal power equalization, resource utilization, cohesiveness, morale, innovativeness, autonomy, adaptation, and problem solving adequacy. This OHI survey is highly individualized to meet the unique needs of each individual campus. This process will help move each campus, staff and administrative unit to the level in which student performance is a priority.</p> <p>Year 1: Benavides Elementary will provide trainings for all stakeholders through On-going embedded professional development – around a common theme: "Discovering the Leader in Me"</p> <p>Professional Development: Sheltered Instruction Observation Protocol (SIOP), Working on the Works (WOW), Technology, Frank Covey, Robert Marzano, Mark Lukert, and Dr. Carol Benavides Elementary will provide trainings for counselors in order to address: 504, At Risk, Child Abuse, College Readiness, communication, and GT students Benavides Elementary will provide trainings for administrators in Leadership for Time Management/School Schedules, School Change, Student Achievement, and using data to facilitate change. Benavides Elementary will also provide assistance on expanding and strengthening the parental involvement aspects of our program. They will do this through a combination of on-site meetings, trainings, inspirational speakers, counseling sessions and classes for parents and students: Frank Covey, Mark Lukert, and many more.</p> <p>Campus Staff Evaluation Assistance and Data: Benavides Elementary staff will be measured for growth in their areas and also use of what they have learned in trainings, workshops and conferences. Measuring Tools of effectiveness: PDAS, walk- throughs, observations, and student growth. All Students: Benavides Elementary will measure students' growth through the use of weekly tests, six week tests, Curriculum Based Assessments (CBAs), Benchmarks, progress reports and report cards. Benchmarks will be used as an independent measure of student performance in addition to the end of the year TAKS test. Special Ed students: Benavides special education teachers will measure students' growth just as the regular education but also through the use of IEPs, objective checklists, daily observations, assignments, independent practices and group activities. Teachers and strategist will measure the growth of LEP students through Reading Fluency Checklists, TORF, Pearson Digital and Reading Renaissance. All students in Reading: Reading Renaissance, Reading Fluency. Grant Project Coordinator: Benavides Elementary will provide continued grant writing and grant management support. Also, LJISD will use its current administrative support system to assist in the management of the grant. Lastly, the Grant Project Coordinator will provide formative evaluations to assist with the on-going modifications and improvement of the program. The normal campus/district Benchmark-evaluation will be done to provide an objective measure of student academic performance. All of the above information will be used to evaluate and modify the district's Long Range Performance Plan (LRPP) and Campus Improvement Plan (CIP). Grant Sheppard: The current Benchmark-evaluation for improving the district Long Range Performance Plan (LRPP) and Campus Improvement Plan (CIP) will be continued. Both of these evaluations are done at LJISD on a yearly basis and have been the backbone for the reform efforts. The grant coordinator will also help with formative evaluations done on an on-going basis so that the program can be modified during the school year. All of the data collected will be used to modify the LRPP and CIP to better meet the needs of all stakeholders. Grant Sheppard: La Joya ISD (LJISD) will provide continued grant writing support to find the funds needed to allow the campus to develop new and expanded programs. The Grant Project Coordinator will assist with the formative evaluations to allow the program to be changed during the year to better meet the changing needs of the campus.</p> <p>Year 2: Benavides Elementary will continue providing the latest innovative research based trainings for teachers to keep them up to date with the latest most effective practices through on-going embedded professional development – around a common theme: "Developing the Leader in Me"</p>		

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Texas Title I Priority Schools Grant

Schedule # 4C—Performance Assessment and Evaluation

Part 2: Process for Development of Performance Goals

Describe the process to be implemented to develop the campus' performance goals. Include the groups participating in the development of the goals.

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

Continuation of Professional Development:

Benavides Elementary will continue to provide trainings and materials for teachers to develop into teacher leaders.

Benavides Elementary will continue to provide trainings and materials for counselors to work with students.

Benavides Elementary will continue to provide trainings for administrators to become more effective leaders.

Benavides Elementary will also provide assistance on expanding and strengthening the parental involvement aspects of our program. They will do this through a combination of on- site meetings, trainings, inspirational speakers, counseling sessions, and classes for parents and students: Parenting Classes, Drug/Sex Awareness Classes, Health Fitness/Nutritional Seminars, ESL Classes, Reading and Writing Classes. Campus Staff: Benavides Elementary staff will be measured for growth in their areas and also use of what they have learned in trainings, workshops and conferences. Measuring tools: PDAS, walk through, observations, and student growth.

