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| 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 | Waco Independent School District Organization Name | 161-914 County-District# |
| | | Brazos Middle School Campus Name | 049 Campus Number |
| | | 746002532 9-Digit Vendor ID# | 12 ESC Region |
| | | NOGA ID# (Assigned by TEA) | Amendment # |
| | | | |

Texas Title I Priority Schools Grant

Schedule #1 – General Information

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

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

Project Beginning Date: 08/01/2010

Project Ending Date: 06/30/2013

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

Tier I ☐ Tier II ☐ Tier III ☒

Part 1: Index to the Application


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

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

Certification and Incorporation

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

Authorized Official

| | | | |
|------------------|--------------|------------------------|--|
| Typed First Name | Initial | Last Name | Title |
| Roland | | Hernandez | Superintendent |
| Phone | Fax | Email | Signature/Date Signed (blue ink preferred) |
| 254-755-9420 | 254-755-9620 | rhernandez@wacoisd.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

TEA DOCUMENT CONTROL NO.

701-10-112-277

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**TEXAS EDUCATION AGENCY
Standard Application System (SAS)**

School Years 2010-2013

161-914
County-District No.

Amendment No.

**Texas Title I Priority Schools Grant
Schedule #1—General Information**

Part 2: List of Required Fiscal-Related Attachments and Assurances

For competitive applications, the application will not be reviewed and scored if any of the required attachments do not accompany the application when it is submitted. Applicants will not be permitted to submit required attachments, or any revisions to those required attachments, after the closing date of the grant. Attach all required attachments to the **back** of the application as an appendix.

Proof of Nonprofit Status

1 ☐

Required for all open-enrollment charter schools sponsored by a nonprofit organization:

Check box to indicate that proof of nonprofit status is attached. (See Part 1: General and Fiscal Guidelines and Part 3: Schedule Instructions for acceptable proof.)

Assurance of Financial Stability

2 ☒

Required for all independent school districts, open-enrollment charter schools, and education service centers:

Check box to indicate assurance that audit requirements have been met. All public school districts, open-enrollment charter schools, and education service centers must be in compliance with submitting the required annual audit for the immediate prior fiscal year to TEA in the time and manner requested by TEA, and the audit must be determined by the TEA Division of Financial Audits to be in compliance with the applicable audit standards. TEA reserves the right to ensure that all applicants are deemed by TEA to be financially stable at the initial time of preliminary selection for funding to receive a grant award. The TEA Division of Financial Audits will determine financial stability based on the required annual audit for the immediate prior fiscal year.

Assurance of Submittal of Reviewer Information Form

3 ☒

Required for all applicants:

Check box to indicate assurance that reviewer information form will be submitted.

All applicants are required to complete the Reviewer Information Form and to submit it online by **Thursday, May 6, 2010**. (See Part 2: Program Guidelines, "Reviewer Information Form," for instructions on how to access and submit the form.)

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**Texas Title I Priority Schools Grant
Schedule #1—General Information**

Part 3: Applicant Information

Local Educational Agency (LEA) Information

| | | | | |
|------------------------------------|--------------------------|---|-------------------------------|----------|
| LEA Name | | | | |
| Waco Independent School District | | | | |
| Mailing Address Line – 1 | Mailing Address Line – 2 | City | State | Zip Code |
| Waco Independent School District | P.O. Box 27 | Waco | Texas | 76701 |
| U.S. Congressional District Number | Primary DUNS Number | Central Contractor Registration (CCR) CAGE Code | NCES Identification Number | |
| 17 | 075123661 | 38R37 | | |
| Campus Name | | | County-District Campus Number | |
| Brazos Middle School | | | 161-914-043 | |
| Mailing Address Line – 1 | Mailing Address Line – 2 | City | State | Zip Code |
| 700 S. 15 TH Street | | Waco | TX | 76706 |

Applicant Contacts

Primary Contact

| | | | | |
|--------------------------|--------------------------|--------------------|---------------------------------|----------|
| First Name | Initial | Last Name | Title | |
| Royce | | Avery | Director of Secondary Education | |
| Telephone | Fax | Email | | |
| 254-755-9601 | 254-750-3457 | ravery@wacoisd.org | | |
| Mailing Address Line – 1 | Mailing Address Line – 2 | City | State | Zip Code |
| 501 Franklin Avenue | P.O. Box 27 | Waco | Texas | 76701 |

Secondary Contact

| | | | | |
|--------------------------|--------------------------|--------------------|-----------|----------|
| First Name | Initial | Last Name | Title | |
| Henri | L | Lewis | Principal | |
| Telephone | Fax | E-mail | | |
| 254-754-5491 | 254-750-3576 | hlewis@wacoisd.org | | |
| Mailing Address Line – 1 | Mailing Address Line – 2 | City | State | Zip Code |
| 2415 Cumberland Ave. | | Waco | TX | 76707 |

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Standard Application System (SAS)**

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School Years 2010-2013

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Texas Title I Priority Schools Grant

Schedule #3—Purpose of Amendment

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

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

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

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

Part 2: Revised Budget

Complete this part if there are any budgetary changes.

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

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

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TEXAS EDUCATION AGENCY
Standard Application System (SAS)

School Years 2010-2013

161-914
County-District No.

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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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|--|---|--|--|
| Texas Title I Priority Schools Grant Schedule #4—Program Requirements | | | |
| Part 2: Statutory Requirements | | | |
| # | Requirement Description – Federal Statutory Requirements | Primary Component Where Described | |
| 14 | Applicant provides assurance that it will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final federal requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the TEA) to hold accountable its Tier III schools that receive grant funds. | Program Assurances | |
| 15 | Applicant provides assurance that it will, if it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization (CMO), or education management organization (EMO) accountable for complying with the final federal requirements. | Program Assurances | |
| 16 | Applicant provides assurance that it will report to the TEA the school-level data required under section III of the final federal requirements. | Program Assurances | |
| 17 | If the LEA/campus selects to implement the turnaround model , the campus must implement the following federal requirements. <ol style="list-style-type: none"> Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates; Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students; <ol style="list-style-type: none"> Screen all existing staff and rehire no more than 50 percent; and Select new staff. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school; Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability; Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students; Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and Provide appropriate social-emotional and community-oriented services and supports for students. | Program Assurances | |

