

[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 VILLA ISD	108-914
		Organization Name	County-District#
		LA VILLA HIGH SCHOOL	001
		Campus Name	Campus Number
		746011562	REGION 1 ESC
		9-Digit Vendor ID#	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

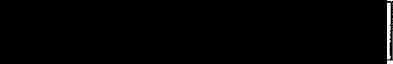
An X in the "New Application" column indicates those schedules that **must** be submitted as part of the application. The applicant must place an X in this column for each additional schedule submitted to complete the application. For amendments, the applicant must place an X in the Amendment Application 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	☐
4	Program Requirements	X	☐
4A	Program Abstract	X	☐
4B	Program Description	X	☐
4C	Performance Assessment and Evaluation	X	☐
4D	Equitable Access and Participation	X	☐
5	Program Budget Summary	X	X
5B	Payroll Costs 6100	☒	☐
5C	Professional and Contracted Services 6200	☒	☐
5D	Supplies and Materials 6300	☒	☐
5E	Other Operating Costs 6400	☒	☐
5G	Capital Outlay 6600/15XX (Exclusive of 6619 and 6629)	☒	☐
6A	General Provisions	X	NA
6B	Debarment and Suspension Certification	X	NA
6C	Lobbying Certification	X	NA
6D	Disclosure of Lobbying Activities	☒	☐
6E	NCLB Provisions and Assurances	X	NA
6F	Program-Specific Provisions and Assurances	X	NA

Certification and Incorporation

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

Authorized Official

Typed First Name	Initial	Last Name	Title
DR. NORMA	L	SALAIZ	SUPERINTENDENT
Phone	Fax	Email	Signature/Date Signed (blue ink preferred)
956-262-4755	956-262-7323	NLSALAIZ@LAVILLASD.ORG	 6/1/10

Only the legally responsible party may sign this application.

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

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

TE/ 701-10-112-077

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

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by telephone/e-mail/FAX on _____ by _____ of TEA.		School Years 2010-2013		Amendment No.	
Texas Title I Priority Schools Grant Schedule #1—General Information					
Part 3: Applicant Information					
Local Educational Agency (LEA) Information					
LEA Name					
LA VILLA ISD					
Mailing Address Line - 1		Mailing Address Line - 2		City	State
P.O. BOX 9		500 E. 9 th St.		LA VILLA	TX
U.S. Congressional District Number		Primary DUNS Number		Central Contractor Registration (CCR) CAGE Code	NCES Identification Number
TX - 15		023571698		5PWN5	4826340
Campus Name				County-District Campus Number	
LA VILLA HIGH SCHOOL				108914-001	
Mailing Address Line - 1		Mailing Address Line - 2		City	State
P.O. BOX 9		100 W. HWY. 107		LA VILLA	TX
Zip Code		78562			
Applicant Contacts					
Primary Contact					
First Name		Initial	Last Name		Title
DR. NORMA		L	SALAIZ		SUPERINTENDENT
Telephone		Fax	Email		
956-262-4755		956-262-7323	NLSALAIZ@LAVILLAISD.ORG		
Mailing Address Line - 1		Mailing Address Line - 2		City	State
P.O. BOX 9		500 E. 9 th St.		LA VILLA	TX
Zip Code		78562			
Secondary Contact					
First Name		Initial	Last Name		Title
ROBERT			MUNOZ		ADMINISTRATOR
Telephone		Fax	E-mail		
956-262-4755		956-262-7323	RMUNOZ@LAVILLAISD.ORG		
Mailing Address Line - 1		Mailing Address Line - 2		City	State
P.O. BOX 9		500 E. 9 th St.		LA VILLA	TX
Zip Code		78562			

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

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

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

- | | |
|--|---|
| ☐ Schedule #1—General Information | ☐ Schedule #5—Program Budget Summary |
| ☐ Schedule #3—Purpose of Amendment | ☐ Schedule #5B—Payroll Costs 6100 |
| ☐ Schedule #4—Program Requirements | ☐ Schedule #5C—Professional and Contracted Services 6200 |
| ☐ Schedule #4A—Program Abstract | ☐ Schedule #5D—Supplies and Materials 6300 |
| ☐ Schedule #4B—Program Description | ☐ Schedule #5E—Other Operating Costs 6400 |
| ☐ Schedule #4C— Performance Assessment and Evaluation | ☐ Schedule #5G—Capital Outlay 6600/15XX (Exclusive of 6619 and 6629) |
| ☐ 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.		
☐	1. Addition of a class/object code not previously budgeted on Schedule #5—Budget Summary	
☐	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	
☐	3. Addition of a new line item on any of the supporting budget schedules (i.e., Schedules #5B-5G)	
☐	4. Increase or decrease in the number of positions budgeted on Schedule #5B—Payroll Costs	
☐	5. Addition of a new item of computer hardware/equipment (not capitalized) approved on Schedule #5C—Supplies and Materials	
☐	6. Addition of a new item or increase in quantity of capital outlay item(s) $\geq$ \$5,000 approved on Schedule #5G—Capital Outlay for articles costing \$5,000 or more.	
☐	7. Addition of a new item of capital outlay items approved on Schedule #5G—Capital Outlay for articles costing less than \$5,000.	
☐	8. Reduction of funds allotted for training costs	
☐	9. Additional funds needed	
☐	10. Change in scope of objectives, regardless of whether there is an associated budget revision requiring prior approval	
☐	11. Other (Specify)	
Part 4: Amendment Justification		

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

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

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Part 2: Statutory Requirements			
#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described	
14	Applicant provides assurance that it will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final federal requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the TEA) to hold accountable its Tier III schools that receive grant funds.	Program Assurances	
15	Applicant provides assurance that it will, if it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization (CMO), or education management organization (EMO) accountable for complying with the final federal requirements.	Program Assurances	
16	Applicant provides assurance that it will report to the TEA the school-level data required under section III of the final federal requirements.	Program Assurances	
17	If the LEA/campus selects to implement the turnaround model , the campus must implement the following federal requirements. a. Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates; b. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students; 1. Screen all existing staff and rehire no more than 50 percent; and 2. Select new staff. c. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school; d. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; e. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability; f. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; g. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students; h. Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and i. Provide appropriate social-emotional and community-oriented services and supports for students.	Program Assurances	

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

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

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

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

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____		TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	108914 County-District No.
by telephone/e-mail/FAX on _____ by _____ of TEA.			Amendment No.
Texas Title I Priority Schools Grant Schedule #4—Program Requirements			
Part 4: TEA Program Assurances			
#	TEA Assurance Description		
2	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant.		
3	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, the Texas School Improvement Conference, and sharing of best practices.		
4	For the LEAs selecting the TEA Designed Models the applicant provide assurances that it will participate in and make use of technical assistance and coaching support provided by TEA, SIRC, and/or its subcontractors.		
5	The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the effectiveness of the LEA's curriculum and its alignment with instruction occurring on the campus; assesses progress on student groups' academic achievement at the campus level; and guide instructional decisions by teachers for individual students.		
6	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.		
7	The applicant will provide access for onsite visits to the LEA and campus by TEA, SIRC and its contractors.		
8	The applicant, if selecting the Restart Model, agrees to contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.		
9	The applicant, if selecting the Turnaround Model or Transformation Model (Tiers I and Tiers II only) agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.		
10	If the LEA/Tier III campus selects to implement the transformation model , the campus assures That it will it implement the following federal requirements. 1. Develop and increase teacher and school leader effectiveness. A. Evaluate the effectiveness of the current principal and use the results of the evaluation to determine whether the principal should be replaced, be retained on the campus, or be provided leadership coaching or training. B. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so; C. Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and D. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school based on rigorous, transparent, and equitable evaluation systems for teachers and principals: 1. Takes into account data on student growth as a a factor as well as other factors such as multiple observation-based assessments of student performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and 2. Are designed and developed and with teacher and principal involvement		

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____		TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	108914 County-District No.
by telephone/e-mail/FAX on _____ by _____ of TEA.			_____ Amendment No.
Texas Title I Priority Schools Grant Schedule #4—Program Requirements			
Part 4: TEA Program Assurances			
#	TEA Assurance Description		
10	2. Comprehensive instructional reform strategies. A. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and B. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students. 3. Increasing learning time and creating community-oriented schools. A. Establish schedules and strategies that provide increased learning time; and B. Provide ongoing mechanisms for family and community engagement. 4. Providing operational flexibility and sustained support. A. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and B. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).		
11	An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as-- (A) Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school; (B) Institute a system for measuring changes in instructional practices resulting from professional development; or (C) Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.		
12	An LEA may also implement comprehensive instructional reform strategies, such as-- (A) Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective; (B) Implement a school wide "response-to-intervention" model; (C) Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content; (D) Use and integrate technology-based supports and interventions as part of the instructional program; and (E) In secondary schools-- (1) Increase rigor by offering opportunities for students to enroll in advanced coursework (such as advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework; (2) Improve student transition from middle to high school through summer transition programs or freshman academies; (3) Increase graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or (4) Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.		

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____		TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	<u>108914</u> County-District No.
by telephone/e-mail/FAX on _____ by _____ of TEA.			_____ Amendment No.
Texas Title I Priority Schools Grant Schedule #4—Program Requirements			
Part 4: TEA Program Assurances			
#	TEA Assurance Description		
13	An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as-- A. Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs; B. Extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff; C. Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or D. Expand the school program to offer full-day kindergarten or pre-kindergarten.		
14	The LEA may also implement other strategies for providing operational flexibility and intensive support, such as-- A. Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or B. Implement a per-pupil school-based budget formula that is weighted based on student needs.		
15	The LEA/campus assures TEA that data to meet the following federal requirements will be available and reported as requested. a. Number of minutes within the school year. b. Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup. c. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes. (High Schools Only) d. College enrollment rates. (High Schools Only) e. Teacher Attendance Rate f. Student Completion Rate g. Student Drop-Out Rate h. Locally developed competencies created to identify teacher strengths/weaknesses i. Types of support offered to teachers j. Types of on-going, job-embedded professional development for teachers k. Types of on-going, job-embedded professional development for administrators l. Strategies to increase parent/community involvement m. Strategies which increase student learning time		
By submitting the application and signing Schedule #1, the applicant is certifying it will comply with the above assurances.			

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with by telephone/e-mail/FAX on _____ of TEA.	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	108914 County-District No. _____ Amendment No.
	Texas Title I Priority Schools Grant Schedule #4A—Program Abstract	

Part 1: Grant Eligibility

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

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

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

Part 2: Grant Program Summary. Provide a brief overview of the program you plan to implement on the campus.

Be sure to address fundamental issues such as your local program goals and objectives that align with the RFA purpose and goals, rationale for program design, etc. Address the specific gaps, barriers, or weaknesses to be addressed by the intervention model to be selected. A response to this question must be completed in the original submission regardless of whether the LEA/campus has selected an intervention model at this time or not.

Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).

La Villa High School is in its second year of unacceptable status and on AYP stage 2 for math. Many factors have contributed to this systematic problem. After conducting the comprehensive needs assessment the following gaps, barriers, and weaknesses were identified:

Demographics	graduation rate (67.7%); attendance rate (90.8%) sub-populations passing rate: English Language Learners (30% math, 57% reading/ELA); special education (20% math)
Student Achievement	Successful strategies not being addressed to ensure student academic success. Higher expectations for discipline and rigor in the classroom are not observed.
School Culture and Climate	Student engagement not challenging, morale is low for both students and teachers, staff does not feel appreciated or recognized for their efforts
Teacher Quality	Teacher retention (45% turnover 2008-2009); minimal salary scale, lack of education program incentives
Curriculum, Instruction and Assessment	Instructional strategies need to include rigor across the curriculum with college/career skill development as the goal
Family and Community Involvement	Lack of parent involvement in their child's education at the high school and middle school
School Context and Organization	Lack of common planning/conference is so that teachers will have more time to plan, prepare, and collaborate
Technology	Lack of district policies and procedures for staff and student use

La Villa High School's new reform is to transform from a TAKS Remediation High School to a College & Career Readiness High School by addressing the college readiness standards. With the support of the district, La Villa High School will engage in an aggressive reform and partner with the School Improvement Resource Center (SIRC), Region 1 Education Center, College Board, Tech Prep of the Rio Grande Valley, Abriendo Puertas (Opening Doors) Parental Communication Initiative to improve academic performance, increase teacher quality, improve school climate, increase leadership effectiveness, increase the use of quality data to drive instruction, increase parental/community involvement, and increase learning time. La Villa High School will implement the **Tier III Transformational Model** which is based on the following four principles: develop and increase teacher and school leader effectiveness, comprehensive instructional reform strategies, increasing learning time and creating community-oriented schools, and providing operational flexibility and sustained support. The key elements that La Villa High school will address that are part of the transformational model are to evaluate the effectiveness of the current principal, identify and reward school leaders, teachers, and other staff who have increased student achievement and high school graduation rates, provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff and implement such strategies as financial incentives, increased opportunities for promotion and career growth. La Villa High School will also use data to identify and implement an instructional program that is research-based and vertically aligned with the middle school, and promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students. The high school will establish schedules and strategies that provide increased learning time; provide ongoing mechanisms for family and community engagement; give the school sufficient operational flexibility to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and ensure that the school receives ongoing, intensive technical assistance.

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with by telephone/e-mail/FAX on _____ of TEA.	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	108914 County-District No. Amendment No.													
Texas Title I Priority Schools Grant Schedule #4B—Program Description															
Part 1: Comprehensive Needs Assessment															
Section A: Campus Grade Levels															
Type of School	Number of Students Enrolled in Grade Levels on the Campus to be Served with Grant														
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public School											42	36	33	51	162
Open-Enrollment Charter School															0
Total Students:	0	0	0	0	0	0	0	0	0	0	42	36	33	51	162
Total Instructional Staff														21	
Total Support Staff														8	
Section B: Data Sources Reviewed or to be Reviewed in the Comprehensive Needs Assessment Process															
1	Enrollment/attendance, Special program participation, At-risk category (high school and middle school)														
2	Graduation, completion, dropout and GED rates, Dual credit/advance placement data														
3	State assessment data (TAKS high school and middle school), TELPAS, SAT/ACT/PSAT results														
4	Staff/student/parent climate surveys, questionnaires, classroom and school walkthrough data, parent conferences														
5	Teacher certification, professional development data, recruitment and retention strategies (high school and middle school)														
6	Curriculum resources and materials (high school and middle school), Scope and Sequence (high school and middle school), master schedule														
7	Family and community participation counts, parent activity feedback														
8	Decision making process, duty rosters, school map and physical environment, program support services														
9	Communication: formal or informal														
10	Technology: district infrastructure, hardware, software, district star chart, professional development, district policies and procedures, district plan														

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	<u>018914</u> County-District No.
by telephone/e-mail/FAX on _____ by _____ of TEA.		_____ Amendment No.
Texas Title I Priority Schools Grant		
Schedule #4B—Program Description		
Part 1: Comprehensive Needs Assessment Cont.		
Section 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.		
La Villa High School conducted an extensive five step comprehensive needs assessment that is provided by NCLB which will then lead to the review and development of the campus improvement plan. The administrative team reviewed the NCLB Comprehensive Needs Assessment (CNA) Guide and the CNA Overview Presentation to discuss and review the five step process to facilitate and ensure buy-in from stakeholders. The campus administrator conducted a meeting and discussed the five steps process with all stakeholders that will be involved: district/campus personnel, parents and other members of the community, teachers, NCLB administrators, technical assistance providers, school staff, and students. The administrative and site-based decision-making teams review the CNA Overview Presentation and share this information with all staff. Timelines for conducting the CNA are determined and shared with staff. The five step process will include the following: review the purpose and outcomes for conducting the comprehensive needs assessment, establish committees for each area of the CNA, determine which types of data will be collected and analyzed by the committee to develop the school profile, determine areas of priority and summarize needs, and connect the CNA to the district/campus improvement plan development and review process. After the meeting, campus administrator gave stakeholders the opportunity to choose a committee of their choice and/or assigns a member to a committee based on expertise in any of the areas they might provide. Committee members were provided with copies of the CNA Guide. The areas the committees will be part of are the following: Demographics, Student Achievement, School Culture and Climate, Staff Quality, Recruitment and Retention, Curriculum, Instruction and Assessment, Family and Community Involvement, School Organization, Technology. District/campus administrators, technical assistance providers will be assigned to lead and facilitate individual teams. The committees had the opportunity to meet after school or on weekends to determine which data should be collected to provide the most information regarding the strengths and needs of the district/school, along with the schedule for completing the analysis. Committees reviewed the data to determine analysis statements, strengths, and needs, then use this information to develop summary priorities. The committees used the tools provided by NCLB CNA manual and the excel spreadsheet that provided potential data sources and probing questions to facilitate dialogue about the data; determine strengths and needs; and develop priority and summary statements for each area. The campus site based decision making team collected committee data and began to determine areas of priority and summarize needs. This information was compiled in the CNA Tool and collective information is shared with staff. The campus SBDM met with campus/district administration to report all the findings in the CNA, address CNA strengths as strategies and activities which will be continued and sustained to build on. The team also discussed the CNA needs through strategies and activities designed to improve student outcomes and prioritized the needs to correlate with justifications for NCLB program expenditures.		