All Students: Benavides Elementary will measure students' growth through the use of weekly tests, six week tests, CBAs, Benchmarks, progress reports and report cards. Benchmarks will be used as an independent measure of student performance in addition to the end of the year TAKS test. Special Ed students: Benavides Elementary special education and regular teachers will monitor students' progress through the use of IEPs, objective checklists, daily observations, assignments, portfolios, independent practices and group activities.

LEP students: TALA, Reading Fluency, Reading Renaissance All students in Reading: Reading Renaissance, Parents and Students: Grant Facilitator: Grant Sheppard: LJISD will provide continued grant writing and grant management support. Also, LJISD will use its current administrative support system to assist in the management of the grant. Lastly, the grant coordinator will provide formative evaluations to assist with the on-going modifications and improvement of the program. The normal campus/district Benchmark-evaluation will be done to provide an objective measure of student academic performance. All of the above information will be used to evaluate and modify the CIP. Grant Sheppard: The current Benchmark-evaluation for improving the CIP will be continued. Both of these evaluations are done at LJISD on a yearly basis and have been the backbone for the reform efforts. The grant project coordinator will also help with formative evaluations done on an on-going basis so that the program can be modified during the school year. All of the data collected will be used to modify the CIP to better meet the needs of all of our students, their parents, and our community stakeholders. Grant Sheppard: LJISD will provide continued grant writing support to find the funds needed to allow the campus to develop new and expanded programs. The grant coordinator will assist with the formative evaluations to allow the program to be changed during the year to better meet the changing needs of the campus. We will look for ways to tie this grant to other funded grants so that more student needs may be met.

Year 3: Benavides Elementary will continue providing the latest innovative research based trainings for teachers to keep them up to date with the latest most effective practices through on-going embedded professional development – around a common theme: "360 Leader"

Continuation of Professional Development:

Benavides Elementary will continue to provide trainings and materials for teachers to support teacher leaders.

Benavides Elementary will continue to provide trainings and materials for counselors to develop student leaders.

Benavides Elementary will continue to provide trainings for administrators to support the transformed leader.

Benavides Elementary will also provide assistance on expanding and strengthening the parental involvement aspects of our program. They will do this through a combination of on- site meetings, trainings, inspirational speakers, counseling sessions, and classes for parents and students: Technology, Coping with a child that has Special Needs, Sign Language, College Prep.

Campus Staff: Benavides Elementary staff will be measured for growth in their areas and also use of what they have learned in trainings, workshops and conferences. Staff will be measured: PDAS, walk thrus, observations, and student growth.

All Students: Benavides Elementary will measure students' growth through the use of weekly tests, six week tests, CBAs, Benchmarks, progress reports and report cards. Benchmarks will be used as an independent measure of student performance in addition to the end of the year TAKS test.

Special Ed students: Benavides Elementary special ed and regular teachers will monitor their students' progress through the use of IEPs, objective checklists, daily observations, assignments, portfolios, independent practices and group activities. LEP students: TALA, Reading Fluency, Reading Renaissance. All students in Reading: Reading Renaissance, Reading Fluency. Grant Project Coordinator: LJISD will provide continued grant writing and grant management support. Since this will be the last year of the grant developing a local funded budget will be developed. Also, LJISD will use its current administrative support system to assist in the management of the grant. Lastly, the grant writer will provide formative evaluations to assist with the on-going modifications and improvement of the program. The normal campus/district Benchmark-evaluation will be done to provide an objective measure of student academic performance. All of the above information will be used to evaluate and modify the campus improvement plan (CIP).

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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 (3 rd – 5 th)	AYP(TAKS)	82%	85%	88%	91%
2	Improve Student Achievement in Mathematics (3 rd – 5 th)	AYP(TAKS)	76%	80%	85%	90%
3	Improve Student Achievement in Reading/ELA(3 rd – 5 th)	AEIS(TAKS)	81%	85%	87%	90%
4	Improve Student Achievement in Mathematics (3 rd – 5 th)	AEIS(TAKS)	76%	81%	86%	91%
5	Improve Student Achievement in Reading/ELA (Kinder – 2 nd)	Tejas Lee (EOY)	70%	75%	80%	85%
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 Student Achievement in Reading/ELA	TPRI(EOY)	70%	85%	85%	85%
2	Improve Student Achievement in Mathematics	Campus Improvement Plan	70%	85%	85%	85%
3	Improve Student Achievement in Reading/ELA(Pre-K)	CIRCLES	60%	75%	75%	75%
4	Improve Student Achievement in Mathematics(Pre-K)	CIRCLES	60%	75%	75%	75%
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	Increase effectiveness of campus leadership	OHI	Interdependent	33%	66%	99%
2	Increase campus culture	OHI	Interdependent	33%	66%	99%
3						
4						
5						