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| Texas Title I Priority Schools Grant Schedule #4—Program Requirements | | | |
| Part 2: Statutory Requirements | | | |
| # | Requirement Description – Federal Statutory Requirements | Primary Component Where Described | |
| 18 | If the LEA/campus selects to implement the turnaround model , the campus may implement the following federal requirements. a. Any of the required and permissible activities under the transformation model; or b. A new school model (e.g., themed, dual language academy). | Program Assurances | |
| 19 | If the LEA/campus selects to implement the school closure model , the campus must implement the following requirement. a. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. b. A grant for school closure is a one-year grant without the possibility of continued funding. | Program Assurances | |
| 20 | If the LEA/campus selects to implement the restart model , the campus must implement the following federal requirements. a. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA. b. Enroll, within the grades it serves, any former student who wishes to attend the school. | Program Assurances | |
| 21 | If the LEA/campus selects to implement the transformation model , the campus must implement the following federal requirements. 1. Develop and increase teacher and school leader effectiveness. (A) Replace the principal who led the school prior to commencement of the transformation model; (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- (1) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and (2) Are designed and developed with teacher and principal involvement; (C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so; (D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and | Program Assurances | |

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|--|--|---|
| <p>Texas Title I Priority Schools Grant Schedule #4—Program Requirements</p> | | |
| <p>Part 2: Statutory Requirements</p> | | |
| # | Requirement Description – Federal Statutory Requirements | Primary Component Where Described |
| 21 | <p>designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and</p> <p>(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.</p> <p>2. Comprehensive instructional reform strategies.</p> <p style="padding-left: 20px;">(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and</p> <p style="padding-left: 20px;">(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p> <p>3. Increasing learning time and creating community-oriented schools.</p> <p style="padding-left: 20px;">(A) Establish schedules and strategies that provide increased learning time; and</p> <p style="padding-left: 20px;">(B) Provide ongoing mechanisms for family and community engagement.</p> <p>4. Providing operational flexibility and sustained support.</p> <p style="padding-left: 20px;">(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and</p> <p style="padding-left: 20px;">(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).</p> | Program Assurances |
| 22 | <p>An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as--</p> <p style="padding-left: 20px;">(A) Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;</p> <p style="padding-left: 20px;">(B) Institute a system for measuring changes in instructional practices resulting from professional development; or</p> <p style="padding-left: 20px;">(C) Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.</p> | Program Assurances |

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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 | |
| 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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by _____ of TEA.

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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 |
|----|---|-----------------------------------|
| 25 | The LEA may also implement other strategies for providing operational flexibility and intensive support, such as-- (A) Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or (B) Implement a per-pupil school-based budget formula that is weighted based on student needs. | Program Assurances |
| 26 | An LEA that has nine or more Tier I and Tier II schools is prohibited from implementing the transformation model in more than 50% of those schools. | Program Assurances |

By submitting the application and signing Schedule #1, the applicant is certifying that all requirements are met in these program narrative component descriptions and activities.

Part 3: Statutory Assurances

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

Part 4: TEA Program Assurances

| # | TEA Assurance Description |
|---|---|
| 1 | Before full implementation funds are made available, the grantee must demonstrate that all early implementation activities have been completed. Successful completion of the early implementation will be measured in the Quarterly Implementation Reports (QIR), the Model Selection and Description Report, and through participation in TEA technical assistance. a. The Model Selection and Description Report must be submitted to TEA no later than February 1, 2011 . This report may be submitted at any time prior to the deadline. Grantees must demonstrate successful completion of the following activities: i. Comprehensive Needs Assessment process. ii. Establish the grant budget by the required categories. iii. Identification and Selection of the intervention model. iv. Development of activities to implement selected intervention model. v. Development of Timeline of Grant Activities. |

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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 | <p>If the LEA/Tier III campus selects to implement the <u>transformation model</u>, the campus assures That it will it implement the following federal requirements.</p> <ol style="list-style-type: none"> 1. Develop and increase teacher and school leader effectiveness. <ol style="list-style-type: none"> A. Evaluate the effectiveness of the current principal and use the results of the evaluation to determine whether the principal should be replaced, be retained on the campus, or be provided leadership coaching or training. B. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so; C. Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and D. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school based on rigorous, transparent, and equitable evaluation systems for teachers and principals: <ol style="list-style-type: none"> 1. Takes into account data on student growth as a factor as well as other factors such as multiple observation-based assessments of student performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and 2. Are designed and developed and with teacher and principal involvement |

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| 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. | |

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

Part 4: TEA Program Assurances

| # | TEA Assurance Description |
|----|--|
| 13 | <p>An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as--</p> <ul style="list-style-type: none"> A. Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs; B. Extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff; C. Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or D. Expand the school program to offer full-day kindergarten or pre-kindergarten. |
| 14 | <p>The LEA may also implement other strategies for providing operational flexibility and intensive support, such as--</p> <ul style="list-style-type: none"> 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 | <p>The LEA/campus assures TEA that data to meet the following federal requirements will be available and reported as requested.</p> <ul style="list-style-type: none"> a. Number of minutes within the school year. b. Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup. c. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes. (High Schools Only) d. College enrollment rates. (High Schools Only) e. Teacher Attendance Rate f. Student Completion Rate g. Student Drop-Out Rate h. Locally developed competencies created to identify teacher strengths/weaknesses i. Types of support offered to teachers j. Types of on-going, job-embedded professional development for teachers k. Types of on-going, job-embedded professional development for administrators l. Strategies to increase parent/community involvement m. Strategies which increase student learning time |

By submitting the application and signing Schedule #1, the applicant is certifying it will comply with the above assurances.

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**TEXAS EDUCATION AGENCY
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**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).

Brazos Middle School received an AU rating in 2009 because of science scores as shown in the following table:

| Student Group | % met standard |
|-------------------|----------------|
| All Students | 40 |
| African American | 26 |
| Hispanic | 47 |
| Eco Disadvantaged | 38 |

Brazos Middle School also received an AU rating in 2009 because of math scores as shown in the following table:

| Student Group | % met standard |
|------------------|----------------|
| African American | 37 |

Current Enrollment: 407 students

6th Grade 142
7th Grade 148
8th Grade 117

Current Campus Demographics

White 3.6%
Hispanic 54.3%
African American 41.5%
Economically Disadvantaged 90.4%

Current Mobility Rate is 32.2% in general.

Current number of teachers is 33

In 2008-09, (93.1%) of the children were economically disadvantaged with (69.1%) at-risk on the campus.

In 2008-2009, the campus enrollment included (57.5%) of the students are Hispanic, (38.4%) are African-American, (3.8%) are White.