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by telephone/e-mail/FAX on _____ by _____ of TEA.			Amendment No.
Texas Title I Priority Schools Grant			
Schedule #4B—Program Description			
Part 1: Comprehensive Needs Assessment Cont.			
Section D: Groups of Participants Contributing/to Contribute to Needs Assessment Process, ensuring Parents and Community Groups were involved in the process.			
1	TTIPS decision making team		
2	District/Campus site based decision making team		
3	Campus administrators		
4	Campus teachers and support staff		
5	District administrators		
6	High school and middle school parents		
7	High school students		
8	Region One ESC personnel		
9	Technical assistance provider/External Campus intervention team		
10	Core academic external consultants		

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by telephone/e-mail/FAX on _____ by _____ of TEA.		
Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 2: Project Management		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Capacity -- Describe the LEA's capacity to use grant funds to provide adequate resources and related services/support to the campus to implement, fully and effectively, the required activities of the school intervention model.		
The La Villa ISD has a system of internal controls that ensures that funds are expended as approved in the grant application. Our finance systems and procedures have been audited and deemed to meet and exceed state requirements. The La Villa ISD can assure that we are in compliance with submitting the required annual audit for the immediate prior fiscal year to TEA and that the audit is in compliance with the applicable audit standards. The La Villa ISD is financially stable and has the capacity to manage these grant funds in compliance with the final federal regulations. Our capacity to use grant funds effectively is evidenced by the District's Above Standard Achievement Rating received through the Financial Integrity Rating System of Texas. The La Villa ISD Business Manager and the District Shepherd will ensure that we follow the statutory requirements with respect to ARRA regulations, the OMB Circulars, and other financial related issues. The District Shepherd has attended various technical assistance sessions and assures TEA that we will expend grant funds for the required activities delineated for the Tier III Modified Transformation Model as defined in the final federal regulations. The budgets will be managed through the district's financial data base (RSCCC) using an encumbrance process. This control allows staff to remain in compliance with the budgetary limitations for each object code. Authorization for the encumbrance and expenditure of funds will be reviewed and approved by key staff at the campus and district level. These staff members are responsible for ensuring that requests for use of funds are in accordance with the approved grant program activities Our Special Programs Coordinator will serve as the District's Transformational Shepherd. He and the High School Principal will coordinate the program activities with other campus initiatives are ready in place at the campus. He will ensure that we provide adequate resources to each required activity by establishing project-based budgets during the planning phase of our plan. This means that each project, service, or support that is funded with grant funds includes an itemized budget. The budget category for each of the required activities includes payroll, contracted services, supplies and materials, other related operating costs. In addition to providing adequate resources for effective implementation of the Plan, the District will provide the following supports for each of the required activities: (1) Increasing Teacher and School Leader Effectiveness: Ensure that every classroom has a great teacher and a great instructional leader. A new system of teacher and principal evaluation and support will be in place in order to identify effective and highly effective teachers and principals on the basis of student growth. The system in place will direct the professional development and help teachers and principals improve student learning. (2) Comprehensive Instructional Reform Strategies: Through an improved professional development and evidence-based instructional models and support our students will receive a world-class education. We will foster school environment where teachers will have time to cooperate and collaborate, to lead and create work synergies and create the conditions for them to excel. (3) Increasing Learning Time and Creating Community Oriented Schools: We know the importance for our families therefore; we will strengthen the links of cooperation with our communities and families, since a parent is a child's first teacher. We will create partnerships to deliver additional services and supports that address the full range of student needs. We will increase the time and duration of those educational programs that make a difference in our students. (4) Providing Operational Flexibility and Sustained Support: Academic recovery courses, multi-disciplinary projects, will be allowed in transforming the school day and/or extending the school day.		

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by telephone/e-mail/FAX on _____ by _____ of TEA.		Amendment No.
Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Partnership/Involvement of Others – Describe how the LEA/campus consulted with relevant stakeholders (students, staff, parents, community) regarding this application and proposed implementation of a school intervention model.		
The District formed a decision making team (TDMT) to make the recommendations concerning the High School. The TDMT consisted of Central Office Administrators, Campus Administrators, parents, students and board members. The TDMT became familiarize with the intricacies and implications for each option and answer the narrowing questions provide by TEA TTIPS grant. The TDMT considered the individual school situations before making recommendations on the selection of the Tier III Modified Transformation Model. The district held meetings with the campus administrators regarding the application and proposed implementation of a school intervention model. The district provided useful tools to begin the change process and get planning teams started. The District allowed sufficient time for team planning, work, and decision making at the school. The campus site based decision making team reviewed and analyzed the comprehensive needs assessment priorities and concluded that the reform needed was to change from remediation to higher level expectations that lead to college and career readiness. The campus administrator held a meeting with all stakeholders involved; teachers, staff, parents and students. Stakeholders were informed about the Tier III Modified Transformation Model and explained all the required activities that needed to be followed as per the grant and the permissible activities that were allowed. The principal then shared the comprehensive needs assessment priorities and shared the new vision of the campus that transforms TAKS remediation to College and Career Readiness. The Principal continued to explain the process of the reform and introduced the partnerships that will be developed for this reform: School Improvement Resource Center, Region 1 Education Center, College Board, Tech Prep of the Rio Grande Valley, Abriendo Puertas (Opening Doors) Parental Communication Initiative. The campus administrators were on hand to invite the parents and staff to address any concerns with such reform.		

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by telephone/e-mail/FAX on _____ By _____ of TEA.		_____ Amendment No.
Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
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.		
Developing and increasing teacher and school leader effectiveness, the campus will continue to use the PDAS evaluation system for the teachers. The campus administrators and staff will develop an observation tool that will also take into account student growth on benchmarks and six week assessments and monitor professional development that reflects on student achievement and high school graduation rates. The District Superintendent and District Shepherd will collaborate and create an evaluation tool to evaluate the High School Principal. A growth plan will also be developed with principal input that will be evaluated on a six week basis that consist of professional development in areas of student achievement, student engagement and performance at the high school. The district will present to the school board incentives that will identify and reward highly effective teachers who have a positive impact on student achievement and continue to provide incentives for teachers effectively improving on their professional practice. The campus will design best practice workshops that will be aligned with the new reforms strategies to prepare teachers on the Texas College and Career Readiness Standards, differentiated instruction, and subject-specific design pedagogy. The district and school board will modify policy on the pay scale to recruitment, place and retain staff that hold or receive master degrees in subject areas that directly have a positive impact on student achievement. The high school will use C-Scope curriculum (developed by Region One Education Center) for social studies and science and incorporate the College Board Curriculum Springboard for the English Language Arts and Math Curriculum. The district will partner with the College Board to vertically align the Advance Placement curriculum starting at the 6th grade level. The campus will use DMAC software to provide data on formative, interim, and summative assessments and regroup students who continue to struggle and incorporate the response to intervention model for those students. To increase learning time, create community oriented schools, provide operating flexibility and sustain support, the campus will implement the optional flexible school day program that offer to provide flexible hours and days of attendance for students in any grade who has dropped out of school, is at risk of dropping out, is participating in an approved early college high school plan, or will be denied credit for one or more classes in which the student has been enrolled as a result of attendance requirements under the Texas Education Code, §25.092. The goal of the program is to improve graduation rates for students who are in danger of dropping out of school or have dropped out or who are behind in core subject courses. To engage the family and community the high school will also partner with <i>Abriendo Puertas</i>: parental engagement that promotes college enrollment. La Villa ISD will establish structures that will allow us to recruit, select, establish relationship terms, manage, and evaluate the providers. The District will create a rigorous system to attract, select, manage, and continuously evaluate external providers offering a range of school improvement services.		

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Texas Title I Priority Schools Grant		
Schedule #4B—Program Description		
Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Resource Management – Describe how the LEA/campus will align other resources (federal, state, local, and community) with the school improvement intervention.		
La Villa ISD will partner and aligns resources with the following entities: 1. School Improvement Resource Center (SIRC), housed at Region XIII Education Service Center (ESC). SIRC exists as part of the Texas Center for District and School Support (TCOSS) which provides support and technical assistance to campuses staged in intervention status in both the state and federal accountability systems. SIRC will provide the following types of support and technical assistance to La Villa High School: • Training, assistance, and support implementing the transformational model. • On-site technical assistance via Professional Service Provider (PSP) • Pre-assessment of La Villa ISD readiness, capacity, and commitment to implement the grant program • Needs assessment of La Villa ISD systems of support, formative assessment processes, use of data, and professional development • On-going technical assistance to the district and campus, including, but not limited to, phone communication, online resources, face to face mentoring/training, webinars, teleconferencing or discussion boards. 2. Region One Education Center. School improvement support from the Service Center includes district and campus planning assistance, data analysis support for low performing campuses and developing the leadership capacity of school administrators and teams to implement and sustain comprehensive school improvement. The service center will also offer technical assistance by members of the AYP center support team. The service is provided as a means of assisting the campus to make the adjustments necessary so that the following year AYP is met. 3. Tech Prep of the Rio Grande Valley, Inc. (Tech Prep RGV) is a regional public-private collaborative that brings together leaders from secondary education, postsecondary education, and business to design and implement agreed-upon strategies emphasizing college and career readiness. Organized as a Texas nonprofit and federal 501(c)(3) corporation, Tech Prep RGV works through partnerships, some managed by others and many managed by Tech Prep RGV itself. Tech Prep's partnerships are with 32 school districts, 5 colleges and universities, the Education Service Center, chambers of commerce, economic development organizations, and numerous private-sector employers in the Lower Rio Grande Valle . Although the primary responsibility for educating our young people lies with families and education systems, Tech Prep has been successful in reinforcing this critical responsibility and the vital role of employers through our active partnerships. 4. Abriendo Puertas: Parental Engagement that Promotes College Enrollment. This community organization offers parent involvement classes to provide parents the resources to be adequately engaged in their children's education; and ensures parents have adequate knowledge on ways to be involved, requirements for graduation and attending college, and college and financial aid application processes. 5. Edcouch-Elsa ISD, South Texas Community College, Texas State Technical College. The District will use the following entities to align its resources with the option flexible schedule to allow students to chose the career path of choice and receive CTE credit, Dual enrollment credit to earn high school and college credit.		

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	<u>108914</u> County-District No.
by telephone/e-mail/FAX on _____ by _____ of TEA.		_____ Amendment No.
Texas Title I Priority Schools Grant		
Schedule #4B—Program Description		
Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Grant Project Manager Qualifications – Describe the qualifications of the person selected to be the project manager for this grant on the campus.		
La Villa ISD will designate a Central Office Administrator to serve as support to campus undertaking the transformation process. The Special Programs Coordinator has been instrumental in developing district processes and procedures to ensure that program goals and objectives are achieved at the district and is actively involved in reviewing and analyzing school data to ensure that we are continuously making improvement in the areas of need. Mr. Robert Munoz who currently is the Special Program Coordinator at the district will be the Transformational District Shepherd. Mr. Munoz has been employed at the district for 8 years. His capacity was teacher (2 yrs.), High School Principal (4 yrs.) and Special Programs Coordinator (2 yrs.). He currently holds a Bachelor of Business Administration – Management, Master of Education – Educational Administration, Mid-Management Certificate and has currently finished all coursework for the Superintendentcy. Mr. Munoz has extensive knowledge in state and federal program requirements. He has the necessary knowledge, skills, and experience, to manage the school's transformation process successfully. The responsibilities of Mr. Munoz will include: oversight of the transformation process, ensuring responsiveness of LEA offices to the transformation efforts, providing a direct line of communication to the superintendent and other critical LEA level-leaders, assisting in eliminating any LEA-level barriers that may hinder the transformation process, and serving as a resource and mentor to the administrator and campus. Additionally, Mr. Robert Munoz will be required to attend all meetings/professional development sessions throughout the duration of the transformation process.		

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	108914 County-District No. Amendment No.
by telephone/e-mail/FAX on _____ by _____ of TEA.		
Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
LEA Support – Describe how the LEA will structure and implement an individual or office with responsibility for supporting the campus' school improvement efforts.		
La Villa ISD will designate a staff member to serve as support to campuses undertaking the transformation process. The responsibilities of this person will include: oversight of the transformation process, ensuring responsiveness of District to the transformation efforts, providing a direct line of communication to the superintendent, assisting in eliminating any District-level barriers that may hinder the transformation process, and serving as a resource and mentor to the administrator and campus. Additionally, this person will be required to attend all meetings/professional development sessions throughout the duration of the transformation process. Roles and Responsibilities of District Shepherd • Ensure the campus is provided operational flexibility • Ensure effective implementation of all components of the transformation process • Monitor the progress of 90-day action plans • Regular communication with the transformation campus • Regularly scheduled meetings with the transformation campus • Remove LEA barriers that may hinder the transformation process • Provide support and feedback to the principal and teacher leaders when needed or requested • Take an active role in problem-solving with the principal and teacher leaders • Attend campus leadership meetings • Assist in the replacement and recruitment of qualified staff • Assist in efforts to increase community and parental involvement • Support the placement of social service resources at the campus • Partner with campus to generate a positive school culture • Attend required trainings		

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by telephone/e-mail/FAX on _____ by _____ of TEA.		_____ Amendment No.
Texas Title I Priority Schools Grant		
Schedule #4B—Program Description		
Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Program Continuation and Sustainability – Describe how the LEA will sustain the campus reforms after the funding period ends.		
Sustainability has been considered in the initial planning for the Transformational reform. During the comprehensive needs assessment at the high school, administrators invited faculty and community input in the planning stage and afterwards sought continued support and involvement of all stakeholders to ensure continuity of the reform effort. District Administrators must anticipate changes in personnel, reduction of resources, or revisions to policy that would threaten the practices, structures, and attitudes that resulted in improved achievement. The district and campus will create contingency plans to address possible changes in staffing and resources, ensure that new staff is committed to adopting the reform measures and provide dedicated time and space for teams of educators to seek ways to maintain reforms and identify strategies for further improvement. The District will continue to provide professional development to educators on how to engage in ongoing problem solving, thereby establishing a culture geared toward continuous improvement. With an incentive package already in place for increased student achievement, the District will continue to offer incentives, build capacities, and provide opportunities for the people in the system to learn and change. Critical to the sustainability of this project is the intense training that must occur for staff and parents. All the partners have committed to work with the districts to ensure the "EXPERTS" are in place by the time the grant is over. Other resources will be provided by the school district. The partners have committed to serve as advisors to the districts after the grant is over. The goals, objectives, strategies, activities, and expected grant outcomes have already been planned by the district and non-profit partners. The organization of the committees will allow key stakeholders to follow through with their roles and responsibilities. The Support Teams (S-Teams) will share the committee decisions with all the other staff members at each campus. Use of the Professional Learning Community (PLC) concept will provide the process for regular discussion and review of the data. The campus will have three years to institutionalize the best practices of this reform. All activities will be adjusted to meet on-going needs based on the formative evaluations and the end of the year/project evaluation.		