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Extended Day Tutoring	Sign-in Rosters	25% (3 rd -5 th)	30%	35%	40%
2	Extended Week (Saturday academies and camps)	Sign-in Rosters	0% (3 rd -5 th)	5%	10%	15%
3	Early Bird Computers	Sign-in Rosters	0%	5%	10%	15%
4						
5						

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Texas Title I Priority School						
Schedule # 4C—Performance Assessment						
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	Family Literacy Nights	Sign Pa.				18%
2	Community Meetings	Sign in, Parent Su.				15%
3	Basic Computer Skills	Sign in, Agendas, Parent Survey		12%		15%
4	Nutrition Classes	Sign in, Agendas, Parent Survey		12%		15%
5	Self-Sufficient Classes	Sign in, Agendas, Parent Survey	5%	10%	12%	15%
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	Occupational Health Institute	OHI Survey	33%	33%	66%	99%
2	Teacher & Assistant of the Month	Campus Nominations	100%	100%	100%	100%
3	Professional Development	ERO Transcripts	20 hours	25 hours	30 hours	35 hours
4						
5						

Student +
 parent participation
 goals seem
 too low
 structure +
 performance measures
 are appropriate yet
 reasonable

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Texas Title I Priority Schools Grant Schedule # 4C—Performance Assessment and Evaluation						
Part 3: Annual Performance Goals						
Increase Teacher Quality – Enter the annual goals for increasing teacher quality by measures identified by the LEA, to which the LEA is holding the campus accountable.						
#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Teacher Qualities/Performance	PDAS	Proficient	Proficient	Meets Expectations	Exceeds Expectations
2	Professional Development	ERO Transcript	20 hours	25 hours	30 hours	35 hours
3	The Leader in Me	ERO Transcript	0%	100%	100%	100%
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	Students Reading on Grade Level	RR Performance Reports	75%	80%	85%	90%
2	Students on grade level for Math	SME Reports	60%	65%	70%	75%
3						
4						
5						

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

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

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

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

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

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Texas Title I Priority Schools Grant Schedule #5—Program Budget Summary				
Program Authority: P.L. 107-110, Section 1003(g), as amended by ARRA, P.L. 111-5 CFDA # 84.388A & 84.377A		Fund Code ARRA (CFDA# 84.388A): 286 Regular (CFDA# 84.377A): 276		
Project Period: August 1, 2010 through June 30, 2013				
Class/Object Code and Description	Campus Grant Costs	LEA Admin Grant Costs	Pre-Award Cost	Total Grant Funds Budgeted
Payroll Costs	5B 6100 \$ 2,437,964	\$ 44,216	\$	\$ 2,482,180
Professional and Contracted Services	5C 6200 \$ 877,275			\$ 877,275
Supplies and Materials	5D 6300 \$ 908,978			\$ 908,978
Other Operating Costs	5E 6400 \$ 435,227			\$ 435,227
Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only)	5G 6600/15XX \$ 546,340			\$ 546,340
Total Direct Costs		\$ 5,205,784	\$ 44,216	\$ 5,250,000
% Indirect Costs				
Grand Total				
Total Budgeted Costs:		\$ 5,205,784	\$ 44,216	\$ 5,250,000
Administrative Cost Calculation				
Enter total amount from Schedule #5 Budget Summary, Last Column, Total Budgeted Costs				\$ 5,250,000
Multiply by (5 % limit)				X 5%
Enter Maximum Allowable for Administration, including Indirect Costs				\$ 262,500

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Texas Title I Priority Schools Grant		
Schedule #5—Program Budget Summary		
Budget Request by Grant Year: Enter the amount of grant funds requested for each year of the three year grant period.		
Year 1: SY 2010-2011 \$1,750,000 Year 2: SY 2011-2012 \$1,750,000 Year 3: SY 2012-2013 \$1,750,000 * 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		
<p>Salaries for District Shepherd, Grant Secretary and Grant Bookkeeper on this schedule have been calculated to be shared by the eleven applying campuses: Ann Richards Middle School, Américo Paredes Elementary, Dr. Javier Sáenz Middle School, Elodia Chapa Elementary School, Emiliano Zapata Elementary School, Henry B. González Elementary School, Irene García Middle School, La Joya High School, Lorenzo de Zavala Middle School, Rosendo Benavides Elementary School, Sam Fordyce Elementary School. Dependent on number of schools awarded the grant; amendments will need to be made to determine the actual campuses' cost.</p>		