In reviewing the 2008-2009 scores, it is evident that there has been regression with changing standards. Though all subpopulations dropped from the 2007-2008 quarter, it is evident that Hispanic and White students out performed African American students in both, math and science. Moreover, in reviewing discipline data it is evident that more African-American students were removed from the regular educational setting, through in-school suspension, out of school suspension, and DAEP Placements.

Brazos Middle Schools Transformation Program has been designed to target specific areas of need while reinforcing strengths within the campus.

The first target includes overall performance in all four core subject areas, with focus on reading, math and science. Common conversations throughout these departments call for the need for further refinement of basic skills, with added focus on reading fluency and stamina. At present, all students are enrolled in one 90 minute mathematic and reading classe. However, Science and Social Studies have half the amount of time to close similar size gaps. The proposed plan would provide each core area class with 62 minutes of instruction, a mandatory tutorial period, and character

education period, which will be equally divided between each core area and provide cross-curricular study. Such reinforcement would take place with the integration of technology. Expanding the current inclusion teacher program to include a separate teacher for each core area would strengthen the score results of our special education students. With steady increases in the campus' LEP subgroup, a New Comer Program, as well as additional supports for students outside of the New Comer Program, would need to be established in order to provide appropriate, successful skills to the students. Currently, Brazos does not have a functioning Library, which is key to improve students' reading fluency and stamina. Provisions for a full time librarian and improved library resources would be paramount. In addition, Grand Central Station has proven to be a sound program with students of similar demographics and instructional gaps, which are widely evident at BMS. In order to implement this program, an additional teacher and aide would be necessary, as well as provisions to implement the program. Finally, instructional prowess would greatly improve if students are prepared utilizing real world scenarios and hands on instruction. These opportunities will be enhanced through service learning projects, field trips/learning trips, and real world visual learning.

The second target addresses the overall climate issue at Brazos Middle School. Over the Campus' history, it has traditionally performed below other District Middle School Campus. Due to the need for improved training for teachers working at Brazos, it is difficult to keep teachers for extended periods of time. Thus, teachers have not received adequate and supporting professional development in the area of classroom and school wide discipline management. Positive Behavior Support and CHAMPS must an emphasis. The disciplinary referral and DAEP rate for Brazos Middle School is the highest among middle schools within Waco Independent School District. Ongoing staff development that focuses on foundations within positive behavior and classroom management (including the teaching of expectations and procedures) is critical. In addition, the campus counselor is flooded with student counseling on issues such as gang involvement, pregnancy, drug abuse, and domestic violence. An additional counselor would be necessary to address the needs of the students in these at-risk groups, as well as maintain all necessary documentation required in this position. In order to provide Tier II and Tier III RTI Interventions and keep students on campus, where they are able to receive consistent instruction, a teacher and aide would be needed to work with students receiving extended placements, as well as a portable area with restroom facilities is needed to locate this program. Assistant principals spend most of their time working disciplinary referrals and are not able to conduct daily classroom walkthrough observations to ensure that instructional expectations are being met. A Behavioral Interventionist who can work with teachers on how to deal with varied or heightened negative student behavior would be a sound aspect to provide more instructional feedback from Assistant Principals and more sound assistance concerning student behavior and solutions. Student electives are also minimal and as a result, most students are enrolled in an elective that was not their first, second, or third choice. In looking at the Campus' History, as it compares to other District middle schools, Brazos teachers are in great need of incentives to remain at Brazos and progress throughout necessary training to have longevity.

The third target addresses the ongoing staff development in four areas: instructional technology, differentiated instruction, working with students of poverty, and data interpretation.

The fourth target addresses the needs of the community and parental involvement. Given the low socioeconomic level of the recently augmented attendance zone of Brazos Middle School, it is important to establish educational opportunities for our parents that would include basic school information, technology education, family mentoring, library services, professional development and provisions for job enhancement, and English/GED education. The expectation would be that parental attendance at campus events would increase significantly.

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Texas Title I Priority Schools Grant

Schedule #4B—Program Description

Part 1: Comprehensive Needs Assessment

Section A: Campus Grade Levels

| Type of School | Number of Students Enrolled in Grade Levels on the Campus to be Served with Grant | | | | | | | | | | | | | | Total |
|--------------------------------|---|---|---|---|---|---|---|-----|-----|-----|---|----|----|----|-------|
| | PK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Public School | | | | | | | | 147 | 148 | 117 | | | | | 407 |
| Open-Enrollment Charter School | | | | | | | | | | | | | | | 0 |
| Total Students: | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 147 | 148 | 117 | | | | | 407 |

Total Instructional Staff **34**

Total Support Staff **33**

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

| | |
|-----------|--|
| 1 | District and Campus State Accountability Data, Across Subpopulations African-American, Hispanic, Economically Disadvantaged, At-Risk, LEP, and Special Education |
| 2 | District and Campus Federal Accountability Data, Across Subpopulations African-American, Hispanic, Economically Disadvantaged, At-Risk, LEP, and Special Education |
| 3 | District and Campus Attendance Data Across Subpopulations and by reason code |
| 4 | District and Campus Discipline Data Across Subpopulations and reason codes |
| 5 | District and Campus Mobility Rates Across Subpopulations |
| 6 | Campus and District Benchmark performance across Subpopulations |
| 7 | Campus and District Data concerning College Readiness, such as Explore and Student/Parent Survey's |
| 8 | Community Participation and Meetings |
| 9 | Gallup Resources concerning teacher effectiveness and readiness |
| 10 | District and Campus Parent Involvement Surveys and TSSR Survey |

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Texas Title I Priority Schools Grant

Schedule #4B—Program Description

Part 1: Comprehensive Needs Assessment Cont.

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

Describe, in detail, the process the LEA and campus followed/will follow to identify the needs of the campus.

The LEA will be participating with ESC Region 13 on June 23-24, 2010, to develop a robust profile to provide the district of their current capacity and will to support immediate and sustainable student success by all. The district snapshot will move the discussion of school improvement from the individual campus to the district level, examining the alignment of all district processes toward a single vision of student success through integrated and supportive policy and practice. With school board approval a policy was developed to incorporate job imbedded professional development throughout the district to be implemented at the beginning of school year 2010-2011. An external firm using district data to evaluate individual campus needs in the areas of discipline and campus climate is being finalized. An annual review of the district's five-year strategic plan (2009-2013) is in process to incorporate current school data including the 2010 TAKS results for improving student performance.