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with	TEXAS EDUCATION AGENCY Standard Application System (SAS)	<u>108914</u> County-District No.
by telephone/e-mail/FAX on _____ by _____ of TEA.		_____ Amendment No.
Texas Title I Priority Schools Grant		
Schedule #4B—Program Description		
Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
External Providers -- Describe how the LEA will recruit, screen, and select external providers to ensure their quality.		
La Villa ISD will establish structures that will allow us to recruit, select, establish relationship terms, manage, and evaluate the providers. The District will create a rigorous system to attract, select, manage, and continuously evaluate external providers offering a range of school improvement services. La Villa ISD will: • identify clear reasons for hiring an external partner, • engage stakeholders about the need to hire external providers and ensure the entire process is transparent and fair, • articulate specific goals of the relationship with the external partner, • including measurable expectations and criteria for selection of external partners to meet these goals, • create conditions to attract multiple high quality external partners, • budget adequate funding to support relationship with external partner for duration of contract, • develop a rigorous process to select an external partner whose experience and qualifications match the specified goals (e.g., a written application, due diligence to confirm track record of success and financial stability, an in-person interview with the external provider's leadership team, and, if appropriate due to scope, a site visit to schools receiving services from the external partner), • negotiate a contract outlining roles and responsibilities of the external partner as well as the district, and if applicable, state department of education, as well as explicit and measurable outcomes, including interim indicators of growth, provide support as needed and appropriate but do not micro-manage external partner, evaluate the external partner's progress toward goals and define consequences for failure (e.g., termination or modification of contract).		

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by telephone/e-mail/FAX on _____ by _____ of TEA.		_____ Amendment No.
Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
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.		
La Villa High School's site based decision making team will review all campuses successfully implementing the intervention model. The committee will review demographic, student population, student assessment and special population data and compare and contrast the data with the data produce at La Villa High School. The committee will select schools that represent similar data that reflects La Villa High School. The committee will organize a group of stakeholders which will include District Shepherd, campus administrators, teachers, campus staff, high school and middle school parents, and students. The District Shepherd will make contact with visiting campuses administrators to organize a visit. The visit will consist of an observation of campus facilities, classroom observations, student and teacher interviews, review of administration policies and procedures and exit interview with campus staff. The committee will meet and collaborate on the successes that make that visiting campus a success. The committee will organize a priority list on items that can be started immediately at La Villa High School and develop a plan to implement other strategies or activities throughout the school year. After all data has been collected by visiting different campuses, the committee will share their experiences and ideas to all stakeholders at La Villa High School. After reviewing the outcomes of the visits and collaboration between all stakeholders has taken placed, the SBDM committee will meet to review current policy in place and revise or create new policy to reflect the outcomes of the school visits.		

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by telephone/e-mail/FAX on _____ by _____ of TEA.		_____ Amendment No.
Texas Title I Priority Schools Grant		
Schedule #4B—Program Description		
Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
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.		
La Villa ISD does not have any Tier I schools identified		

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

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by telephone/e-mail/FAX on _____ by _____ of TEA.		Amendment No.
Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 3: Intervention Model		
Section B: Model Selection Process –Describe in detail:		
1. The process the LEA and campus followed/will follow to select a school intervention model that aligns to the identified needs of the campus. 2. The timeline delineating the steps the campus will take to implement the selected intervention.		
Responses are limited to five pages , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
The La Villa ISD formed a TTIPS decision-making team (TDMT) to make the recommendations concerning La Villa High School. The TDMT consisted of central office administrators, campus administrators, parents, students and board members. The TDMT became familiarize with the intricacies and implications for each option and answered the narrowing questions provided by TEA TTIPS grant: Is the LEA willing to grant the school operational flexibility (e.g., staffing, calendar, budget)? Is the LEA willing and able to increase and provide ongoing mechanisms for parent/community engagement? Is the LEA willing to develop and utilize rigorous, transparent, and equitable evaluation systems for teachers and principals designed with teacher and principal involvement? Will the LEA ensure that the school receives ongoing intensive technical assistance? Will the LEA support strategies (financial incentives, increased opportunities for promotion, and flexible work conditions) design to recruit and retain staff? Is the LEA willing and able to establish schedules and implement strategies to provide increased learning time? After answering yes to all the questions, the team started to look at data that furthermore made it more convincing that the high school campus needed to take another route to reform. The data reviewed was from the most recent AEIS report: TAKS standards for each grade level with special emphasis on 9th grade math (53%), 10th grade math (39%), science (35%), 11th grade math (40%), science (43%), attendance rate (90%), dropout rate (3.3%), completion rate (67.7%), and all the college ready indicators. RSCCC reports created by central office were also used to make the recommendation for reform: discipline data, demographics, class schedules, and master schedules. The TDMT also reviewed staff and student school climate surveys that were collected during the fall semester. The TDMT considered the individual school situations before making the recommendation on the selection of the Tier III Transformation Model.		
After conducting the comprehensive needs assessment at the high school, school administrators summarized the strengths and needs and prioritized the campus goals and objectives and aligned the goals and objectives with the transformation model selected. The following goals and objective will be described with the timeline delineating the steps the campus will take to implement the model selected.		
In developing and increasing teacher and school leader effectiveness, La Villa ISD continually faces difficulties in recruiting and retaining enough effective teachers and school leaders for all students. Attracting high-quality staff has traditionally been especially problematic for the high school and for certain subject areas (e.g., mathematics and science). To more successfully recruit effective educators for all students, La Villa ISD will actively and strategically market their strengths (e.g., attractive compensation packages and/or working conditions) during the fall 2010 semester. The district will also develop and plan during the fall 2010 semester to identify the characteristics of the district and its schools that are attractive to teachers and seek to both, market and build upon them to recruit new staff, develop and sustain partnerships with universities and community colleges that deliver teacher preparation, particularly for the recruitment of teachers in high-need areas, establish "grow-your-own" programs to recruit future educators from the pool of current high school students, paraprofessionals, teacher aides, provide financial incentives (e.g., salary increases, bonuses, etc.) for educators willing to work in high-need schools or subject areas. For the district and campus to successfully retain effective educators, La Villa ISD will equip teachers with the competencies to apply evidenced-based practices in differentiating instruction and classroom management,		

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Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 3: Intervention Model		
Section B: Model Selection Process Cont. Responses are limited to five pages, front side only, with a font size no smaller than 9 point (Arial or Verdana).		
provide training for school leaders in providing instructional leadership and supporting teachers with disciplinary matters, maintain safe, clean, adequately-resourced school buildings, provide teachers with opportunities for differentiated career tracks and opportunities for growth, provide new teachers with formal high quality, data-driven induction that starts prior to the beginning of the academic year and multi-year mentoring supports aimed at enhancing new teachers' instructional practice. The campus will create a school atmosphere that features trust, professionalism, and shared leadership, foster a positive, collaborative, and team-oriented school culture, differentiate administrative support for teachers based on experience level and individual needs, and provide adequate planning time for teachers. Evaluating staff is a critical component in an effective performance management system and should be connected to other areas of educator talent management and support (Milanowski, Heneman, & Kimball, 2009). Developing and increasing teacher and school leader effectiveness, the campus will continue to use the PDAS evaluation system for the teachers. Fall 2010 semester the campus administrators and staff will develop an observation tool that will also take into account student growth on benchmarks and six week assessments and monitor professional development that reflects on student achievement and high school graduation rates. The district will include multiple people in conducting evaluations. They will have experience in the classroom and include individuals with expertise in the subject or grade level of the teacher being evaluated, provide high-quality training for those conducting evaluations, incorporate teacher self-reflection and personal goal-setting in the evaluation process. The district will require evaluators to provide timely, clear, and constructive feedback. La Villa ISD will standardize and document the evaluation process and evaluate the performance of school leaders in a similar manner. For both teachers and school leaders, the evaluation system must be monitored for its perceived usefulness and to guide revisions to the evaluation process. To implement comprehensive instructional reform strategies, La Villa ISD will address the challenge of improving student access to and success in college during the summer 2010 by offering dual enrollment opportunities, advance placement courses, and strategies emphasizing college and career readiness. With the use of traditional and flexible option scheduling, the courses mentioned above will be offered at the high school campus, the campus of a postsecondary institution, and through distance learning. Research has documented the effectiveness of dual enrollment efforts in aiding high school students not only in their transition to college, but also in graduating from college (Bailey et al., 2002; Anderson, 2001; Wechsler, 2001; Crossland, 1999). The College Board's Advanced Placement Program® (AP®) enables students to pursue college-level studies while still in high school. Through more than 30 college-level courses, each culminating in a rigorous exam, AP provides willing and academically prepared students with the opportunity to earn college credit and/or advanced placement. College and Career Readiness is a program La Villa ISD will implement to focus on creating a college going culture, through the integration of the Texas College and Career Readiness Standards into the 6-12th grade curriculum, and will provide students the opportunity to develop critical readiness skills necessary for successful transition into postsecondary and the world of work. The district will promote partnerships with Tech Prep of the Rio Grande Valley Inc., Region I ESC, College Board and		

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by telephone/e-mail/FAX on _____ by _____ of TEA.		Amendment No.
Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 3: Intervention Model		
Section B: Model Selection Process Cont. Responses are limited to five pages , front side only, with a font size no smaller than 9 point (Arial or Verdana). Responses are limited to five pages , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
postsecondary institutions; provide information/resources to support program design options across multiple schools and postsecondary institutions; serve as policy advisors on program implementation; and help find instructors who could teach college level courses and assist with administrative planning. The campus will be responsible for the following: ensuring that school staff members (administrators and guidance counselors) fully understand the state's graduation and dual enrollment and advance placement policies; design clear course pathways that provide students with opportunities for dual credit; advance placement and college prep options; provide course-selection guidance for students interested in and eligible for dual credit options; balance student interests with the transferability of credits when advising students on course selection; provide adequate academic and social support for student success in college-level classes; and build time and incentives for cross-institutional collaboration between high schools and postsecondary institutions. Research has shown that students who miss or fail academic courses are at greater risk of dropping out of school than their peers. To re-engage these students researchers recommend that schools provide extra academic support (Dynarski et al., 2008). La Villa ISD with offer optional flexible school day program during the fall 2010 and spring 2011 that provide extra study time and opportunities for credit recovery using the API modules and computer/internet based program OdesseyWare. The optional scheduling will offer remedial classes as extended learning time (e.g., before or after-school, Saturday school, or summer programs). In these programs, students can work closely with teachers either individually or in small groups to complete coursework or credits required to graduate. The credit-recovery programs will address the challenges that prevented students from previous success. This may include flexible pacing and schedules of instruction, adapting instructional methods and content to students' level of skills and learning styles, extra practice, and frequent assessments to inform instruction and to provide feedback to students. Data reported by schools suggests that credit-recovery programs may have positive effects on earning credits toward graduation, attendance rates, and passing rates on state standardized tests (e.g., Trautman & Lawrence, 2004). The campus will apply the following to implement a successful recovery program: Offer mandatory support classes or after-school courses for credit-recovery for students at high risk, monitor the credit-recovery program with appropriate data supports to make sure students have mastered the material before being awarded credit, convene a panel of administrators and teachers to peer review each credit-recovery course to ensure it aligns with state and local standards, approve participation of a student in a credit-recovery program after review by the school leadership team, school improvement team, grade level team, or other school committee including the guidance counselor responsible for the student and a teacher in the appropriate subject area, and continue to review data to help inform instructional decisions that will, over time, reduce the number of students needing credit-recovery options. A community-oriented school is both a place and a set of partnerships between the public school and other community resources, and it is often open for extended hours and days. Its integrated focus on academics, health and social services, youth and community development, and family and community engagement leads to improved student achievement and attendance, stronger and more involved families, and healthier communities (Bireda, 2009; Blank, Melaville, & Shah, 2003).		

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by telephone/e-mail/FAX on _____ by _____ of TEA.		Amendment No.
Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 3: Intervention Model		
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To extend the learning time and create community oriented schools, the high school campus (spring 2011) will use the optional flexible school day program that allows the campus to provide flexible hours and days of attendance for students. The students at the high school will have opportunities to take additional Career Technical courses and take dual enrollment credit in the morning or afternoon at the community colleges and earn high school and college credit while still in high school. With extended hours parents and the community have the opportunity to participate in Abriendo Puertas: parental engagement that promotes college enrollment. This community organization offers parent involvement classes and provide parents the resources to be adequately engaged in their children's education; and ensures parents have adequate knowledge on ways to be involved, requirements for graduation and attending college, and college and financial aid application processes. With this service, parents will become trainers and go into the community and educate and train other parents about the benefits and services available to them. For these initiatives to be successful, the district and campus need to ensure each community-oriented school has a strong academic program at its core, with all other services complementing the central academic mission, ask each partnering organization to designate an employee at each school site to operate as a contact point between the school, organization, students, families, and community members, with the goal of creating sustainable and effective partnerships, develop joint financing of facilities and programs by school districts, the local government, and community agencies. For the campus to be successful it needs to ensure that all staff—administrators, teachers, and other staff—are willing to collaborate with outside organizations and are provided with training to do so effectively, involve parents, community members, school staff, and other stakeholders in planning for services to be offered at the school site, integrate in-school and out-of-school time learning with aligned standards, incorporate the community into the curriculum as a resource for learning, including service learning, place-based education, and other strategies, conduct quality evaluations regularly, including data collected from all stakeholders, to determine strengths and weaknesses of services and programs offered to create a continuous cycle of improvement. State legislatures, governors, state boards of education, state education agencies and districts are uniquely positioned to create the conditions for change. As a result, states and districts also need to attend to the opportunities that state and district policy provides for districts and schools to do what they need to do to improve student performance. La Villa ISD will negotiate for changes in collective bargaining agreements to provide principals with greater control over budgeting, scheduling, and the hiring, placement, and retention of staff, and give principals the flexibility to act based on what works for the school's student population—including making decisions about scheduling, staffing, and budgeting. The campus will implement scheduling changes that will facilitate improved student learning, provide teachers with the opportunity to use time differently, such as allocating more time for monitoring student progress, data analysis, joint planning, or professional development and align budgets with school improvement priorities.		