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Texas Title I Priority Schools Grant Schedule #5B—Payroll Costs (6100)						
Budgeted Costs						
Employee Position Titles		Justification	#Full-Time Effort	#Part-Time Effort	Pre-Award	Amount Budgeted
Instruction						
1	Teacher	Class Reduction	4		\$	\$ 492,000
2	Educational Aide					
3	Tutor					
Program Management and Administration						
4	Project Director	Supervise Grant District		.09		\$ 21,881
5	Project Coordinator	Supervise Grant Campus				\$ 171,390
6	Teacher Facilitator					
7	Teacher Supervisor					
8	Secretary/Administrative Assistant	District & Campus	1	.09		\$ 96,367
9	Data Entry Clerk					
10	Grant Accountant/Bookkeeper	District	1	.09		\$ 7,313
11	Evaluator/Evaluation Specialist					
Auxiliary						
12	Counselor					
13	Social Worker					
14	Child Care Provider					
15	Community Liaison/Parent Coordinator	Campus	1			\$ 147,969
16	Bus Driver					
17	Cafeteria Staff					
18	Librarian					
19	School Nurse					
Other Employee Positions						
22	Title:	Mathematics Core Curriculum Intervention Strategist	1			\$ 147,969
23	Title:	Literacy Core Curriculum Intervention Strategist	1			\$ 147,969
24	Title:	College/Career and Technology Strategist	1			\$ 147,969
25	Title:	Self Sufficient Parent Educator	1			\$ 88,410
26					Subtotal Employee Costs	\$ 1,469,237
Substitute, Extra-Duty, Benefits						
27	6112	Substitute Pay			\$	\$45,000
28	6119	Professional Staff Extra-Duty Pay				\$681,000
29	6121	Support Staff Extra-Duty Pay				
30	6140	Employee Benefits				\$ 286,943
31					Subtotal Substitute, Extra-Duty, Benefits Costs	\$ 1,012,943
32					Grand Total Payroll Budget (line 26 + line 31)	\$ 2,482,180

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____ by telephone/e-mail/FAX on _____ of TEA. by _____	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	108912 County-District No. Amendment No. _____		
Texas Title I Priority Schools Grant				
Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval				
	Pre-Award	Total Amount Budgeted		
Expense Item Description				
6212 Audit Costs (other than audits required under OMB Circular A-133) Specify purpose: _____	\$	\$		
6269 Rental or Lease of Buildings, Space in Buildings, or Land Specify purpose and provide calculation: _____				
6299 Contracted Publication and Printing Costs (specific approval required only for nonprofit charter schools) Specify purpose: _____				
6299 Scholarships and Fellowships (not allowed for nonprofit charter schools) Specify purpose: _____				
Subtotal				
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.	Character Education & Bullying – Mark Lukert (Total price for 8 training sessions) ((6) Six Weeks Student Assemblies & (2) Teacher Team Building Prof. Dev. Sessions to Improve Campus Climate & Culture)	\$ 9,500		\$ 28,500
2.	WOW – Schelchtzy Center (Administrator & Teacher Professional Dev.)	\$ 6,000		\$ 18,000
3.	Reading Renaissance (Once a Year) (Teacher Professional Dev.)	\$ 5,000		\$ 15,000
4.	Math Renaissance (Once a Year) (Teacher Professional Dev.)	\$ 5,000		\$ 15,000
5.	Mobile Games (3 times a Year) (Increase attendance & school climate)	\$ 2,400		\$ 7,200
6.	Happy the Comedian (3 times a Year@ 800. 00) (Increase attendance & school climate)	\$ 2,400		\$ 7,200
7.	Nacho Estrada the Ventriloquist (3 times a Year@ 800. 00) (Increase attendance & school climate)	\$ 2,400		\$ 7,200
8.	Oscar the Magician (3 times a Year @ 700.00) (Increase attendance & school climate)	\$ 2,100		\$ 6,300
9.	REAL Fun (3 times a Year@ 875. 00) (Increase attendance & school climate)	\$ 2,625		\$ 7,875
10.	Behavior/Positive Support	\$ 4,000		\$ 12,000
11.	National Staff Development Council	\$ 6,000		\$ 18,000
12.	Martha Morales-Salinas Reading & Writing Training	\$ 10,000		\$ 30,000
Subtotal			\$	\$172,275
Professional and Consulting Services (6219) Greater than or Equal to \$10,000				
1. Description of Professional or Consulting Service (Topic/Purpose/Service): Franklin Covey Training				
	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Cost Breakdown of Service to be Provided				
Contractor's Payroll Costs Title: Franklin Covey		\$ 50,000	\$	\$150,000
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials			\$	
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$ 50,000	\$	\$ 150,000