A careful review of the 2009 AEIS and AYP reports was conducted during the initial week of professional development sessions of the campus staff, prior to the 2009-10 school year. In September, the principal produced a modified, campus-created AYP report. This report included TAKS results of the current campus population, rather than the students that attended last year. All 2009 TAKS scores (when available) for the 2009-10 students were extracted and the students were categorized into the various subgroups within the AYP accountability. This gave the staff a more accurate look at what progress needed to be achieved in order to meet AYP and complete year 1 of 2 of stage 1 classification.

These numbers were used for comparison when analyzing the scores of benchmark assessments for the 1st, 2nd, 3rd, 4th and 5th six weeks.

In November of 2009, the campus administrative team, along with written input from the faculty and CDMC, conducted an instructional technology needs assessment in preparation for technology orders after receiving TEA's Target Tech in Texas (T3) grant.

From January to the present, every site based decision making committee meeting provided for an opportunity for stakeholders to express concerns and work collaboratively to build our campus needs assessment (CNA). Within the minutes of each subsequent meeting, specific issues were listed as a result of the meeting discussions. These issues were then incorporated into the CNA.

On March 18, a representative from the Safe and Civil Schools company conducted a day long audit to review any and all information regarding campus climate. Teacher CDMC members and the campus administrative team participated in a debriefing opportunity at the end of the day. The completed reported was distributed to the campus staff a month later. An additional district and campus level debriefing was conducted.

In April of 2010, templates containing the NCLB instrument were distributed to principals by district staff and these forms became the basis for the compilation of all data collected since the beginning of the year. When completed in June of 2010, the CNA will become the focal point of the construction of the campus improvement plan (CIP).

In May of 2010, the campus released and received results of the 2010 NCLB parental survey. Results from those surveys were included in the CNA.

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Texas Title I Priority Schools Grant

Schedule #4B—Program Description

Part 1: Comprehensive Needs Assessment Cont.

Section D: Groups of Participants Contributing/to Contribute to Needs Assessment Process, ensuring Parents and Community Groups were involved in the process.

| | |
|-----------|--|
| 1 | Campus Leadership Team: Includes Teacher Leaders and Administrators |
| 2 | District Leadership Team: Includes Areas Directors and Coordinators |
| 3 | Students and Parents |
| 4 | Faculty and Staff |
| 5 | Community Based Organizations: CDMC, CIS, Girl Scouts, HOTCADDA, Antioch, Family of Faith Church |
| 6 | Safe and Civil Schools |
| 7 | Texas Secondary School Redesign and Restructuring Grant Committee |
| 8 | SIRC CAM: Dr. Margaret Cain |
| 9 | TX PEP: Susan Padgett |
| 10 | TEA Program Monitoring and Intervention: Jeanne Walker |

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

Part 2: Project Management

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

Capacity -- Describe the LEA's capacity to use grant funds to provide adequate resources and related services/support to the campus to implement, fully and effectively, the required activities of the school intervention model.

The LEA will assist the campus in the implementation of their grant requests with support from established district administration offices: secondary education, curriculum/instruction, accounting, budget, purchasing, human resource, technology, state and federal programs. Campus will fund a Campus TTIPS Coordinator to work as a liaison with campus and district offices for addressing grant requirements. Campus will also support funding of a District TTIPS Coordinator to be housed in the State and Federal Programs Office to work with the Director of State & Federal Programs and campus TTIPS coordinator to monitor fulfillment of the TTIPS grant requirements: budgeting, compliance reports, data collection, quarterly reports, amendments, etc. The district feels that with this layered structure in place the district can effectively assist the campus in the implementation of its intervention model.

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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).

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.

During Spring semester of 2010, LEA presented the four intervention models from the Texas Turnaround Center to the school board and discussed the pros and cons of each model. The Superintendent's Leadership Team (SLT) developed a committee for studying the turnaround school initiative. SLT held scheduled meetings from January through May to discuss next steps in the application and proposed implementation of the intervention model. The Superintendent provided regular updates to the WISD school board. In addition, this committee worked with each campus to determine which model fit their needs. Surveys of district teaching staff were conducted to determine their view points regarding the highlights of the intervention model chosen by the campus. This led to supporting the district and campus regarding the TTIPS application and proposed implementation of the transformation model.

From the moment that district administration participated in an information session on the Turnaround Grant Opportunities in December of 2010, the campus leadership team has been looking at possibilities for grant submission.

In March of 2010, TEA posted the TIER III campuses and Brazos Middle School was among those listed. Once TEA's application was approved by the Department of Education, and criteria were listed, administration at Brazos Middle School began to brainstorm ideas. Information was presented to the faculty during a regular scheduled faculty meeting and volunteers were recruited for purposes of serving on the grant committee.

The community was informed during a regularly scheduled CDMC meeting on May 19. The grant committee included two teacher representatives, a parent, two members of the administrative team and the professional development school site-based coordinator. The grant committee held their writing sessions on May 25 and 26.

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Schedule #4B—Program Description

Part 2: Project Management Cont.

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

Management of Grant Activities – Describe how the LEA and campus will modify its practices and/or policies, as necessary, to ensure its implementation of the intervention(s) fully and effectively.

The district does not see any practices and/or policies which will require changes to implement the transformation model. A policy issue that may arise will be put in writing and sent to the Executive Director of Secondary Education. The policy issue will be taken to the District's Leadership Team (Superintendent and upper management). The results of the decision will then be reported to the grant participants. Should questions arise regarding a conflict in Waco ISD policies and grant requirements, appropriate TEA officials will be contacted.

A procedure manual-addressing TTIPS grant will be written to assist the new TTIPS coordinators (district and campus) with processing campus TTIPS budget and grant requirements. With coordination among office of State and Federal Programs and the district/campus TTIPS coordinators, the speed of which campus requests can be processed through purchasing/accounting offices will be enhanced since more personnel will be involved in helping to ensure allowable expenditures and process requests/invoices in a timely manner. Campus TTIPS coordinator will be helpful in assuring that required standard business practice/standards are being followed to expedite campus requisitions. Human Resource Office will work with campus to address all required personnel involved with the grant.

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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.

The business office of Waco ISD will be fully involved in the grant administration process and will provide timely updates to the campus concerning grant expenditures.

Campus will use its campus allocations and enhance the total campus budget with all grants it receives. The district will assure comparability for campus's foundation budget using a per pupil amount determined by campus average daily attendance.