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by telephone/e-mail/FAX on _____ by _____ of TEA.		Amendment No.
Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 3: Intervention Model		
Section B: Model Selection Process Cont. Responses are limited to five pages , front side only, with a font size no smaller than 9 point (Arial or Verdana). Responses are limited to five pages , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
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For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____		TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	108914 County-District No.
by telephone/e-mail/FAX on _____ by _____ of TEA.			_____ Amendment No.
Texas Title I Priority Schools Grant Schedule #4B—Program Description			
Part 3: Intervention Model			
Section C: Groups of Participants – List the groups of participants who will actively assist in the process to select a school intervention model that aligns to the identified needs of the campus.			
1	TTIPS decision making team		
2	District/Campus site based decision making team		
3	Campus administrators		
4	Campus teachers and support staff		
5	District administrators		
6	High school and middle school parents		
7	High school students		
8	Region One ESC personnel		
9	Technical assistance provider/External Campus intervention team		
10	Core academic external consultants		

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	<u>108914</u> County-District No. _____ Amendment No.
by telephone/e-mail/FAX on _____ by _____ of TEA.		
Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 3: Intervention Model		
Section D: Improvement Activities and Timeline		
On the following pages of charts applicants should describe all other school improvement activities that will be incorporated with the model to be selected. For each additional improvement activity entered, enter the Critical Success Factor Code(s) from this table, enter the LEA/campus' rationale for including the activity, provide the supporting research that indicates the activity will be effective, and indicate the beginning and ending date of the activity. 1 – Improve Academic Performance, including (but not limited to) Reading/ELA and Math A. Data-driven instruction B. Curriculum Alignment (both horizontal and vertical) C. On-going Monitoring of Instruction 2 – Increase the Use of Quality Data to Drive Instruction A. Data Disaggregation/Training B. Data-driven Decisions C. On-going Communication 3 – Increase Leadership Effectiveness A. On-going Job Embedded Professional Development B. Operational Flexibility C. Resource/Data Utilization 4 – Increase Learning Time A. Flexible Scheduling B. Instructionally-focused Calendar C. Staff Collaborative Planning 5 – Increase Parent/Community Involvement A. Increased Opportunities for Input B. Effective Communication C. Accessible Community Services 6 – Improve School Climate A. Increased Attendance B. Decreased Discipline Referrals C. Increased Involvement in Extra/Co-Curricular Activities 7 – Increase Teacher Quality A. Locally Developed Appraisal Instruments B. On-going Job Embedded Professional Development C. Recruitment/Retention Strategies		

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____		TEXAS EDUCATION AGENCY Standard Application System (SAS)		108914 County-District No.	
by telephone/e-mail/FAX on _____ by _____ of TEA.		School Years 2010-2013		_____ Amendment No.	
Texas Title I Priority Schools Grant Schedule #4B—Program Description					
Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 1: Improve Academic Performance including (but not limited to) Reading/ELA and Math					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
(1) A, B, C (2) A, B, C (3) A, C (7) B	Improve Student Achievement in Reading/ELA, Math, Social Studies, Science using high-yield, data driven instruction strategies, applications, and research- based best practice: • Monitor teacher effectiveness • Professional Learning Communities • Robert Marzano's research based strategies • High Schools That Work (HSTW) • work in teams to analyze current school and classroom practices; • learn strategies they can take back and use to engage students and/ or faculty in learning new content; • develop a plan to deliver information learned; • develop a continuous improvement framework and a plan to change school and classroom practices. • HSTW - Literacy Across the Curriculum	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 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	Are Scores on the <i>HSTW Assessment Related to Students' Self-Reported Educational Experiences?</i> (2008) <i>High Schools That Work and Whole School Reform: Raising the Academic Achievement of Vocational Completers Through the Reform of School Practice.</i> <i>High Schools That Work: Findings from the 1996 and 1998 Assessments</i> Wiggins & McTighe's <i>Understanding by Design</i> model, SpringBoard provides an instructional loop that begins with the College Board Standards for College Success™ to ensure all students are prepared for AP® and college — without remediation. Units of instruction within and across all levels provide a vertically articulated curriculum framework that scaffolds the skills and knowledge students need to be successful and provides teachers with continuous feedback on student progress Blackboard. (2009, June). <i>Credit recovery: Exploring answers to a national priority</i> . Washington,	Aug 1, 2010	June 30, 2013

	• Mentoring Program • Teacher Mentors w/students • Consultants Mentors w/teachers Reading curriculum: • Spring Board • C-Scope timeline Texas College and Career Readiness Standards Reading intervention • Study Island • Online Odyssey Ware Credit Recovery Modules • Accelerated Reading • TAKS Coach Supplement Materials Math curriculum: • Springboard • Glencoe Math textbook and supplemental resources • C-Scope timeline Texas College and Career Readiness Standards Math intervention • Study Island • Online Odyssey Ware Credit Recovery Modules • Agile Mind for 11th grade students • Geogebra Software • TEKsing towards TAKS Science curriculum: • C-Scope • GEAR-Up resources Texas College and Career Readiness Standards Science Intervention • Study Island • Online Odyssey Ware Credit Recovery Modules • Sci-Tech Chemistry for TAKS Science Acceleration		DC: Blackboard. Retrieved from http://www.blackboard.com/resources/k12/Bb_K12_WP_CreditRecovery.pdf Cavanaugh, C., Gillan, K. J., Kromrey, J., Hess, M., & Blomeyer, R. (2004). <i>The effects of distance education on K-12 student outcomes: A meta-analysis</i>. Naperville, IL: Learning Point Associates. Doing What Works. (2009). <i>Provide academic support and enrichment to improve academic performance</i>. Washington, DC: U.S. Department of Education. Retrieved from http://dww.ed.gov/practice/?T_ID=24&P_ID=55		
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	Social Studies curriculum: · C-Scope · TAKS Coach · Glencoe Text Book Texas College and Career Readiness Standards Social Studies intervention · Study Island · Online Odyssey Ware Credit Recovery Modules				
(1) A, B, C (3) B, C (4) A, B (7) B	Increase the number of Career Technical courses/pathways and industry certifications offered: • Agriculture, Food & Natural Resources • Architecture & Construction • Business Management & Administration • Education and Training • Human Services • Law, Public Safety, Corrections & Security • Health Science	Earning an industry certification has many benefits. It gives students a sense of accomplishment, a highly valued professional credential, and helps students become more employable with higher starting salaries. Valid reliable certifications are also evidence of technical skill attainment. Industry certifications, therefore, are an important component of a CTE program of study.	<u>Achieve and the Education Trust</u> report that American high schools face mounting challenges due to global competition and the need for increased student skill levels. <u>The Partnership for 21st Century Skills</u> reports that the 21st Century economy is being driven by rapid innovation and every level of the American educational system must retool to respond.	Aug 1, 2010	June 30, 2013
(1)A, C (2)A, B, C (5) A, B (6) A	Integrate College and Career Readiness Standards: Increase Career Awareness • Kuder Interest Inventory Surveys • Career/college Research • Career Expo • Job Shadowing • College Fieldtrips	Increased percentage of students that identify a career interest and set a goal to attend college.	<u>Help Wanted: Advanced Education and the Challenging Workforce</u> by Anthony P. Carnevale, Education Commission of the States, 2005. <u>Ready for College and Ready for Work: Same or Different?</u> ACT, 2006. <u>Connecting Education Standards and Employment: Course-taking Patterns of Young Workers</u> by Anthony P. Carnevale and Donna M. Desrochers, The American Diploma Project.	Aug 1, 2010	June 30, 2013
(1)A, B, C (2)A, B, C (5) A, B (6) A (7) B	Implement college prep curriculum and initiatives that support college readiness into the secondary level program of study	Increased percentage of students attaining college ready status, increased college entrance assessment scores, and increased college credits earned prior to	Bailey, T., Hughes, K., & Karp, M. (2002). <i>What role can dual-enrollment programs play in easing the transition between high school and</i>	Aug 1, 2010	June 30, 2013

	Test Prep programs/Assessments • Explore/Readistep • Plan/PSAT • ACT/SAT test prep courses and testing. Pre AP & AP Courses • Pre AP and AP courses • AP English Language & Composition • AP English Literature & Composition • AP Biology • AP Chemistry • AP U.S. Government & Politics • AP Economics • AP U.S. History Tech Prep/Dual Enrollment/On-line Courses- • Tech Prep Articulation College Courses • Online College Courses Dual Enrollment College Courses. Self-Management Skills Course- • Study Skills • Organizational Skills • Note Taking Time • Management • Team Work • Quality of personal work College Application Process - • Applying to college (Apply Texas Online) • Financial Aid Requirements (FAFSA) • Writing an Effective Essay	graduation. Increase rigor by offering opportunities for students to enroll in advanced coursework, dual enrollment programs, 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.	<i>postsecondary education?</i> New York: New York Community College Research Center, Institute on Education and the Economy, Teachers College, Columbia University. Bangser, M. (2008). <i>Preparing high school students for successful transitions to postsecondary education and employment</i>. Washington, DC: National High School Center at the American Institutes for Research. Retrieved from http://www.educational-access.org/Documents/PreparingHighSchoolStudents_NationalHighSchoolCenter. ¹Linda Hargrove, Donn Godin, and Barbara Dodd, "College Outcomes Comparisons by AP and Non-AP High School Experiences" and Leslie Keng and Barbara Dodd, "An Investigation of College Performance of AP and Non-AP Student Groups" (in press). ²Saul Geiser and Veronica Santelices, "The Role of Advanced Placement and Honors Courses in College Admissions" (2004), Center for Studies in Higher Education, University of California: Berkeley. ³Chrys Dougherty, Lynn Mellor, and Shuling Jian, "The Relationship Between Advanced Placement and College Graduation" (2005), National Center for Educational Accountability.		
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(1)A, B, C (2)A, B, C (5) A, B (6) A (7) B	Develop students' Cross Disciplinary Skills as identified in the TX C&C Readiness Standards. • Project Based Learning • Service Learning Projects • Showcase Event / Cultural Center Recognition • Leadership Development • Leadership Conference	Increased percentage of students that can develop project ideas, communicate effectively, and work as a team	College and Career Readiness Standards approved by the Texas Higher Education Coordinating Board and the Commissioner of Education for incorporation into the curriculum by the State Board of Education. <u>College Readiness Program Overview</u> presentation describing the primary components and tasks of the College and Career Readiness Program.	Aug 1, 2010	June 30, 2013
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by telephone/e-mail/FAX on _____ by _____ of TEA.		School Years 2010-2013		_____ Amendment No.	
Texas Title I Priority Schools Grant Schedule #4B—Program Description					
Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 2: Increase the use of Quality Data to Drive Instruction					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
(2) A,B,C (3) A	Data Disaggregating Analysis - Professional Learning Communities - SureScore - DMAC Software	Analysis of student performance data can then become a useful tool to provide powerful guidance when schools make resource allocations, introduce changes in curricular emphasis, establish connections across grades and content areas, select instructional materials, and develop processes for building professional capacity	Appalachia Regional Comprehensive Center. (n.d.) <i>Becoming data smart: A new tool for effective data use.</i> Retrieved from http://www.edvantia.org/publications/arccwebcast/june07/	Aug 1, 2010	June 30, 2013
(2) A,B,C (3) A	Response to Intervention - Tier 3 Model - RTI Professional Development	Support students who are at-risk for poor learning and behavior outcomes.	Duffy, H. (2007). <i>Meeting the needs of significantly struggling learners in high school: A look at approaches to tiered intervention.</i> Washington, DC: National High School Center. Retrieved from http://www.betterhighschools.org/docs/NHSC_RTIBrief_08-02-07.pdf	Aug 1, 2010	June 30, 2013
(1) A, B, C (2) A,B,C (3) A	Aligning instruction – vertically and to standards - Curriculum Planning Academy – every (6) weeks (6th- 12th) - Texas College and Career Readiness Standards curriculum planning ((1) per semester) - College and Career Scholars Guidebook	Instruction that is aligned to standards is implemented in classrooms, students should be able to perform at higher levels of proficiency on assessments	Bhola, D. S., Impara, J. C., & Buchendahl, C. W. (2003). Aligning tests with states' content standards: Methods and issues. <i>Educational Measurement: Issues and Practice</i> , 22(3), 21-29.	Aug 1, 2010	June 30, 2013

(1) A, B, C (2) A,B,C (3) A, B, C (4) C (7) C	Differentiating Instruction • Best Practice Workshops • Book Studies • Peer Observations	Approach that utilizes research based instructional and organizational practices to accommodate student differences in the classroom	Tomlinson, C. A. (1999). <i>The differentiated classroom: Responding to the needs of all learners</i> . Alexandria, VA: Association for Supervision and Curriculum Development. Tomlinson, C. A., & Allan, S. D. (2000). <i>Leadership for differentiating schools & classrooms</i> . Alexandria, VA: Association for Supervision and Curriculum Development.	Aug 1, 2010	June 30, 2013
(1) A, B, C (2) A,B,C (3) A, B, C (4) C (7) C	Analyzing instructional data • Professional Learning Communities – Team planning • Peer Observations • Support teams - Successful Campus Visits	Efforts to improve professional development for practicing teachers	Birman, B. F., Desimone, L., Porter, A. C., & Garet, M. S. (2000). Designing professional development that works. <i>Educational Leadership</i> 57, 28-33. Boggs, H. (1996). <i>Launching school change through teacher study groups: An action research project</i> . Retrieved from http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/14/d1/b1.pdf	Aug 1, 2010	June 30, 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 3: Increase Leadership Effectiveness					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
(1) B, C (2) A,B,C (3) A, B, C (4) C	Team Planning • Campus Leadership Team • Campus Instructional Team • School Community Council • Parent Teacher Student Organization	Building the capacity of educators to better perform their roles by teaching them new skills and ways of doing things	Marzano, R. (2003). <i>What works in schools: Translating research into action</i> . Alexandria, VA: Association for Supervision and Curriculum Development. Schmoker, M. (1996). <i>Results: The key to continuous school improvement</i> . Alexandria, VA: Association for Supervision and Curriculum Development.	Aug 1, 2010	June 30, 2013
(1) C (2) A,B,C (3) A, B, C (5) A, B, C	External Partners • Consultants • Tech Prep- Rio Grande Valley • Abriendo Puertas • Region One Education Center	External providers can provide critical expertise and capacity to states and districts committed to initiating dramatic school improvement efforts	Hassel, B. C., & Hassel, E. A. (2005). <i>Starting fresh in low-performing schools: Selecting the right providers</i> . National Association of Charter School Authorizers. Retrieved from www.qualitycharters.org	Aug 1, 2010	June 30, 2013
(1) C (2) A,B,C (3) A, B, C (7) C	Using Operational Data, • Classroom Observations • Coaching and Mentoring	Information about the school's operations must be examined alongside student learning data	Redding, S. (2006). <i>The mega system: Deciding. Learning. Connecting. A handbook for continuous improvement within a community of the school</i> . Lincoln, IL: Academic Development Institute. Retrieved from www.centerii.org/survey	Aug 1, 2010	June 30, 2013
(1) C (2) A,B,C (3) A, B, C	Documenting and Reporting Progress • Leadership Conference • Mentoring Reflective Principal training • Administrators Evaluation (Formative/summative)	Identifying leading indicators of change and subsequently making necessary adjustments can significantly accelerate rapid improvement success rates	Hassel, E. A., & Hassel, B. C. (2009). <i>Try, try again: How to triple the number of fixed failing schools without getting any better at fixing schools</i> . Public Impact. Retrieved from http://www.publicimpact.com/try-try-again/	Aug 1, 2010	June 30, 2013