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Texas Title I Priority Schools Grant				
Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval (cont.)				
Professional and Consulting Services (6219) Greater than or Equal to \$10,000 (cont.)				
2. Description of Professional or Consulting Service (Topic/Purpose/Service): Reading/Writing Connection				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs Dr. Carroll		\$ 50,000	\$	\$ 150,000
Title: Reading & Writing Connection (One Week Summer Institute)				
Subgrants, Subcontracts, Subcontracted Services (3 Day Training for Students on Reading & Writing)		\$ 15,000		\$ 45,000
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$ 65,000	\$	\$ 195,000
3. Description of Professional or Consulting Service (Topic/Purpose/Service):			SIRC SUMMER TRAINING	
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$ 30,000	\$	\$ 90,000
Title: SIRC Summer Training				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$ 30,000	\$	\$ 90,000
4. Description of Professional or Consulting Service (Topic/Purpose/Service):			SIRC Training	
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$ 90,000	\$	\$ 270,000
Title: \$180 x 500 Students				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$ 90,000	\$	\$ 270,000
Subtotal: Professional and Consulting Services Greater Than or Equal to \$10,000:		\$ 235,000	\$	\$ 705,000
Subtotal of Professional and Contracted Services Costs Requiring Specific Approval:				
Subtotal of Professional and Consulting Services or Subgrants Less than \$10,000:		\$ 57,425		\$ 172,275
Subtotal of Professional and Consulting Services Greater than or Equal to \$10,000:		\$ 235,000		\$ 705,000
Remaining 6200- Professional and Contracted Services that do not require specific approval:				
Grand Total:		\$ 292,425		\$ 877,275

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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		\$	\$397,340		
	#	Type			Purpose	Quantity
	1	Dell laptops			For instructional classroom use	300
	2	Desktop Computer			For Grant Supervisor & Secretary	2
	3	Small Laser Printer			For Grant Supervisor & Secretary	2
	4	Administrative Laptop			For Grant Supervisor, Secretary, Strategists	6
	5	Color Laser Printer			For Grant Supervisor, Secretary, Strategists	6
	6	Interactive Whiteboards			For instructional classroom use	26
	Mounts projectors & speakers in classroom	For instructional classroom use	40			
	Mobi	For instructional classroom use	40			
6399	Technology Software- Not Capitalized			\$ 3,000		
6399	Supplies and Materials Associated with Advisory Council or Committee					
Total Supplies and Materials Requiring Specific Approval:				\$ 400,340		
Remaining 6300- Supplies and Materials that do not require specific approval:				\$ 508,638		
Grand Total			\$	\$ 908,978		

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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: _____	\$	\$ 55,227
6412	Travel for Students (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools) Specify purpose: _____		\$ 80,000
6413	Stipends for Non-Employees (specific approval required only for nonprofit charter schools) Specify purpose: _____		
6419	Travel for Non-Employees (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools) Specify purpose: _____		
6411/ 6419	Travel Costs for Executive Director (6411), Superintendents (6411), or Board Members (6419) (includes registration fees) Specify purpose: _____		
6429	Actual losses which could have been covered by permissible insurance		
6490	Indemnification Compensation for Loss or Damage		
6490	Advisory Council/Committee Travel or Other Expenses (explain purpose of Committee on Schedule #4B-Program Description: Project Management)		
6499	Membership Dues in Civic or Community Organizations (Not allowable for University applicants) Specify name and purpose of organization: _____		
	Publication and Printing Costs- if reimbursed (specific approval required only for nonprofit charter schools)		
	Specify purpose: _____		
Total 64XX- Operating Costs Requiring specific approval:			\$135,227
Remaining 6400 - Other Operating Costs that do not require specific approval:			\$300,000
Grand Total		\$	\$435,227