State funding for special programs are determined on a student enrollment in each program: Bilingual/ESL, Special Education, Gifted/Talented, etc. The largest special program allotment is from State Compensatory Education (SCE) allocation. SCE allocation is aligned to the number of students identified on the campus PEIMS snapshot as "at risk of dropping out of school" using state "at risk" indicators.

Title I, Part A allocations are aligned to the economically disadvantage student counts for the campus. The district uses the free/reduced lunch eligibility as its economically disadvantage determiner for ranking campuses for Title I, Part A allocations. This campus's economically disadvantaged percentage is higher than 70% therefore the district chooses to fund per pupil amount with \$75 more per F/R student than campuses with lower than 70%.

The campus has some remaining ARRA Title I, Part A funds to be used during the 2010-2011 school year.

As the recipient of grants, the campus will be able to utilize these funds and resources to further the initiatives outlined in this grant.

Brazos Middle School will continue to utilize their local funds for foundational programs. Federal entitlements and state compensatory funds will continue to be used for at-risk specific groups. The school improvement intervention will enhance services already provided.

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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.

Grant activities will be managed according to grant requirements including appropriate deployment of all initiatives, required reporting, documentation and expenditure of funds. The principal, as instructional leader of the campus, will ensure that grant activities are managed appropriately. The grant management team will be led by the principal who will ensure that activities are conducted and completed according to proposed timelines. Executive Director of Secondary Schools, will provide central office accountability. Assistant Superintendent of Business and Support Services will provide the fiscal accountability for grant activities.

Campus TTIPS Coordinator will also monitor the day-to-day implementation of the grant and provide feedback and accountability to both the principal and district offices. A representation of parents, community, business/industry leaders, and representatives will serve on the team to hold the school accountable for all grant activities. Each member of the grant management team will have a clear understanding of his/her role in carrying out the components of the program(s). At each team meeting, the principal will articulate the vision and mission of CAMPUS as it relates to the stated purpose of this grant project. Each team member will collect feedback from grant participants and report it to the group. Monthly meetings of the grant management team will occur to ensure ongoing communication and monitoring of grant activities leading to continuous campus improvement.

Criteria for Campus TTIPS Coordinator:

Calendar: 226 days

Education: Bachelor's Degree from an accredited four-year educational institution, possessing or enrolled in a principal's certificate program.

Experience:

- A minimum of two years teaching experience
- Proficiency in MS Office, Word, Excel, and PowerPoint
- Proficiency in Filemaker Pro database software (preferred but not required)
- Bilingual ability is preferred
- Previous grant experience

Skills:

- Exceptional written and oral communication skills
- Ability to facilitate meetings, manage projects, and work cross-functionally to complete assigned tasks
- Ability to organize and prioritize tasks effectively; be self-directed
- Possess a critical eye and ability to provide meaningful feedback in a supportive and constructive manner
- Ability to work in a results-oriented and deadline-driven environment
- Ability to accept and provide feedback as a team member

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

LEA Support – Describe how the LEA will structure and implement an individual or office with responsibility for supporting the campus' school improvement efforts.

The offices of Executive Director for Secondary Education and State and Federal Programs will be responsible for supporting the campus's school improvement efforts. Campus will fund a Campus TTIPS Coordinator to work as a liaison with campus and district offices for addressing grant requirements. Campus will also support funding of a District TTIPS Coordinator (Chief Academic Officer (CAO) to be housed in the State and Federal Programs Office to work with the Director of State & Federal Programs and campus TTIPS coordinator to monitor fulfillment of the TTIPS grant requirements: student performance progress, budgeting, compliance reports, data collection, quarterly reports, amendments, etc. The district will use ESC Region 13 SIRC timelines/flowcharts to assist with completing a district TTIPS Grant Procedure Manual for district and campus to use for overseeing the TTIPS grant. Requirements and timelines will be outlined to give direction to personnel for tasks, dates, and responsible persons of each.

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

Program Continuation and Sustainability – Describe how the LEA will sustain the campus reforms after the funding period ends.

The district will assist campus in striving to obtain grants. The district and campus foresee the opportunity of this three year grant to create a workable process of using a "sunset review" to determine effective and ineffective programs therefore causing a possible redesign of the campus to more effectively use its allocated budget. However, the campus will be encouraged to apply for grants to assist with campus initiatives to enhance the campus programs.

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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.

District will use ESC Region 13 SIRC as an external provider resource as prescribed in the TTIPS grant. We know that SIRC is an approved agency of TEA and have worked with SIRC in previous school improvement grants.

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Part 2: Project Management Cont.

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

Site Visits – If the intervention program includes site visits to other campuses successfully implementing the intervention model, describe the process for selecting the locations and the expected outcomes of the site visit.

The district will work with ESC Region 13 SIRC for identifying campuses successfully implementing the transformation model. Attention to the demographics, campus size, and grade span will be part of selecting a site to visit.

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Lack of Capacity -- If the LEA is not applying to serve each Tier I school (is not applying for grant funding for each Tier I school), provide a detailed explanation of why the LEA lacks capacity to serve each Tier I school.

No Tier I school on the list.

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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 *considered* 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
- 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.*
- ☐ 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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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).

During Spring semester of 2010, LEA presented the four intervention models to the school board and discussed the pros and cons of each model. The Superintendent's Leadership Team (SLT) developed a committee for turn around school initiative. SLT had scheduled meetings from January through May to discuss next step in the application and proposed implementation of the intervention model. The Superintendent provided regular updates to the WISD school board. In addition, this committee worked with each campus to determine which model fit their needs. Surveys of district teaching staff was conducted to determine their view points regarding the highlights of the intervention model chosen by the campus. Thus, supporting the district and campuses regarding the TTIPS application and proposed implementation of the transformation model.

The district will be pursuing a waiver to maintain the current principal of Brazos Middle School.

The intervention plan, in which all elements will be put into effect at the beginning of the 2010-11 school year include:

The first target includes overall performance in all four core subject areas, with focus on reading, math and science. Common conversations throughout these departments call for the need for further refinement of basic skills, with added focus on reading fluency and stamina. At present, all students are enrolled into one 90 minute mathematic and reading classes. However, Science and Social Studies have half the amount of time to close similar size gaps. The proposed plan would provide each core area class with a 62 minutes of instruction and a mandatory tutorial period, which will be equally divided between each core area and provide cross-curricular study. Such reinforcement would take place with the integration of technology. Expanding the current inclusion teacher program to include a separate teacher for each core area would strengthen the score results of our special education students. With steady increases in the campus' LEP subgroup, a New Comer Program, as well as additional supports for students to monitor students outside of the New Comer Program, would need to be established in order to provide appropriate, successful skills to the students. Currently, Brazos does not have a functioning Library, which is key to improve students' reading fluency and stamina. Provisions for a full time librarian and improved library resources would be paramount. In addition, Grand Central Station has proven to be a sound program with students of similar demographics and instructional gaps, which are widely evident at BMS. In order to implement this program, an additional teacher and aide would be necessary, as well as provisions to implement the program. Finally, instructional prowess would greatly improve if students are prepared utilizing real world scenarios and hands on instruction. These opportunities will be enhanced through service learning projects, field trips/learning trips, and real world visual learning.