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by telephone/e-mail/FAX on _____ By _____ of TEA.		School Years 2010-2013		_____ Amendment No.	
Texas Title I Priority Schools Grant Schedule #4B—Program Description					
Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 4: Improve Learning Time					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
(4) A, B, C (1) C (6) A B C	Transforming Time Structure - Core classes - Electives - College Prep Advisory period Extending the school day – College and Career Extension Program - CTE classes - Credit recovery - SES - Web base classes - Tutorials - Dual Enrollment Altering the school year structure- College and Career Plus Program - internships programs - leadership programs - mandated summer program - Optional Extended Year 9th transition program	Increasing the time students engage in productive, academic learning	Farbman, D., & Kaplan, C. (2005). <i>Time for a change: The promise of extended-time schools for promoting student achievement</i> . Boston, MA: Massachusetts 2020. Retrieved from http://www.educationsector.org/usr_doc/OntheClock.pdf Kosanovich, M. L., Weinstein, C., & Goldman, E. (2009). <i>Using student center activities to differentiate instruction. A guide for teachers</i> . Portsmouth, NH: RMC Research Corporation, Center on Instruction. Retrieved from http://www.centeroninstruction.org/files/Using%20Student%20Center.pdf National High School Center. (2007). <i>States' progress toward high school restructuring</i> . Washington, DC: National High School Center at the American Institutes for Research. Retrieved from http://www.betterhighschools.org/pubs/documents/NHSC_Restructuring_1-19-07.pdf	Aug 1, 2010	June 30, 2013

(1) C (4) A, B, C (6) A B C	Adequate and Structured Teacher Instructional Planning Time - Conference period - Planning period - Professional Learning Communities – Team planning - Curriculum Planning Academy – every (6) weeks (6th- 12th)	Correlated with better school culture, more effective parent communication, higher student achievement, and increased teacher motivation and job satisfaction	Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S., & Darwin, M. (2008). <i>Turning around chronically lowperforming schools: A practice guide</i> (NCEE #2008- 4020). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/pdf/practiceguides/Turnaround_pg_04181.pdf Kassissieh, J., & Barton, R. (2009). The top priority: Teacher learning. <i>Principal Leadership</i> , 9(7), 22-26.	Aug 1, 2010	June 30, 2013
(4) A, B, C (1) A B C (6) A B C	Increasing Time-on-Task and Student Engagement - Monitor student performance - Differentiating instruction - Behavior management strategies	Time allocated for instruction must be appropriate; at the appropriate instructional level for students and delivered in a way that is effective, efficient, meaningful, and motivating to students	Aronson, J., Zimmerman, J., & Carlos, L. (1998). <i>Improving student achievement by extending school: Is it just a matter of time?</i> San Francisco, CA: WestEd. Retrieved from http://www.wested.org/cs/we/print/docs/we/timeandlearning/introduction.html Cotton, K., & Wikelund, K. R. (1990, December). <i>School wide and classroom discipline</i> (School Improvement Research Series, Close-up #9). Portland, OR: Northwest Regional Education Laboratory.	Aug 1, 2010	June 30, 2013
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by telephone/e-mail/FAX on _____ By _____ of TEA.		School Years 2010-2013		_____ Amendment No.	
Texas Title I Priority Schools Grant Schedule #4B—Program Description					
Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 5: Increase Parent/Community Involvement					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
(5) A B C	Community Supports and Resources - Tech Prep – RGV - Support Teams - Abriendo Puertas - Community Parent Trainers	Connecting with the community can help high school students engage and see the relevance of their coursework and students with disabilities benefit greatly from community employment experience during the high school years	Brown, L. H., & Beckett, K. S. (2007). Building community in an urban school district: A case study of African American educational leadership. <i>School Community Journal</i> , 17(1). Retrieved from http://www.adl.org/journal/ss07/BrownBeckettSpring2007.pdf Center on Innovation & Improvement. (n.d.). <i>SES outreach to parents</i> . Lincoln, IL: Author. Retrieved from http://www.centerii.org/teachassist/outreach/	Aug 1, 2010	June 30, 2013
(5) A B C (1) A B C	Engaging Families in Student Learning - Parent Liason - Abriendo Puertas - Campus Newsletter	Schools can improve their students' learning by engaging parents in ways that directly relate to their children's academic progress, maintaining a consistent message of what is expected of parents, and reaching parents directly, personally, and with a trusting approach	Epstein, J. L. (1995). School/family/community partnerships: Caring for the children we share. <i>Phi Delta Kappan</i> , 76(9), 701-712. Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). <i>Classroom instruction that works: Research-based strategies for increasing student achievement</i> . Alexandria, VA: Association for Supervision and Curriculum Development	Aug 1, 2010	June 30, 2013

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by telephone/e-mail/FAX on _____ By _____ of TEA.		School Years 2010-2013		_____ Amendment No.	
Texas Title I Priority Schools Grant Schedule #4B—Program Description					
Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 6: Improve School Climate					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
(6) A B C (7) B C (3) C	Classroom management strategies • Harry Wong – First Days of School, Effective Teacher, Classroom management • Teacher Academy • PLC – Peer Observations	A safe, orderly school climate is one of several characteristics of schools that consistently show good achievement gains	Brinson, D., & Rhim, L. M. (2009). <i>Breaking the habit of low performance: Successful school restructuring stories</i> . Lincoln, IL: Academic Development Institute. Retrieved from http://www.centerii.org/survey/	Aug 1, 2010	June 30, 2013
(3) C (6) A B C (7) B C	Collect and use data regarding discipline and school climate to guide decision making • PLC – climate review	The evidence of the close relationship between academic and behavioral difficulties calls for integrating intervention efforts through a single system that can monitor progress in both areas and respond accordingly with intervention as needed	Center for Social and Emotional Education. (n.d.). <i>School climate research summary</i> . New York: Author. Retrieved from http://www.schoolclimate.org/climate/documents/schoolClimate-researchSummary.pdf	Aug 1, 2010	June 30, 2013
(6) A B C (5) B C	modeling and teaching good social, emotional, and academic skills • Motivational Speakers • @ risk Mentoring Program • College Prep Advisory courses	Skills and foster an overall climate of inclusion, warmth, and respect, which can prevent bullying and promote educational success	Center on Instruction. (2008). <i>A synopsis of "The use of reading and behavior screening measures to predict nonresponse to school-wide positive behavior support: A longitudinal analysis."</i> Portsmouth, NH: RMC Research Corporation: Author. Retrieved from http://www.centeroninstruction.org/files/Synopsis%20Reading%20&%20Behavior.pdf	Aug 1, 2010	June 30, 2013

(6) A B C	Provide opportunities for celebration and association • College and Career Scholar • Attendance Incentives • Academic Incentives • Academic Banquet	Promote student connectedness and reduce behavior problems, achievement gaps, dropout rates, and teacher attrition	Kennelly, L., & Monrad, M. (Eds.). (2007). <i>Easing the transition to high school: Research and best practices designed to support high school learning</i>. Washington, DC: National High School Center. Retrieved from http://www.betterhighschools.org/docs/NHSC_TransitionsReport.pdf	Aug 1, 2010	June 30, 2013
(6) A B C	Guidance and mentoring programs • College Readiness Specialist (2) High School and Middle School • @ risk Mentorship Program	Reserve time for students to meet one on-one and/or in small groups with trained faculty advisors to create a sense of community	Herlihy, C. (2007b). <i>State and district-level support for successful transitions into high school</i>. Washington, DC: National High School Center at the American Institutes for Research. Retrieved from http://www.betterhighschools.org/docs/NHSC_PolicyBrief_TransitionsIntoHighSchool.pdf	Aug 1, 2010	June 30, 2013
(6) A B C	Student leadership development programs Youth Advisory Committee (6th – 12th) Future Farmers of America Family, Career and Community Leaders of America	Engage and enlist students in needs assessment exercises and the school improvement planning process	Martinez, M., & Klopott, S. (2005). <i>The link between high school reform and college access and success for low-income and minority youth</i>. Washington, DC: American Youth Policy Forum and Pathways to College Network.	Aug 1, 2010	June 30, 2013
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by telephone/e-mail/FAX on _____ By _____ of TEA.		School Years 2010-2013		_____ Amendment No.	
Texas Title I Priority Schools Grant Schedule #4B—Program Description					
Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 7: Increase Teacher Quality					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
(7) A B C	Analyzing instructional data - Professional Learning Communities - DMAC - Marzano research based strategies - Springboard Professional Development - SIOP Training	Efforts to improve professional development for practicing teachers	Birman, B. F., Desimone, L., Porter, A. C., & Garet, M. S. (2000). Designing professional development that works. <i>Educational Leadership</i> 57, 28-33. Boggs, H. (1996). <i>Launching school change through teacher study groups: An action research project</i> . Retrieved from http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/14/d1/b1.pdf	Aug 1, 2010	June 30, 2013
(7) A B C	Providing Professional Development - peer observation - mentoring - whole-faculty or team/department study groups - curriculum planning and development - book studies - data analysis activities - school improvement planning - analysis of student work - teacher self-assessment and goal setting activities. - Cooperative learning - Best Practice Workshops	Create systems of professional development that genuinely advance the effectiveness of their staff for the benefit of both staff and students	Borko, H. (2004). Professional development and teacher learning: Mapping the terrain. <i>Educational Researcher</i> , 33(8), 3–15. Retrieved from http://www.aera.net/uploadedFiles/Journals_and_Publications/Journals/Educational_Researcher/Volume_33_No_8/02_ERv33n8_Borko.pdf Center for Comprehensive School Reform and Improvement. (2006, February). <i>Redefining professional development</i> [Newsletter]. Washington, DC: Author. Retrieved from http://www.centerforcsri.org/files/Feb06newsletter.pdf	Aug 1, 2010	June 30, 2013

(7) A B C	Providing Performance-Based Incentives - Promotion growth stipends (Masters in content area and/or test out in core content area) - Retention Stipends - Texas AEIS Accountability Incentive (Campus Wide)	Strategy to supplement teacher/staff pay and increase shared accountability for student results.	<i>Alternative compensation terminology: Considerations for education stakeholders, policymakers, and the media.</i> Retrieved from http://cecr.ed.gov/guides/EmergingIssuesReport2_8-21-09.pdf Coggshall, J. Ott, A., Behrstock, E., & Lasagna, M. (2009). <i>Supporting teacher effectiveness: The view from Generation Y.</i> Naperville, IL and New York: Learning Point Associates and Public Agenda. Retrieved from http://www.learningpt.org/pdfs/Gen%20Y%20report.pdf <i>Educator compensation reform implementation checklist.</i> Retrieved from http://cecr.ed.gov/guides/CECRchecklist.pdf	Aug 1, 2010	June 30, 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
(1) A, C (4) A, B, C	Re-engagement of high school dropouts Build awareness school-specific dropout recovery plan Assign appropriate staff communication and collaboration with parents/guardians	Meet the unique needs of high school dropouts including young adults below the poverty line, pregnant youth, homeless youth, and migrant youth	Bloom, D., Gardenhire-Crooks, A., & Mandsager, D. (2009). <i>Reengaging high school dropouts: Early results of the National Guard Youth Challenge program evaluation</i> . New York: MDRC. Retrieved from http://www.mdrc.org/publications/512/full.pdf Bos, J. M., & Fellerath, V. (1997). <i>LEAP: Final report on Ohio's Welfare Initiative to improve school attendance among teenage parents</i> . New York: MDRC.	January 15, 2011	June 30, 2013
(1) A, B, C (4) A, B, C	Establish courses in adolescent literacy in middle school	Build basic or foundational reading skills in students who need them, while also providing them with access to grade-level concepts and content.	Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., & Torgesen, J. (2008). <i>Improving adolescent literacy: Effective classroom and intervention practices. A practice guide</i> (NCEE 2008-4027). Washington, DC: National Center for Education	August 2011	June 30, 2013
(1) A, B, C (4) A, B, C	Accelerating Instruction in Mathematics: Grades 6-8	Accelerating instruction in math helps to address the issue by moving away from the more traditional model of remediation that, in most cases, keeps students on low academic tracks that some believe contribute to their persistent low achievement.	Jayanthi, M., Gersten, R., & Baker, S. (2008). <i>Mathematics instruction for students with learning disabilities or difficulty learning mathematics: A guide for teachers</i> . Portsmouth, NH: RMC Research Corporation, Center on Instruction.	August 2011	June 30, 2013
Add additional pages as needed.					

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	<u>108914</u> County-District No. _____ Amendment No.
by telephone/e-mail/FAX on _____ By _____ of TEA.		
Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 4: Waiver Requests		
Applicants must check the waivers in which the LEA/campus intends to implement.		
☒ 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> 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. ☐ "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> ☐ 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>		

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	<u>108914</u> County-District No.
by telephone/e-mail/FAX on _____ By _____ of TEA.		Amendment No. _____
Texas Title I Priority Schools Grant		
Schedule #4C—Performance Assessment and Evaluation		
Part 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		
LVISD will comply with the evaluation requirements that are established by the Texas Education Agency (TEA). LVISD will submit all evaluation reports in the format requested by TEA. LVISD agrees to provide information needed to evaluate the effectiveness of the program including student, teacher, staff, and classroom and school data. The District Shepherd will create a report that identifies outstanding practices taking place, activities the schools have planned for supplemental instruction, and challenges to address the needs of the students while implementing this program. The District Shepherd will ensure feedback and continuous improvement through internal and external evaluations that assess the program's efficiency in meeting the stated goals and measurable objectives. Evaluations will be used to monitor and adjust the program. The absolute priority is for students and staff changes the mindset from remediation to college and career ready. This information will be used to measure progress and serve as a basis for program modifications or benchmarks of progress. Scores accumulated from benchmarks, progress reports, report cards, Surescore, Study Island, DMAC, college and career readiness standards and OdysseyWare software generated reports will be used to gauge participants' academic improvement throughout the year. Monitoring will occur through demographic and information gathered from program participants, parents, staff, collaborating agencies, and the community. The professional learning community at the high School will monitor the academic progress reports, attendance, discipline referrals, program absence reports, behaviors, motivation and self-esteem. Analysis of the data will be performed on a frequent and continuous basis so as to provide feedback to District Shepherd on a timely basis. The information will serve as a resource in the decision-making for continuous improvement on the program. Timely assessment schedules and RSCCC database programs will help District Shepherd and High School Principal on course scheduling, student contacts, and attendance reports. All of these instruments will better assist the District Shepherd to efficiently monitor the progress on a frequent basis and make any necessary adjustments. Lastly, monthly meetings will provide program personnel information and program evaluation by first hand demonstrations of student work, parent surveys, and event evaluations. The District Shepherd will implement ideas or recommendations gathered from surveys, interviews, and meetings with students, parents, principals, teachers, program staff, and representatives from collaborating partners.		

	TEXAS EDUCATION AGENCY Standard Application System (SAS)	<u>108914</u> County-District No.
by telephone/e-mail/FAX on _____ By _____ of TEA.	School Years 2010-2013	_____ Amendment No.
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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		
La Villa ISD will provide quarterly progress reports in order to determine the status of the following: degree of planning, implementation, and evaluation of the project; degree of collaboration with project partners; level of staff development training; level of services actually provided on the targeted population; level of the curriculum and instruction that is utilized; the quality of any products/documents development as part of the project; the strengths and weaknesses of the project; recommendations for modifying or improving the program as a result of on-going evaluation activities; and the level of compliance. This formative process will provide the opportunity to identify and correct problems on a timely fashion throughout the grant cycle. The TAKS data along with the La Villa ISD generated reports will provide the avenue to determine performance outcome. For the overall teacher outcomes of the program, the measurement is relatively straight-forward; number of students performing at or above state standards in ELA/Reading, Math, Social Studies and Science, with special emphasis on Economically Disadvantaged students, Special Education and LEP students passing all four areas of the TAKS exam. The district will continue to monitor graduation rates, dual/concurrent courses, percentage taking PSAT, SAT/ACT exams, and Advance Placement courses/exams. Other outcomes will include a comparison between baseline and progress assessments. Information gathered from the on-going evaluations will be presented to key staff on a monthly basis allowing necessary changes to be implemented as needed. The Instructional staff will administer tests, surveys, evaluations forms, and have open discussions with students to identify both academic and personal needs. Teachers and staff will conduct group and individual presentations to meet with students and parents to review their concerns.		