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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	Books and Media				\$310,000
66XX/15XX- Technology Hardware – Capitalized					
2	Copier for Grant Supervisor and Secretary	\$15,000	1		\$ 45,000
3	Color Printer	\$5,000	1		\$ 5,000
4	Neo Laptop Cart	\$8,340	1		\$ 8,340
5					
6					
7					
8					
9					
10					
11					
66XX/15XX- Technology Software- Capitalized					
12	Success Maker Enterprise	\$50,000	1		\$ 50,000
13	Math Renaissance	\$50,000	1		\$ 50,000
14	English In a Flash	\$5,000	1		\$ 5,000
15	My Capstone Interactive	\$20,000	3		\$ 60,000
16	Read Naturally	\$13,000	1		\$ 13,000
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:					\$ 546,340

SCHEDULE #6A GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>108912</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	108912 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, subgrantees, contractors, and subcontractors, including nonprofit organizations and for-profit businesses: Contractor shall hold Agency harmless from and shall indemnify Agency against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising from, or in connection with, any acts of Contractor, its agents, employees, and subcontractors, done in the conduct of the contract project.
- K. Encumbrances/Obligations and Liquidations:** All encumbrances/obligations shall occur on or between the beginning and ending dates of the contract. All goods must be received and all services rendered between the beginning and ending dates of the contract. The contractor must liquidate (record as an expenditure) all obligations (encumbrances) incurred under the contract no later than 30 days after the ending date of the contract, to coincide with the submission of the final expenditure report, due 30 days after the ending date of the contract. In no manner shall encumbrances be considered or reflected as accounts payable or as expenditures, and an encumbrance cannot be considered an expenditure or accounts payable until the goods have been received and the services have been rendered. Obligations that are liquidated and recognized as expenditures must meet the allowable cost principles in OMB Circular A-87, A-21, or A-122 (as applicable) and program rules, regulations, and guidelines contained elsewhere. This applies to all grant programs, including state and federal, discretionary and formula.

<p>SCHEDULE #6A – cont.</p> <p>GENERAL PROVISIONS & ASSURANCES</p>	<p align="center">TEXAS EDUCATION AGENCY</p> <p align="center">Standard Application System</p> <p align="center">School Years 2010-2013</p>	<p align="center"><u>108912</u></p> <p align="center">County-District No.</p>
<p align="center">Texas Title I Priority Schools Grant</p>		

- 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	108912 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	108912 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:
- Americans With Disabilities Act**, P. L. 101-336, 42 U.S.C. sec. 12101, and the regulations effectuating its provisions contained in 28 CFR Parts 35 and 36, 29 CFR Part 1630, and 47 CFR Parts 0 and 64;
 - Title VI of the Civil Rights Act of 1964**, as amended (prohibition of discrimination by race, color, or national origin), and the regulations effectuating its provisions contained in 34 CFR Part 100;
 - Title IX of the Education Amendments of 1972**, as amended (prohibition of sex discrimination in educational institutions) and the regulations effectuating its provisions contained in 34 CFR Part 106, if Contractor is an educational institution;
 - Section 504 of the Rehabilitation Act of 1973**, as amended (nondiscrimination on the basis of handicapping condition), and the regulations effectuating its provisions contained in 34 CFR Part 104 and 105;