The second target addresses the overall climate issue at Brazos Middle School. Over the Campus' history, it has traditionally performed below other District Middle School Campus. Due to the need for improved training for teachers working at Brazos, it is difficult to keep teachers for extended periods of time. Thus, teachers have not received adequate and supporting professional development in the area of classroom and school wide discipline management. Positive Behavior Support and CHAMPS Steps must an emphasis. The disciplinary referral and DAEP rate for Brazos Middle School is the highest among middle schools within Waco Independent School District's. Ongoing staff development that focuses on foundations within positive behavior and classroom management (including the teaching of expectations and procedures) is critical. In addition, the campus counselor is flooded with student counseling on issues such as gang involvement, pregnancy, drug abuse, and domestic violence. An additional counselor would be necessary to address the needs of the students in these at-risk groups, as well as maintain all necessary documentation required in this position. In order to provide Tier II and Tier III RTI Interventions and keep students on campus, where they are able to receive consistent instruction, a teacher and aide would be needed to work with students receiving extended placements. Assistant principals spend most of their time working disciplinary referrals and are not able to conduct daily classroom walkthrough observations to ensure that instructional expectations are being met. A Behavioral Interventionist who can work with teachers on how to deal with varied or

heightened negative student behavior would be a sound aspect to provide more instructional feedback from Assistant Principals and more sound assistance concerning student behavior and solutions. Student electives are also minimal and as a result, most students are enrolled in an elective that was not their first, second, or third choice. In looking at the Campus' History, as it compares to other District middle schools, Brazos teachers are in great need of incentives to remain at Brazos and progress throughout the necessary training to have longevity.

The third target addresses the ongoing staff development in four areas: instructional technology, differentiated instruction, working with students of poverty, and data interpretation.

The fourth target addresses the needs of the community and parental involvement. Given the low socioeconomic level of the recently augmented attendance zone of Brazos Middle School, it is important to establish educational opportunities for our parents that would include basic school information, technology education, family mentoring, library services, professional development and provisions for job enhancement, and English/GED education. The expectation would be that parental attendance at campus events would increase significantly.

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Part 3: Intervention Model

Section B: Model Selection Process Cont. Responses are limited to *five pages*, front side only, with a font size no smaller than 9 point (Arial or Verdana).

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Section C: Groups of Participants – List the groups of participants who will actively assist in the process to select a school intervention model that aligns to the identified needs of the campus.

| | |
|-----------|---|
| 1 | Campus Decision Making Committee |
| 2 | Campus administrative team |
| 3 | Executive Director of Secondary Education |
| 4 | Campus Faculty |
| 5 | Campus Grade Level Leaders |
| 6 | Campus Department Leaders |
| 7 | Campus Grant Committee |
| 8 | |
| 9 | |
| 10 | |

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Part 3: Intervention Model

Section D: Improvement Activities and Timeline

On the following pages of charts applicants should describe all other school improvement activities that will be incorporated with the model to be selected.

For each additional improvement activity entered, enter the Critical Success Factor Code(s) from this table, enter the LEA/campus' rationale for including the activity, provide the supporting research that indicates the activity will be effective, and indicate the beginning and ending date of the activity.

- 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

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Part 3: Intervention Model

Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 1: Improve Academic Performance including (but not limited to) Reading/ELA and Math

| CSF Milestone | Additional Improvement Activity | Rationale | Supporting Research | Timeline Begin Date | Timeline End Date |
|---------------|---|---|--|---------------------|-------------------|
| 1 | Improve Student Achievement in Reading/ELA | Increasing college readiness | Texas College Readiness Standards—Texas Higher Education Coordinating Board | August 2010 | June 2011 |
| 1 | Improve Student Achievement in Mathematics | Increasing college readiness | Texas College Readiness Standards—Texas Higher Education Coordinating Board | August 2010 | June 2011 |
| 1 | Implementation of C-Scope | Ensures aligned curriculum | <u>Deciding What to Teach and Test: Developing, Aligning, and Auditing the Curriculum</u> by Fenwick W. English | August 2010 | June 2011 |
| 1 | Implementation of a classroom walkthrough process and using data for improvement. | Monitoring classroom instruction ensures alignment to expectations. | Carolyn Downy; Robert Marzano, etc. | August 2010 | June 2011 |
| 1 | Professional development in student engagement in the classroom | Students who are engaged learn more and enjoy learning. | <u>Classroom instruction that works: research-based strategies for increasing student achievement</u> By Robert J. Marzano | August 2010 | June 2011 |
| 1 | Professional development for dept. heads in coaching/mentoring teachers | Department heads are closest to the teaching act and need effective ways to coach their team members. | TxBESS | August 2010 | June 2011 |
| 1 | Professional development for teacher leaders in effective use of professional learning communities. | PLCs drive learning on the campus. | <u>Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement</u> , R. DuFour | August 2010 | June 2011 |
| 1 | Integration of technology into instruction | The digital native would find school more engaging if they can utilize technology. | University of California, Berkeley/USC Digital Youth Research | August 2010 | June 2011 |
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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 | Training for Quality Teams in data disaggregation | Without a true picture, the school may resort to random acts of improvement. | <u>Results Now: How We Can Achieve Unprecedented Improvements in Teaching And Learning</u> by Michael J. Schmoker | August 2010 | July 2011 |
| 2 | Training in using quality tools to analyze data. | Without a true picture, the school may resort to random acts of improvement. | <u>Results: The Key to Continuous School Improvement</u> , Second Edition by Michael J. Schmoker | August 2010 | July 2011 |
| 2 | Training in understanding and using root cause analysis. | Without a true picture, the school may resort to random acts of improvement. | <u>Root Cause Analysis: The Core of Problem Solving and Corrective Action</u> by Duke Okes | August 2010 | July 2011 |
| 2 | Training in using data to drive planning. | Without a true picture, the school may resort to random acts of improvement. | <u>Results Now: How We Can Achieve Unprecedented Improvements in Teaching And Learning</u> by Michael J. Schmoker | August 2010 | July 2011 |
| 2 | Using walk-through data to analyze instruction and engagement in the classroom. | Using data for classroom walk-through helps the campus to focus on real issues and just-in-time needs. | Carolyn Downy; Robert Marzano, etc. | August 2010 | July 2011 |
| 2 | Training for teachers in establishing Smart Goals for the classroom. | Goal setting helps to focus the teaching act and informs students of the daily lesson. | <u>The Power of SMART Goals: Using Goals to Improve Student Learning</u> by Anne Conzemius and Jan O'Neill | August 2010 | July 2011 |
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Add additional pages as needed.