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Texas Title I Priority Schools Grant		
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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		
La Villa ISD will use objective performance measures and indicators of program accomplishment that are clearly related to the intended results of the project and will produce quantitative and qualitative data. A wide range of evaluation instruments will be used to identify program accomplishments, refinements or failures. Quantitative data collected will include but not limited to class grades, course failures, graduation rates, drop out rates, SAT/ACT scores, PSAT scores and attendance, AP, or dual credit courses, training logs, college enrollment, benchmarks and TAKS data. Qualitative data will be collected using surveys and periodic telephone interviews for the duration of the project. A variety of statistical analysis will be used to measure and tabulate the results from the referenced assessment instruments. Data and information gathered will be utilized to address the following questions: Were the program activities implemented as planned; How effective were the activities in achieving the goals and objectives of the program; What was the impact of the activities on the students; and Were the performance targets met? The consultants will work closely with the teachers to collect program activities, number of students served, academic scores, attendance, etc. Data will be provided to the administrators to review with the high school teachers during staff meetings, vertical team meetings, and grade level meetings. Data results will be provided to District Shepherd to review quarterly progress and assist in submitting program reports. All data is required by TEA it will be submitted in the requested TEA forms within the specified timeline.		

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by telephone/e-mail/FAX on _____ By _____ of TEA.		_____ Amendment No.
Texas Title I Priority Schools Grant		
Schedule # 4C—Performance Assessment and Evaluation		
Part 2: Process for Development of Performance Goals		
Describe the process to be implemented to develop the campus' performance goals. Include the groups participating in the development of the goals.		
Responses are limited to two pages , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
The process used to develop the performance goals for La Villa High School focused on involving all the key stakeholders in evaluation the needs of the campus. La Villa High School conducted an extensive five step comprehensive needs assessment that was provided by NCLB and led to the review and development of the campus improvement plan. The administrative team reviewed the NCLB Comprehensive Needs Assessment (CNA) Guide and the CNA Overview Presentation and examined the five step process while facilitating and ensuring buy-in from the following stakeholders: district/campus personnel, parents and other members of the community, teachers, NCLB administrators, technical assistance providers, school staff, and students. Committees were organized and met after school or on weekends to determine which data should be collected to provide the most information regarding the strengths and needs of the district/school, along with the schedule for completing the analysis. Committees reviewed the data to determine analysis statements, strengths, and needs, and then used this information to develop summary priorities. The committees used the tools provided by NCLB CNA manual and the excel spreadsheet that provided potential data sources and probing questions to facilitate dialogue about the data; determined strengths and needs; and developed priority and summary statements for each area. A critical component for review included any and all data that reflected the students' college and career readiness level after finishing their four years at the high school. Data was reviewed that demonstrated students' performance on TAKS, SAT/ACT, Advanced Placement course enrollment and test passing rate, graduation credit progress, attendance, and behavior documentation. The campus site based decision making team collected committee data and began to determine areas of priority and summarize needs. This information was compiled in the CNA Tool and collective information was shared with staff. The campus SBDM met with campus/district administration to report all the findings in the CNA, addressed CNA strengths as strategies and activities which will be continued and sustained to build on. The team also discussed the CNA needs through strategies and activities designed to improve student outcomes and prioritized the needs to correlate with justifications for NCLB program expenditures. After conducting the comprehensive needs assessment at the high school, school administrators summarized the strengths and needs identified by the committees and identified potential campus goals and objectives. The staff aligned the performance goals and objectives with the transformation model selected. The goals and objective described on the following pages identify the timeline and process the campus will use to implement the model selected.		

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by telephone/e-mail/FAX on _____ by _____ of TEA.		_____ Amendment No.
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Empty response area		

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by telephone/e-mail/FAX on _____ by _____ of TEA.	School Years 2010-2013	_____ Amendment No.

Texas Title I Priority Schools Grant

Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase percentage of Attendance Rate	AEIS/PIEMS	90.8%	93%	95%	97%
2	Improve Student Achievement in Mathematics	AEIS	72%	80%	85%	90%
3	Improve Student Achievement in Science	AEIS	75%	80%	85%	90%
4	Improve Student Achievement in SAT/ACT at or above criterion	AEIS	0%	25%	50%	75%
5	Increase percentage of Graduation Rate	AEIS	67.7%	80%	90%	100%

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Benchmarks	DMAC	3	3	3	3
2	TAKS	AEIS	1	2	2	2
3	Classroom Observations	Teacher Walkthrough Form	6	12	12	12
4	Demographics – Attendance/Truancy	PIEMS	2	4	6	6
5	Surveys	Survey	1	2	2	2

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by telephone/e-mail/FAX on _____ by _____ of TEA.	School Years 2010-2013	_____ Amendment No.

Texas Title I Priority Schools Grant

Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Professional Learning Community Meeting – Team Planning	Agenda	NA	4	6	8
2	Site Based Decision Making Committee Meeting-Decision Making	Agenda	NA	4	6	8
3	Professional Development	Certificate of Completion	NA	4	6	8
4	Operational Data-Classroom Observations	Administrator/ Teacher Meeting – Minutes	NA	6	10	14
5	Administrator/ Consultant Meeting	Minutes	NA	2	4	8

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	Advisory Period – College Prep Courses	Master Schedule	NA	2	4	6
2	Dual Enrollment Courses	Master Schedule	1	2	3	4
3	Career Technical Pathways	Master Schedule	3	4	5	6
4	Leadership Programs	Membership List	3	4	5	6
5	Professional Development-Teachers (Classroom Management)	Certificate of Completion	NA	2	4	6

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by telephone/e-mail/FAX on _____ by _____ of TEA.						
Texas Title I Priority Schools Grant						
Schedule # 4C—Performance Assessment and Evaluation						
Part 3: Annual Performance Goals						
Increase Parent/Stakeholder Involvement – Enter the annual goals for increasing parent and community involvement, to which the LEA is holding the campus accountable.						
#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Parent Stakeholder Meetings	Agenda/Sign in sheets	NA	4	6	8
2	Parent Educational Programs	Agenda/Sign in sheets	NA	2	4	6
3	Campus Newsletter	Newsletter	NA	9	12	16
4	Comprehensive Needs Assessment Meetings	Sign in sheet	1	2	4	6
5	Parent/Teacher Conferences	Sign in sheet	2	4	6	8
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	Student Survey	Survey	NA	2	4	6
2	Staff Survey	Survey	NA	2	4	6
3	Campus Site Observation	Campus Facility Checklist	NA	2	4	6
4	Professional Learning Community Meeting- discipline policy	Agenda/Sign in sheets	NA	2	4	6
5	Positive Behavior Supports	PBS plans	NA	10%	20%	30%

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by telephone/e-mail/FAX on _____ by _____ of TEA.	School Years 2010-2013	_____ Amendment No.

Texas Title I Priority Schools Grant

Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Professional Development – Analyzing Data	Certification of Completion	NA	2	4	6
2	Professional Development – Classroom Management strategies	Certification of Completion	NA	2	4	6
3	Professional Learning Community – Peer Collaboration/Peer Observation	Teacher Reflection	NA	2	4	6
4	Professional Learning Community – Book Studies	Teacher Reflections	NA	2	4	6
5	Teacher Retention – Math/Science	Contracts	NA	100%	100%	100%

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	AP/IB Tested	AEIS	16.1%	50%	75%	100%
2	AP/IB met/above criterion	AEIS	0%	20%	40%	60%
3	SAT/ACT Tested	AEIS	61%	75%	90%	100%
4	SAT/ACT met/above criterion	AEIS	0%	20%	40%	60%
5	College Ready (ELA/Math)	AEIS	15%	40%	60%	90%

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by telephone/e-mail/FAX on _____ by _____ of TEA.		School Years 2010-2013		_____ Amendment No.	
Texas Title I Priority Schools Grant					
Schedule # 4D—Equitable Access and Participation: Barriers and Strategies					
No Barriers					
#	No Barriers	Students	Teachers	Others	
000	The applicant assures that no barriers exist to equitable access and participation for any groups.	☒	☒	☒	
Barrier: Gender-Specific Bias					
#	Strategies for Gender-specific Bias	Students	Teachers	Others	
A01	Expand opportunities for historically underrepresented groups to fully participate	☐	☐	☐	
A02	Provide staff development on eliminating gender bias	☐	☐	☐	
A03	Ensure strategies and materials used with students do not promote gender bias	☐	☐	☐	
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	☐	☐	☐	
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	☐	☐	☐	
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐	
A99	Other (Specify)	☐	☐	☐	
Barrier: Cultural, Linguistic, or Economic Diversity					
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others	
B01	Provide program information/materials in home language	☐	☐	☐	
B02	Provide interpreter/translator at program activities	☐	☐	☐	
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	☐	☐	☐	
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	☐	☐	☐	
B05	Develop/maintain community involvement/participation in program activities	☐	☐	☐	
B06	Provide staff development on effective teaching strategies for diverse populations	☐	☐	☐	
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	☐	☐	☐	
B08	Seek technical assistance from Education Service Center, Technical Assistance Center, Title I, Part A School Support Team, or other provider	☐	☐	☐	
B09	Provide parenting training	☐	☐	☐	
B10	Provide a parent/family center	☐	☐	☐	
B11	Involve parents from a variety of backgrounds in decision making	☐	☐	☐	
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	☐	☐	☐	
B13	Provide child care for parents participating in school activities	☐	☐	☐	
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐	
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☐	
B16	Offer computer literacy courses for parents and other program beneficiaries	☐	☐	☐	

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

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by telephone/e-mail/FAX on _____ by _____ of TEA.		School Years 2010-2013		_____ Amendment No.	
Texas Title I Priority Schools Grant					
Schedule # 4D—Equitable Access and Participation: Barriers and Strategies					
Barrier: Drug-Related Activities (cont.)					
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐	
D07	Provide community service programs/activities	☐	☐	☐	
D08	Provide comprehensive health education programs.	☐	☐	☐	
D09	Conduct parent/teacher conferences.	☐	☐	☐	
D10	Establish school/parent compacts.	☐	☐	☐	
D11	Develop/maintain community partnerships.	☐	☐	☐	
D12	Provide conflict resolution/peer mediation strategies/programs.	☐	☐	☐	
D13	Seek collaboration/assistance from business, industry, or institution of higher education.	☐	☐	☐	
D14	Provide training/information to teachers, school staff, & parents to deal with drug-related issues.	☐	☐	☐	
D15	Seek Collaboration/assistance from business, industry, or institution of higher education.	☐	☐	☐	
D99	Other (Specify)	☐	☐	☐	
Barrier: Visual Impairments					
#	Strategies for Visual Impairments	Students	Teachers	Others	
E01	Provide early identification and intervention.	☐	☐	☐	
E02	Provide Program materials/information in Braille.	☐	☐	☐	
E03	Provide program materials/information in large type.	☐	☐	☐	
E04	Provide program materials/information on tape.	☐	☐	☐	
E99	Other (Specify)	☐	☐	☐	
Barrier: Hearing Impairments					
#	Strategies for Hearing Impairments	Students	Teachers	Others	
F01	Provide early identification and intervention.	☐	☐	☐	
F02	Provide interpreters at program activities.	☐	☐	☐	
F99	Other (Specify)	☐	☐	☐	
Barrier: Learning Disabilities					
#	Strategies for Learning Disabilities	Students	Teachers	Others	
G01	Provide early identification and intervention.	☐	☐	☐	
G02	Expand tutorial/mentor programs.	☐	☐	☐	
G03	Provide staff development in identification practices and effective teaching strategies.	☐	☐	☐	
G04	Provide training for parents in early identification and intervention.	☐	☐	☐	
G99	Other (Specify)	☐	☐	☐	
Barrier: Other Physical Disabilities or Constraints					
#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others	
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints.	☐	☐	☐	
H99	Other (Specify)	☐	☐	☐	

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____		TEXAS EDUCATION AGENCY Standard Application System (SAS)		108914 County-District No.	
by telephone/e-mail/FAX on _____ by _____ of TEA.		School Years 2010-2013		_____ Amendment No.	
Texas Title I Priority Schools Grant					
Schedule # 4D—Equitable Access and Participation: Barriers and Strategies					
Barrier: Absenteeism/Truancy					
#	Strategies for Absenteeism/Truancy	Students	Teachers	Others	
K01	Provide early identification/intervention.	☐	☐	☐	
K02	Develop and implement a truancy intervention plan.	☐	☐	☐	
K03	Conduct home visits by staff.	☐	☐	☐	
K04	Recruit volunteers to assist in promoting school attendance.	☐	☐	☐	
K05	Provide mentor program.	☐	☐	☐	
K06	Provide before/after school recreational or educational activities.	☐	☐	☐	
K07	Conduct parent/teacher conferences.	☐	☐	☐	
K08	Strengthen school/parent compacts.	☐	☐	☐	
K09	Develop/maintain community partnerships.	☐	☐	☐	
K10	Coordinate with health and social services agencies.	☐	☐	☐	
K11	Coordinate with the juvenile justice system.	☐	☐	☐	
K12	Seek collaboration/assistance from business, industry, or institution of higher education.	☐	☐	☐	
K99	Other (Specify)	☐	☐	☐	
Barrier: High Mobility Rates					
#	Strategies for High Mobility Rates	Students	Teachers	Others	
L01	Coordinate with social services agencies	☐	☐	☐	
L02	Establish partnerships with parents of highly mobile families.	☐	☐	☐	
L03	Establish/maintain timely record transferal system.	☐	☐	☐	
L99	Other (Specify)	☐	☐	☐	
Barrier: Lack of Support from Parents					
#	Strategies for Lack of Support from Parents	Students	Teachers	Others	
M01	Develop and implement a plan to increase support from parents.	☐	☐	☐	
M02	Conduct home visits by staff.	☐	☐	☐	
M03	Recruit volunteers to actively participate in school activities.	☐	☐	☐	
M04	Conduct parent/teacher conferences.	☐	☐	☐	
M05	Establish school/parent compacts.	☐	☐	☐	
M06	Provide parenting training.	☐	☐	☐	
M07	Provide a parent/family center.	☐	☐	☐	
M08	Provide program materials/information in home language.	☐	☐	☐	
M09	Involve parents from a variety of backgrounds in school decision making.	☐	☐	☐	
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school.	☐	☐	☐	
M11	Provide child care for parents participating in school activities.	☐	☐	☐	
M12	Acknowledge and include family members' diverse skills, talents, acknowledge in school activities.	☐	☐	☐	
M13	Provide adult education, including GED and/or ESL classes, or family literacy program.	☐	☐	☐	
M14	Conduct an outreach program for traditionally "hard to reach" parents.	☐	☐	☐	
M99	Other (Specify)	☐	☐	☐	

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

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by telephone/e-mail/FAX on _____ by _____ of TEA.				
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	\$619,509.00	\$	\$ 619,509.00
Professional and Contracted Services	5C 6200	\$304,400.00		\$304,400.00
Supplies and Materials	5D 6300	\$39,120.00		\$39,120.00
Other Operating Costs	5E 6400	\$36,971.00		\$36,971.00
Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only)	5G 6600/15XX	0		0
Total Direct Costs		\$1,000,000.00		\$1,000,000.00
% Indirect Costs				
Grand Total				
Total Budgeted Costs:		\$ 1,000,000	\$	\$1,000,000
Administrative Cost Calculation				
Enter total amount from Schedule #5 Budget Summary, Last Column, Total Budgeted Costs				
Multiply by (% limit)				X
Enter Maximum Allowable for Administration, including Indirect Costs				\$