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	108912 County-District No.
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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.
 12. **Prohibition of Text Messaging and E-mailing while Driving during Official Federal Grant Business**: Personnel funded from federal grants and their subcontractors and subgrantees are prohibited from text messaging while driving an organization-owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using organization-supplied electronic equipment to text message or e-mail while driving. Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership On Reducing Text Messaging While Driving," October 1, 2009 (pursuant to provisions attached to federal grants funded by the U.S. Department of Education).
- CC. Federal Regulations Applicable to All Federal Programs:**
1. **For Local Educational Agencies (LEAs)**: 28 CFR 35 Subparts A-E, 28 CFR 36 Subparts C & D, Appendix A, 29 CFR 1630, 34 CFR 75 or 76 as applicable, 77, 79, 80, 81, 82, 85, 97, 98, 99, 104, 47 CFR 0 and 64, and OMB Circulars A-87 (Cost Principles), A-133 (Audits), and A-102 (Uniform Administrative Requirements);
 2. **For Education Service Centers (ESCs)**: 28 CFR 35 Subparts A-E, 28 CFR 36 Subparts C & D, Appendix A, 29 CFR 1630, 34 CFR 75 or 76 as applicable, 77, 79, 80, 81, 82, 85, 97, 98, 99, 104, 47 CFR 0 and 64, and OMB Circulars A-87 (Cost Principles), A-133 (Audits), and A-102 (Uniform Administrative Requirements);
 3. **For Institutions of Higher Education (IHEs)**: 28 CFR 35 Subparts A-E, 28 CFR 36 Subparts C & D, Appendix A, 29 CFR 1630, 34 CFR 74, 77, 79, 81, 82, 85, 86, 97, 98, 99, 104, 47 CFR 0 and 64, and OMB Circulars A-21 (Cost Principles), A-133 (Audits), and A-110 (Uniform Administrative Requirements);
 4. **For Nonprofit Organizations**: 28 CFR 35 Subparts A-E, 28 CFR 36 Subparts C & D, Appendix A, 29 CFR 1630, 34 CFR 74, 77, 79, 81, 82, 85, 97, 98, 99, 104, 47 CFR 0 and 64, and OMB Circulars A-122 (Cost Principles), A-133 (Audits), and A-110 (Uniform Administrative Requirements);
 5. **For State Agencies**: 28 CFR 35 Subparts A-E, 28 CFR 36 Subparts C & D, Appendix A, 29 CFR 1630, 34 CFR 76, 80, 81, 82, 85, 97, 98, 99, 104, 47 CFR 0 and 64, OMB Circulars A-87 (Cost Principles), A-133 (Audits), and A-102 (Uniform Administrative Requirements); and
 5. **For Commercial (for-profit) Organizations**: 29 CFR 1630 and 48 CFR Part 31.
- DD. General Education Provisions Act (GEPA), as Amended, Applicable to All Federal Programs Funded or Administered Through or By the U. S. Department of Education:**
1. **Participation in Planning**: Applicant will provide reasonable opportunities for the participation by teachers, parents, and other interested parties, organizations, and individuals in the planning for and operation of each program described in this application (20 USC 1232(e)).

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	108912 County-District No.
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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.

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>108912</u> County-District No.
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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>108912</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>108912</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>108912</u> County-District No.
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Submission of this certification covers all federal programs in this application, is required by the U. S. Department of Education and Section 1352, Title 31, of the United States Code, and is a prerequisite for making or entering into a subgrant or subcontract over \$100,000 with any organization. (Read instructions for this schedule for further information.)

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

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

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

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

11/89
 03/90

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

SCHEDULE #6D - Disclosure of Lobbying Activities	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>108912</u> County-District No.
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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	Standard Application System School Years 2010-2013	County-District No. 108912
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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].

<div data-bbox="82 174 99 195">3</div> SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<div data-bbox="1289 283 1393 310">108912</div> 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 it implement the following federal requirements.
 1. Develop and increase teacher and school leader effectiveness.
 - A. Evaluate the effectiveness of the current principal and use the results of the evaluation to determine whether the principal should be replaced, be retained on the campus, or be provided leadership coaching or training.
 - B. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;
 - C. Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and
 - D. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school based on rigorous, transparent, and equitable evaluation systems for teachers and principals:
 1. Takes into account data on student growth as a factor as well as other factors such as multiple observation-based assessments of student performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
 2. Are designed and developed 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:

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

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

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

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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

Reyna & Garza, PLLC

Certified Public Accountants

4416 S. McColl Road

Edinburg, TX 78539

August 30, 2004

Mr. Alfredo Vela
Administrative Assistant for Budget and Finance
201 E. Expressway 83
La Joya, Tx 78560

Dear Mr. Vela:

In reference to your inquiry as to the "tax status" of the La Joya Independent School District, please note the following. The Internal Revenue Code identifies public school districts as "political subdivisions" and as such are exempt from taxation. "A political subdivision ordinarily includes a ..., school district and other similar governmental entities." The school district is therefore not required to obtain a "Determination Letter" or similar documentation from the Internal Revenue Service (IRS) identifying it as tax exempt. As a political subdivision the school district is not required to file an information return with the IRS, either.

Please further note that the La Joya Independent School District qualifies as a "Qualifying Organization" for the purposes of charitable contributions.

Please feel free to contact us, if there is any other questions or concerns.

Sincerely,

Reyna & Garza
Reyna & Garza, PLLC
Certified Public Accountants