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Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 3: Increase Leadership Effectiveness

| CSF Milestone | Additional Improvement Activity | Rationale | Supporting Research | Timeline Begin Date | Timeline End Date |
|---------------|--|--|--|---------------------|-------------------|
| 3 | Provide ongoing job embedded professional development | Job embedded learning provides for quicker, more meaningful learning | Sparks, D. (1994). A paradigm shift in staff development. <i>Journal of Staff Development</i> , 15(4), 26-29. | August 2010 | June 2011 |
| 3 | Provide one-on-one coaching/mentoring from expert turn-around principals | Mentoring from experienced successful principals provides relevant, meaning information | The Benefits of Mentoring John H. Holloway. <i>Educational Leadership</i> . May 2001, Vol. 58, No. 8. Association for Supervision and Curriculum Development | August 2010 | June 2011 |
| 3 | Provide training in understanding and capitalizing on systemic thinking and Performance Excellence | In order to successfully monitoring the Quality Teams, training in systemic thinking and Performance Excellence will be necessary. | Baldrige National Quality Award: www.nist.gov/baldrige/ | August 2010 | July 2011 |
| 3 | Network with other experienced leaders including site visits to their campuses | Networking is a powerful approach to learning from others in the field. | Sparks, D. (1994). A paradigm shift in staff development. <i>Journal of Staff Development</i> , 15(4), 26-29. | August 2010 | July 2011 |
| 3 | Attend relevant state and national conferences | State and national conferences bring in the best minds. | Sparks, D. (1994). A paradigm shift in staff development. <i>Journal of Staff Development</i> , 15(4), 26-29. | August 2010 | July 2011 |
| 3 | Investigate alternatives to principal evaluation systems with an emphasis on targeting growth | When a principal is the instructional leader on campus, performance increases. | The Learning-Centered Principal <i>Richard DuFour</i> | August 2010 | July 2011 |
| 3 | Plan a site visit for the Quality Council to Iredell-Statesville Schools, North Carolina | This district has won the coveted Malcolm Baldrige National Quality Award. | Baldrige National Quality Award: www.nist.gov/baldrige/ | August 2010 | July 2011 |
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Add additional pages as needed.

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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 4: Improve Learning Time

| CSF Milestone | Additional Improvement Activity | Rationale | Supporting Research | Timeline Begin Date | Timeline End Date |
|---------------|---|--|---|---------------------|-------------------|
| 4 | Research flexible scheduling options; visit schools using flexible scheduling with the intent of offering students more options | Optimizing instructional time will increase student performance. | Optimizing Teachers' Use of Instructional Time http://www.mcrel.org/toolkit/res/time.asp | August 2010 | June 2011 |
| 4 | Train teachers in optimizing instructional time using best practices | Optimizing instructional time will increase student performance. | Optimizing Teachers' Use of Instructional Time http://www.mcrel.org/toolkit/res/time.asp | August 2010 | June 2011 |
| 4 | Elicit assistance in teaching certain standards from the community | Optimizing instructional time will increase student performance. | School/family/community Partnerships: Caring for the Children We Share Journal article by Joyce L. Epstein; Phi Delta Kappan, Vol. 76, 1995 | August 2010 | June 2011 |
| 4 | Study classroom interruptions with the intent of minimizing these | Optimizing instructional time will increase student performance. | Optimizing Teachers' Use of Instructional Time http://www.mcrel.org/toolkit/res/time.asp | August 2010 | April 2011 |
| 4 | Integrate technologies into the classroom, such as iTouch and Smartboards, to maximize instruction | Optimizing instructional time will increase student performance. | Muir-Herzig, R.M. (2004). Technology and its impact in the classroom, Computers & Education, 42, 111-131. | August 2010 | June 2011 |
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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 5: Increase Parent/Community Involvement

| CSF Milestone | Additional Improvement Activity | Rationale | Supporting Research | Timeline Begin Date | Timeline End Date |
|---------------|--|---|---|---------------------|-------------------|
| 5 | Recruit and hire a parenting specialist to work closely with families—especially those in need | Strong parental/community involvement increases academic/behavior performance of students | Southwest Educational Development Laboratory (2002) | August 2010 | June 2011 |
| 5 | Develop a "parent room" at the middle school based on parent input | Strong parental/community involvement increases academic/behavior performance of students | Southwest Educational Development Laboratory (2002) | August 2010 | June 2011 |
| 5 | Develop a parent newsletter created by students | Strong parental/community involvement increases academic/behavior performance of students | Southwest Educational Development Laboratory (2002) | August 2010 | June 2011 |
| 5 | Study the concept of hosting family services within the middle school | Strong parental/community involvement increases academic/behavior performance of students | Southwest Educational Development Laboratory (2002) | August 2010 | June 2011 |
| 5 | Recruit a community partner | Strong parental/community involvement increases academic/behavior performance of students | Southwest Educational Development Laboratory (2002) | August 2010 | June 2011 |
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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 | Increase attendance | Higher attendance rates result in increased achievement. | Breaking Ranks II: Strategies for Leading Middle school Reform National Association of Secondary School | August 2010 | June 2011 |
| 6 | Decrease discipline referrals | Students removed from the classroom receive inferior instruction. | Breaking Ranks II: Strategies for Leading Middle school Reform National Association of Secondary School | August 2010 | June 2011 |
| 6 | Increase involvement in extra/co-curricular activities | Extra-curricular activities develop leadership skills. | Breaking Ranks II: Strategies for Leading Middle school Reform National Association of Secondary School | August 2010 | June 2011 |
| 6 | Refine level one interventions of classroom management and discipline | Students removed from the classroom receive inferior instruction. | Breaking Ranks II: Strategies for Leading Middle school Reform National Association of Secondary School | August 2010 | June 2011 |
| 6 | Transform the in-school suspension program to a positive behavior support system (level 2) | Students removed from the classroom receive inferior instruction. | Breaking Ranks II: Strategies for Leading Middle school Reform National Association of Secondary School | August 2010 | June 2011 |
| 6 | Provide for student leadership training | Increasing student leadership opportunities develops future leaders. | Breaking Ranks II: Strategies for Leading Middle school Reform National Association of Secondary School | August 2010 | June 2011 |
| 6 | Provide for field trips to encourage post- secondary work | Many students do not have the opportunity to visit colleges, etc. | Breaking Ranks II: Strategies for Leading Middle school Reform National Association of Secondary School | August 2010 | June 2011 |
| 6 | Provide for research- based transition programs for incoming freshmen | Freshmen have the highest failure/drop-out rate. | Breaking Ranks II: Strategies for Leading Middle school Reform National Association of Secondary School | August 2010 | June 2011 |