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by telephone/e-mail/FAX on _____ by _____ of TEA.		
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 \$1,000,000.00 * Year 2: SY 2011-2012 \$1,000,000.00 * Year 3: SY 2012-2013 \$1,000,000.00 *		
* 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		
Schools, districts, and states are struggling to improve education and increase student learning and achievement. Some reform ideas have focused on increasing the time students spend in school and reorganizing school schedules. Currently, the 180 six-hour-day schedule used in most schools is not based on the needs and learning styles of students, but rather on a 19th-century agrarian system (Farbman & Kaplan, 2005). La Villa ISD performed a cost analysis to meet the expected student goals. As research states, three hundred additional hours for supplemental services throughout the school year will increase student achievement. Based on average of \$22 dollars for teacher extra-duty pay at 300 hours, we are estimating \$6600.00 per pupil. La Villa ISD is requesting for \$1,000,000.00 for 162 students which comes out to \$6,172.83. La Villa ISD coordinated with federal, state, and local sources to support the school improvement process. Title I Part A NCLB Consolidated Grant will split fund SES services with the TTIPS grant. Title I Part C Migrant will purchase technology readers for the migrant students. La Villa ISD will use ARRA-Title I monies to send four teachers for advance placement trainings this summer. With our state monies, we used gifted and talented, bilingual, special education, and career technical education for teacher stipends and required trainings. The local monies are distributed for student and teacher incentives: perfect attendance, good behavior, college field trips, and educational field trips and TAKS incentives. In aligning the campus goals with the TTIPS goals, increasing teacher quality and leadership effectiveness became a main priority. La Villa ISD budgeted consultants to assist teachers and administrators in making classroom observations for the purpose of determining the teacher/classroom practices that are needed for improvement; assist the principal with the collection and analysis of student performance data; assist with directing teachers on the full utilization of the collected student data; meet with teachers during the common planning periods to discuss the use of the district's curriculum; establish scope and sequence decisions with the appropriate content area teachers; meet with teachers during their conference periods to discuss feedback on teacher effectiveness; meet with teachers to identify the benchmark objectives most in need of re-teaching (identifying the gap) and interventions for student; assist with Professional Learning Community meetings scheduled for collaborative planning, to review student progress, benchmark results and develop common assessments by TAKS objectives; content area specialist will assist in teacher training in developing the content area assessments; assist in developing very prescriptive interventions for students having failed the benchmarks; specialists can help the teachers in identifying the most at-risk students in need of intervention; meet regularly with administration to review best practices and school improvement strategies to consider implementing at this campus and conduct professional development sessions in areas deemed appropriate and required. La Villa ISD also budgeted monies for teacher stipends who contribute to academic achievement: planning academies, best practice workshops, professional learning communities, retention, recruitment and for professional growth.		

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by telephone/e-mail/FAX on _____ by _____ of TEA.		School Years 2010-2013		Amendment No.		
Texas Title I Priority Schools Grant Schedule #5B—Payroll Costs (6100)						
Budgeted Costs						
Employee Position Titles		Justification	#Full-Time Effort	#Part-Time Effort	Pre-Award	Amount Budgeted
Instruction						
1	Teacher				\$	\$
2	Educational Aide					
3	Tutor-College (16)/Teachers(6)	Content Area/RTI /After School		22		\$79,800
Program Management and Administration						
4	Project Director	Shepard-oversee 3 yr Grant-Stipend				\$5,000
5	Project Coordinator	Oversee Day to Day Activities/Collect Data/Ensure Compliance				\$3,000
6	Teacher Facilitator					
7	Teacher Supervisor					
8	Secretary/Administrative Assistant					
9	Data Entry Clerk					
10	Grant Accountant/Bookkeeper	Ensure Expenditure/Reporting Compliance				\$2,500
11	Evaluator/Evaluation Specialist					
Auxiliary						
12	Counselor					
13	Social Worker					
14	Child Care Provider					
15	Community Liaison/Parent Coordinator	Coordinate Parent Meetings & Notices/Follow Up Attendance-Phone and Home Visits with Campus Administrators	1			\$20,795
16	Bus Driver					
17	Cafeteria Staff					
18	Librarian					
19	School Nurse					
Other Employee Positions						
22	Title: College & Career Readiness Specialist		2			\$133,076
23	Title: Professional Growth Recruitment/Retention Stipend		7			\$7,000
24	Title: Math & Science Retention Stipend		6			\$6,000
25	Title: Campus Reward Incentives		35			\$32,250
26	Title: Planning Academies/Best Practices/PLCs		40			\$154,900
27	Title: Instructor for Best Practices/PLCs-Prepare Agendas,Documentation of Meetings/Activities		1			\$10,250
28	Title: College & Career Guidebook Development Stipend		10			\$2,000
28	Subtotal Employee Costs				\$	\$456,571
Substitute, Extra-Duty, Benefits						
29	6112	Substitute Pay			\$	\$ 10,400
30	6119	Professional Staff Extra-Duty Pay				20,999
31	6121	Support Staff Extra-Duty Pay				
32	6140	Employee Benefits				131,539
33	Subtotal Substitute, Extra-Duty, Benefits Costs				\$	\$186,538
34	Grand Total Payroll Budget (line 26 + line 31)				\$	\$619,509

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Texas Title I Priority Schools Grant					
Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval					
	Expense Item Description	Pre-Award	Total Amount Budgeted		
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.	South Texas College/University of TX Pan Am-Dual Enrollment Courses	\$ 6,000	\$	\$6,000	
2.	Positive Behavior Support	\$4,000		\$4,000	
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
Subtotal					
Professional and Consulting Services Less than \$10,000		\$ 10,000		\$10,000	
Professional and Consulting Services (6219) Greater than or Equal to \$10,000					
1. Description of Professional or Consulting Service (Topic/Purpose/Service): Abriendo Puertas-Orientation for District Staff, Training on Core Lessons for Parent Community Trainers, Parent-to-Parent Outreach, Monthly Meetings for Program Maintenance, Data Collection & Evaluation of Parental Initiative, Staff Inservice on Family Engagement for C&C Readiness, C&C Readiness Mini-Conferences, Café con Leche Parental Presentations, Facilitate Parent-Student Visit to Texas A&M University					
Contractor's Cost Breakdown of Service to be Provided		# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs			\$	\$	\$
Title: _____					
Subgrants, Subcontracts, Subcontracted Services			38,000		\$38,000
Supplies and Materials					
Other Operating Costs					
Capital Outlay (Subgrants Only)					
Indirect Cost (____%)					
Total Payment:			\$ 38,000	\$	\$ 38,000

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	108914 County-District No. Amendment No.
by telephone/e-mail/FAX on _____ by _____ of TEA.		
Texas Title I Priority Schools Grant		
Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval (cont.)		
Professional and Consulting Services (6219) Greater than or Equal to \$10,000 (cont.)		
2. Description of Professional or Consulting Service (Topic/Purpose/Service): Tech Prep- TX College & Career Readiness Training for Staff; C&C Scholar Guidebook Development; Virtual Job Shadow for Secondary campuses; Job Shadowing Coordination for high school students; C&C Awareness Session for Elementary Students/Parents ; Tech Prep Opportunity Sessions at Leadership Conference; S-Team Training & Support		
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount
Contractor's Payroll Costs		Pre-Award
Title: _____		Total Amount Budgeted
Subgrants, Subcontracts, Subcontracted Services	40,000	40,000
Supplies and Materials		
Other Operating Costs		
Capital Outlay (Subgrants Only)		
Indirect Cost (____%)		
Total Payment:		\$ 40,000
3. Description of Professional or Consulting Service (Topic/Purpose/Service): Southern Regional Education Board (SREB)-will provide direct on-site coaching and on-going training and networking activities		
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount
Contractor's Payroll Costs		Pre-Award
Title: _____		Total Amount Budgeted
Subgrants, Subcontracts, Subcontracted Services	45,000	45,000
Supplies and Materials		
Other Operating Costs		
Capital Outlay (Subgrants Only)		
Indirect Cost (____%)		
Total Payment:		\$ 45,000
4. Description of Professional or Consulting Service (Topic/Purpose/Service): Science Consultant Assist in making classroom observations for the purpose of determining the teacher/classroom practices that are needed for improvement. Assist the principal with the collection and analysis of student performance data. Assist with directing teachers on the full utilization of the collected student data. Meet with teachers during the common planning periods to discuss the use of the district's curriculum. Establish scope and sequence decisions with the appropriate content area teachers. Meet with teachers during their conference periods to discuss feedback on teacher effectiveness. Meet with teachers to identify the benchmark objectives most in need of re-teaching (identifying the gap) and interventions for student. Assist with Professional Learning Community meetings scheduled for collaborative planning, to review student progress, benchmark results and develop common assessments by TAKS objectives. Content area specialist will assist in teacher training in developing the content area assessments. Assist in developing very prescriptive interventions for students having failed the benchmarks. Specialists can help the teachers in identifying the most at-risk students in need of intervention. Meet regularly with administration to review best practices and school improvement strategies to consider implementing at this campus. Conduct professional development sessions in areas deemed appropriate and required.		
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount
Contractor's Payroll Costs		Pre-Award
Title: _____		Total Amount Budgeted
Subgrants, Subcontracts, Subcontracted Services	26,600	26,600
Supplies and Materials		
Other Operating Costs		
Capital Outlay (Subgrants Only)		
Indirect Cost (____%)		
Total Payment:		\$26,600
Subtotal: Professional and Consulting Services Greater Than or Equal to \$10,000:		\$ 149,600

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by telephone/e-mail/FAX on _____ by _____ of TEA.				
Texas Title I Priority Schools Grant				
Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval (cont.)				
Professional and Consulting Services (6219) Greater than or Equal to \$10,000 (cont.)				
5. Description of Professional or Consulting Service (Topic/Purpose/Service): English Language Arts Assist in making classroom observations for the purpose of determining the teacher/classroom practices that are needed for improvement. Assist the principal with the collection and analysis of student performance data. Assist with directing teachers on the full utilization of the collected student data. Meet with teachers during the common planning periods to discuss the use of the district's curriculum. Establish scope and sequence decisions with the appropriate content area teachers. Meet with teachers during their conference periods to discuss feedback on teacher effectiveness. Meet with teachers to identify the benchmark objectives most in need of re-teaching (identifying the gap) and interventions for student. Assist with Professional Learning Community meetings scheduled for collaborative planning, to review student progress, benchmark results and develop common assessments by TAKS objectives. Content area specialist will assist in teacher training in developing the content area assessments. Assist in developing very prescriptive interventions for students having failed the benchmarks. Specialists can help the teachers in identifying the most at-risk students in need of intervention. Meet regularly with administration to review best practices and school improvement strategies to consider implementing at this campus. Conduct professional development sessions in areas deemed appropriate and required				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs Title: _____		\$	\$	\$
Subgrants, Subcontracts, Subcontracted Services		13,300		13,300
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (%)				
Total Payment:		\$ 13,300	\$	\$13,300
6. Description of Professional or Consulting Service (Topic/Purpose/Service): Math Consultant Assist in making classroom observations for the purpose of determining the teacher/classroom practices that are needed for improvement. Assist the principal with the collection and analysis of student performance data. Assist with directing teachers on the full utilization of the collected student data. Meet with teachers during the common planning periods to discuss the use of the district's curriculum. Establish scope and sequence decisions with the appropriate content area teachers. Meet with teachers during their conference periods to discuss feedback on teacher effectiveness. Meet with teachers to identify the benchmark objectives most in need of re-teaching (identifying the gap) and interventions for student. Assist with Professional Learning Community meetings scheduled for collaborative planning, to review student progress, benchmark results and develop common assessments by TAKS objectives. Content area specialist will assist in teacher training in developing the content area assessments. Assist in developing very prescriptive interventions for students having failed the benchmarks. Specialists can help the teachers in identifying the most at-risk students in need of intervention. Meet regularly with administration to review best practices and school improvement strategies to consider implementing at this campus. Conduct professional development sessions in areas deemed appropriate and required.				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs Title: _____		\$	\$	\$
Subgrants, Subcontracts, Subcontracted Services		26,600		26,600
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (%)				
Total Payment:		\$ 26,600	\$	\$ 26,600
Subtotal: Professional and Consulting Services Greater Than or Equal to \$10,000:		\$ 39,900	\$	\$39,900

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____ by telephone/e-mail/FAX on _____ by _____ of TEA.	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	<u>108914</u> County-District No. _____ Amendment No.
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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.)

8. Description of Professional or Consulting Service (Topic/Purpose/Service): Social Studies Consultant- Assist in making classroom observations for the purpose of determining the teacher/classroom practices that are needed for improvement. Assist the principal with the collection and analysis of student performance data. Assist with directing teachers on the full utilization of the collected student data. Meet with teachers during the common planning periods to discuss the use of the district's curriculum. Establish scope and sequence decisions with the appropriate content area teachers. Meet with teachers during their conference periods to discuss feedback on teacher effectiveness. Meet with teachers to identify the benchmark objectives most in need of re-teaching (identifying the gap) and interventions for student. Assist with Professional Learning Community meetings scheduled for collaborative planning, to review student progress, benchmark results and develop common assessments by TAKS objectives. Content area specialist will assist in teacher training in developing the content area assessments. Assist in developing very prescriptive interventions for students having failed the benchmarks. Specialists can help the teachers in identifying the most at-risk students in need of intervention. Meet regularly with administration to review best practices and school improvement strategies to consider implementing at this campus. Conduct professional development sessions in areas deemed appropriate and required

Contractor's Cost Breakdown of Service to be Provided		# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
	Contractor's Payroll Costs		\$	\$	\$
	Title: _____				
	Subgrants, Subcontracts, Subcontracted Services		13,300		13,300
	Supplies and Materials				
	Other Operating Costs				
	Capital Outlay (Subgrants Only)				
	Indirect Cost (____%)				
Total Payment:			\$ 13,300	\$	\$ 13,300

9. Description of Professional or Consulting Service (Topic/Purpose/Service): SES Services- Tutoring and other supplemental academic enrichment services that are in addition to instruction provided during the school day; high quality, research-based, and specifically designed services geared towards increasing the academic achievement of eligible children on the state assessment; assistance in helping eligible children in attaining proficiency in meeting the academic achievement standards; consistent with the instructional program of the district; aligned with State academic content (TEKS) and student academic achievement (TAKS) standards; will provide supplemental educational services consistent with applicable Federal, State, and local health, safety, and civil rights laws, evaluation results, if any, demonstrating that the provider's instructional program has improved student achievement

Contractor's Cost Breakdown of Service to be Provided		# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
	Contractor's Payroll Costs		\$	\$	\$
	Title: _____				
	Subgrants, Subcontracts, Subcontracted Services		91,600		91,600
	Supplies and Materials				
	Other Operating Costs				
	Capital Outlay (Subgrants Only)				
	Indirect Cost (____%)				
Total Payment:			\$ 91,600	\$	\$ 91,600

Subtotal: Professional and Consulting Services Greater Than or Equal to \$10,000:	\$ 104,900	\$	\$ 104,900
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Subtotal of Professional and Contracted Services Costs Requiring Specific Approval:			
Subtotal of Professional and Consulting Services or Subgrants Less than \$10,000:	10,000		10,000
Subtotal of Professional and Consulting Services Greater than or Equal to \$10,000:	294,400		294,400
Remaining 6200- Professional and Contracted Services that do not require specific approval:			
Grand Total:	304,400		304,400

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by telephone/e-mail/FAX on _____ by _____ of TEA.		School Years 2010-2013		Amendment No. _____		
Texas Title I Priority Schools Grant						
Schedule #5D - Itemized 6300 Supplies and Materials Costs Requiring Specific Approval						
Expense Item Description				Pre-Award	Total Budgeted	
6399	Technology Hardware- Not Capitalized			\$	\$	
	#	Type	Purpose			Quantity
	1					
	2					
	3					
	4					
6399	Technology Software- Not Capitalized					
6399	Supplies and Materials Associated with Advisory Council or Committee					
Total Supplies and Materials Requiring Specific Approval:				18,000	18,000	
Remaining 6300- Supplies and Materials that do not require specific approval:				21,120	21,120	
Grand Total				\$ 39,120	\$39,120	

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		108914 County-District No. _____ Amendment No.	
Texas Title I Priority Schools Grant					
Schedule #5E - Itemized 6400 Other Operating Costs Requiring Specific Approval					
Expense Item Description				Pre-Award	Total Budgeted
6411	Out of State Travel for Employees (includes registration fees)			\$	\$ 13,300
	Specify purpose: National Summer Conference				
6411	In State Travel for Employees (includes registration fees)				17,211
	Specify purpose: Summer Team Training				
6412	Travel for Students (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools)				1,975
	Specify purpose:				
6413	Stipends for Non-Employees (specific approval required only for nonprofit charter schools)				
	Specify purpose:				
6419	Travel for Non-Employees (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools)				1,975
	Specify purpose:				
6411/ 6419	Travel Costs for Executive Director (6411), Superintendents (6411), or Board Members (6419) (Includes registration fees)				
	Specify purpose:				
6429	Actual losses which could have been covered by permissible insurance				
6490	Indemnification Compensation for Loss or Damage				
6490	Advisory Council/Committee Travel or Other Expenses (explain purpose of Committee on Schedule #4B-Program Description: Project Management)				
	Membership Dues In Civic or Community Organizations (Not allowable for University applicants)				
	Specify name and purpose of organization:				
6499	Publication and Printing Costs- if reimbursed (specific approval required only for nonprofit charter schools)				
	Specify purpose:				
Total 64XX- Operating Costs Requiring specific approval:					
Remaining 6400 - Other Operating Costs that do not require specific approval:					2,510
Grand Total				\$	\$36,971

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____		TEXAS EDUCATION AGENCY Standard Application System (SAS)		108914 County-District No.	
by telephone/e-mail/FAX on _____ by _____ of TEA.		School Years 2010-2013		_____ Amendment No.	
Texas Title I Priority Schools Grant					
Schedule #5G - Itemized 6600/15XX Capital Outlay- Capitalized Assets Regardless of Unit Cost (15XX is for use by Charter Schools sponsored by a nonprofit organization)					
	Description/Purpose	Unit Cost	Quantity	Pre-Award	Total Budgeted
6699/15XX- Library Books and Media (capitalized and controlled by library)					
1					
66XX/15XX- Technology Hardware – Capitalized					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
66XX/15XX- Technology Software- Capitalized					
12					
13					
14					
15					
16					
17					
18					
66XX/15XX- Equipment and Furniture					
19					
20					
21					
22					
23					
24					
25					
26					
27					
28					
Capital expenditures for improvements to land, buildings, or equipment which materially increase their value or useful life.					
29					
Grand Total					
Total 6600/15XX- Capital Outlay Costs:					

SCHEDULE #6A GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>108914</u> County-District No.
Texas Title I Priority Schools Grant		

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

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

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

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

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

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

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	108914 County-District No.
Texas Title I Priority Schools Grant		

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

SCHEDULE #6A – cont.
GENERAL PROVISIONS &
ASSURANCES

TEXAS EDUCATION AGENCY
Standard Application System
School Years 2010-2013

108914
County-District No.

Texas Title I Priority Schools Grant

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

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	108914 County-District No.
Texas Title I Priority Schools Grant		

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

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

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

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

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

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

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

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	108914 County-District No.
Texas Title I Priority Schools Grant		

- W. Agency Property (terms):** In the event of loss, damage or destruction of any property owned by or loaned by Agency while in the custody or control of Contractor, its employees, agents, consultants or subcontractors, Contractor shall indemnify Agency and pay to Agency the full value of or the full cost of repair or replacement of such property, whichever is the greater, within 30 days of Contractor's receipt of written notice of Agency's determination of the amount due. This applies whether the property is developed or purchased by Contractor pursuant to this contract or is provided by Agency to Contractor for use in the contract project. If Contractor fails to make timely payment, Agency may obtain such money from Contractor by any means permitted by law, including but not limited to offset or counterclaim against any money otherwise due to Contractor by Agency.
- X. Travel Costs:** Amounts authorized for maximum recovery for travel and per diem costs against any state or federal funding source are restricted to those amounts which are approved in the State of Texas Appropriations Bill in effect for the particular funding period. Any amount over this limit must come from local funding sources. Applicant must recover funds at a lesser rate if local policy amounts are less than the maximum allowed by the state. Out-of-state travel may not exceed the federal government rate for the locale. Travel allowances are not allowable costs.
- Y. Funds for Religious Worship, Instruction:** No funds will be used to pay for religious worship, instruction, or proselytization, or for any equipment or supplies for such, or for any construction, remodeling, repair, operation, or maintenance of any facility or part of a facility to be used for religious worship, instruction, or proselytization (34 CFR 76.532 and P. L. 107-110, section 9505).
- Z. Disclosure of Gifts and Campaign Contributions:** The grantee shall file disclosures of gifts and campaign contributions as required by State Board of Education Operating Rule 4.3, which is incorporated as if set out in full. The grantee has a continuing obligation to make disclosures through the term of the contract. Failure to comply with State Board of Education Operating Rule 4.3 is grounds for canceling the grant.
- AA. Submission of Audit Reports to TEA:** Grantees which are public school districts and open enrollment charter schools agree to submit the required annual audit report, including the reporting package required under OMB Circular A-133, if an audit is required to be conducted in accordance with OMB Circular A-133, to the TEA Division of School Financial Audits in the time and manner requested by the Agency.
- Grantees which are **nonprofit organizations (other than charter schools) and universities/colleges** that expend \$500,000 or more total in federal awards in any fiscal year and are thus required to conduct a Single Audit or program-specific audit in accordance with the requirements in OMB Circular A-133, agree to submit a copy of such audit to TEA when the schedule of findings and questioned costs disclosed audit findings relating to any federal awards provided by TEA. A copy of such audit shall also be submitted to TEA if the summary schedule of prior audit findings reported the status of any audit findings relating to any federal awards provided by TEA.
- A **nonprofit organization or university/college** grantee shall provide written notification to TEA that an audit was conducted in accordance with OMB Circular A-133 when the schedule of findings and questioned costs disclosed no audit findings related to any federal awards provided by TEA or when the summary schedule of prior audit findings did not report on the status of any prior audit findings related to any federal awards provided by TEA. Nonprofit organizations (other than charter schools) and universities/colleges shall submit the audit report to the TEA Division of Discretionary Grants. Audit reports must be submitted to TEA within 30 days of receipt of the report from the auditor. Failure to submit a copy of the audit to TEA could result in a reduction of funds paid to the grantee, a refund to TEA, termination of the grant, and/or ineligibility to receive additional grant awards from TEA.
- BB. Federal Rules, Laws, and Regulations That Apply to all Federal Programs:** Contractor shall be subject to and shall abide by all federal laws, rules and regulations pertaining to the contract project, including but not limited to:
- 1. Americans With Disabilities Act**, P. L. 101-336, 42 U.S.C. sec. 12101, and the regulations effectuating its provisions contained in 28 CFR Parts 35 and 36, 29 CFR Part 1630, and 47 CFR Parts 0 and 64;
 - Title VI of the Civil Rights Act of 1964**, as amended (prohibition of discrimination by race, color, or national origin), and the regulations effectuating its provisions contained in 34 CFR Part 100;
 - Title IX of the Education Amendments of 1972**, as amended (prohibition of sex discrimination in educational institutions) and the regulations effectuating its provisions contained in 34 CFR Part 106, if Contractor is an educational institution;
 - Section 504 of the Rehabilitation Act of 1973**, as amended (nondiscrimination on the basis of handicapping condition), and the regulations effectuating its provisions contained in 34 CFR Part 104 and 105;

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	108914 County-District No.
Texas Title I Priority Schools Grant		

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

CC. Federal Regulations Applicable to All Federal Programs:

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

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

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

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	108914 County-District No.
Texas Title I Priority Schools Grant		

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

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	108914 County-District No.
Texas Title I Priority Schools Grant		

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

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

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

Rev. 03/2010

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

SCHEDULE #6 B Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>108914</u> County-District No.
Texas Title I Priority Schools Grant		

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.11.

Terms defined: As used in these Provisions and Assurances

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

SCHEDULE #6B Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 Required for all federal grants regardless of the dollar amount	<u>108914</u> County-District No.
Texas Title I Priority Schools Grant		

6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled ***Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions***, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Non-procurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

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

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

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

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

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

SCHEDULE #6C. Lobbying Certification	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 Required for all federally funded grants greater than \$100,000.	<u>108914</u> County-District No.
Texas Title I Priority Schools Grant		

Submission of this certification covers all federal programs in this application, is required by the U. S. Department of Education and Section 1352, Title 31, of the United States Code, and is a prerequisite for making or entering into a subgrant or subcontract over \$100,000 with any organization. (Read instructions for this schedule for further information.)

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

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

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

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

11/89
 03/90

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

SCHEDULE #6D - Disclosure of Lobbying Activities	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	108914 County-District No.
	Texas Title I Priority Schools Grant	

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

Federal Program:			
Name:			
1. Type of Federal Action ☐ a. Contract ☐ b. Grant	2. Status of Federal Action: ☐ a. Bid/Offer/Application ☐ b. Initial award ☐ c. Post-award	3. Report Type: ☐ a. Initial filing ☐ b. Material change For Material Change Only: Year: _____ Quarter: _____ Date of last Report: _____	
4. Name and Address of Reporting Entity: ☐ Subawardee Tier (if known): _____ Congressional District (if known): _____		5. If Reporting Entity in No. 4 is Subawardee, Enter Name and Address of Prime: Texas Education Agency 1701 N. Congress Avenue Austin, Texas 78701 Congressional District (if known): 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#	
Federal Use Only:		Date:	
Standard Form LLL			

SCHEDULE #6E NCLB ACT PROVISIONS & ASSURANCES		108914 County-District No.
Texas Title I Priority Schools Grant		

The following special provisions apply to all programs funded under the Elementary and Secondary Education Act, as amended by P. L. 107-110, No Child Left Behind (NCLB) Act of 2001. By signing Schedule #1 of this SAS, the applicant is assuring it is in compliance with the following provisions:

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

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	108914 County-District No.
Texas Title I Priority Schools Grant		

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

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>108914</u> County-District No.
Texas Title I Priority Schools Grant		

- T. Student Privacy, Parental Access to Information, and Administration of Certain Physical Examinations to Minors:** The local educational agency assures that it is in compliance with Chapter 26 of the Texas Education Code concerning parental rights and responsibilities. In addition, the local educational agency receiving funds under the No Child Left Behind Act certifies that it shall develop and adopt policies, in consultation with parents, regarding certain rights of a parent to access and inspect information; student privacy; the administration of physical examinations or screenings (except for examinations or screenings required by state law); and the collection, disclosure, or use of personal information collected from students for the purpose of marketing or selling that information. The local educational agency also assures that it is in compliance with the requirements for annually notifying parents of such policies and specific events (P. L. 107-110, Title X, Part F, section 1061).
- U. Assurances related to the education of homeless children and youths:**
- (1) The LEA assures that each child of a homeless individual and each homeless youth shall have equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youth.
 - (2) The LEA assures that homeless children and youth are afforded the same free, appropriate public education as provided to other children and youth.
 - (3) The LEA assures that it will review and undertake steps to revise any laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youth.
 - (4) The LEA assures that it will not separate students from the mainstream school environment on the basis of homelessness alone.
 - (5) The LEA assures that homeless children and youth have access to the education and other services that they need to in order to meet the same challenging State student academic achievement standards to which all students are held.
- V. Definitions:** The following terms shall be defined as follows for programs authorized and carried out under the No Child Left Behind Act of 2001:
1. **Charter School:** An open enrollment charter school receiving federal funds of any type must meet the federal definition of a charter school as provided in P. L. 107-110, Section 5210(1). The term "charter school" means a school that:
 - (A) is created by a developer as a public school, or is adapted by a developer from an existing public school, and is **operated under public supervision and control;**
 - (B) operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency [i.e., the State Board of Education (SBOE)];
 - (C) provides a program of elementary or secondary education, or both;
 - (D) is **nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious instruction;**
 - (E) **does not charge tuition;**
 - (F) **complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act;**
 - (G) is a school to which parents choose to send their children, and that **admits students on the basis of a lottery, if more students apply for admission than can be accommodated;**
 - (H) **agrees to comply with the same Federal and State audit requirements** as do other elementary schools and secondary schools in the State, unless such requirements are specifically waived for the purpose of this program;
 - (I) **meets all applicable Federal, State, and local health and safety requirements;**
 - (J) operates in accordance with State law; and
 - (K) has a written performance contract with the authorized public chartering agency in the State (i.e., SBOE) that includes a description of how student performance will be measured pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the SBOE.
 2. **Community-Based Organization:** A public or private nonprofit organization of demonstrated effectiveness that is representative of a community or significant segment of a community and that provides educational or related services to individuals in the community.
 3. **Core Academic Subjects:** English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, art, history, and geography.

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	108914 County-District No.
Texas Title I Priority Schools Grant		

4. Highly Qualified:

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

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

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	108914 County-District No.
Texas Title I Priority Schools Grant		

6. Professional Development includes activities that:

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

7. Scientifically Based Research:

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

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>108914</u> County-District No.
Texas Title I Priority Schools Grant		

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

8. Teacher Mentoring: Activities that–

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

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

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

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

Revised 03/03

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

SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013	108914 County-District No.
Texas Title I Priority Schools Grant		

Federal Statutory Requirements

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

SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013	 108914 County-District No.
Texas Title I Priority Schools Grant		

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

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

SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013	 108914 County-District No.
Texas Title I Priority Schools Grant		

individual students.

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

SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013	 108914 County-District No.
Texas Title I Priority Schools Grant		

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

Statutory Program Assurances

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

TEA Program Assurances

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

SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013	108914 County-District No.
Texas Title I Priority Schools Grant		

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

SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013	108914 County-District No.
Texas Title I Priority Schools Grant		

- 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

SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013	108914 County-District No.
Texas Title I Priority Schools Grant		

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

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

Terms defined:

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

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

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

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

GRANTEE – the subrecipient of TEA and applicant of funds.

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

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

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

SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013	108914 County-District No.
Texas Title I Priority Schools Grant		

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

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

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

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

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

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

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

SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY	
	Standard Application System	108914
	School Year 2010-2013	County-District No.
Texas Title I Priority Schools Grant		

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

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

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

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

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

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

SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013	108914 County-District No.
Texas Title I Priority Schools Grant		

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

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

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

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

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

SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013	_____ 108914 County-District No.
Texas Title I Priority Schools Grant		

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

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

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

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

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

SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013	108914 County-District No.
Texas Title I Priority Schools Grant		

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

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

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

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