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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 | Provide on-going job embedded professional development | Teachers as leaders positively affect student performance | Teacher Leadership (Jossey-Bass Leadership Library in Education) Ann Lieberman Lynne Miller | August 2010 | June 2011 |
| 7 | Develop effective retention/recruitment strategies including financial incentives | Teachers as leaders positively affect student performance | Teacher Leadership (Jossey-Bass Leadership Library in Education) Ann Lieberman Lynne Miller | August 2010 | June 2011 |
| 7 | Develop teacher leadership skills which will increase opportunities for promotion and career growth | Teachers as leaders positively affect student performance | Teacher Leadership (Jossey-Bass Leadership Library in Education) Ann Lieberman Lynne Miller | August 2010 | June 2011 |
| 7 | Develop a process for effectively choosing teacher leader positions such as department heads | Teachers as leaders positively affect student performance | Teacher Leadership (Jossey-Bass Leadership Library in Education) Ann Lieberman Lynne Miller | August 2010 | June 2011 |
| 7 | Build capacity in department heads to lead professional learning communities | Teachers as leaders positively affect student performance | Teacher Leadership (Jossey-Bass Leadership Library in Education) Ann Lieberman Lynne Miller | August 2010 | June 2011 |
| 7 | Study and modify the present appraisal system with the intent of factoring in student growth criteria | Teachers as leaders positively affect student performance | Teacher Leadership (Jossey-Bass Leadership Library in Education) Ann Lieberman Lynne Miller | August 2010 | June 2011 |
| 7 | Provide incentives to teachers to secure higher degrees or additional certifications | Teachers as leaders positively affect student performance | Teacher Leadership (Jossey-Bass Leadership Library in Education) Ann Lieberman Lynne Miller | August 2010 | June 2011 |
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Part 4: Waiver Requests

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

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

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

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

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Schedule #4C—Performance Assessment and Evaluation

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

Section A: Ongoing Monitoring/Continuous Improvement - Describe the LEA/campus' process for providing ongoing monitoring of grant activities to ensure continuous improvement

Brazos Middle School will monitor progress and solicit feedback on the project in the following ways:

1. Grade level team members will meet weekly to review the status of implementation, to review available progress monitoring data, and to make adjustments and modifications to the implementation of each content area and subgroup.
2. Special education faculty members will meet weekly to review the status of implementation, to review available progress monitoring data, and to make adjustments and modifications to the implementation of each content area and subgroup.
3. Mathematics faculty will meet at least monthly to review status of implementation, to review available progress monitoring data, and to make adjustments and modifications to the implementation of the mathematics intervention. Minutes of meetings and any available data will be kept and filed with principal, with copies to Campus Team and evaluator.
4. A grant parent council will be established and will meet each six weeks to review available data and status of implementation and to provide feedback to staff. Minutes of meetings will be kept and filed with principal, with copies to Campus Team and evaluator.
5. Members of staff will meet monthly with Project partners from community to monitor implementation, to solicit feedback, and to make necessary modifications and adaptations. Minutes of meetings will be kept and filed with principal, with copies to Campus Team and evaluator.

The administrative team and the project evaluator will consider all data and feedback on an ongoing basis (at least once each month) to ensure continuous improvement in level of implementation and to make necessary adjustments and modifications to the plan in order to ensure effectiveness. As is necessary, the principal will request assistance from Waco ISD central office staff to resolve problems and/or to recommend solutions.

At least once each semester, the principal will submit a report to the relating to the status of implementation of the Project and with formative data indicating progress. The spring semester report shall be made after receipt of spring TAKS scores.

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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

Formative evaluation information to determine quality of planning and implementation will be collected as follows:

- Records of planning meetings, lists of participants, and survey of participants to determine opinions; minutes of Mathematics Department staff meetings, faculty meetings, Campus Team meetings, Parent Council meetings, and Partner meetings; surveys of each group to collect data.
- Surveys of students in fall, at end of first semester, and at end of year to determine changes in their perceptions about the school, about their own senses of efficacy in learning mathematics, etc.
- Logs of professional development activities, lists of participants, quality surveys by participants.
- Research reports that ground the chosen academic programs in scientifically-based evidence on what works for struggling students.
- Documentation of Project services provided to the targeted population(s).
- Documents that indicate the degree to which the component parts of the Project were implemented with fidelity. Examples include reports from consultants at the conclusion of lab visits; records of walkthroughs of labs to determine quality and level of implementation; copies of student performance data; end-of-year statistical reports on lab performance; school applications for Exemplary Lab status; etc.

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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.

Screening and Diagnostic Instruments. The campus will use a plethora of data collection instruments that will allow Brazos Middle School to screen students for academic services, to diagnose their needs, and then to place them appropriately in the program. For example, the *Diagnostic Screening Test for Mathematics (DSTM)*, published by Slossen, is available to be used as a pre/post value-added measure, as well as a diagnostic assessment. Additionally, the school has access to the *Texas Math and Science Diagnostic System (TMSDS)* if additional diagnostic information is required. Additional mathematics placement tests will be used to determine which lesson content is already mastered so that students can move forward.

Continuous Progress Monitoring. Research indicates the importance of using the concrete—semi-concrete—abstract (CSA) sequence for teaching mathematics concepts to struggling learners. Also, it is important to assess for mastery at each of the three levels of understanding (Mercer and Mercer, 2005, p. 419). Therefore, Brazos Middle School will include a mastery lesson as the third lesson at each level, then an overall mastery lesson (post-test) as the tenth lesson in the series for each concept taught. The data points between the pre- and post-test measures progress, and the difference between the pre- and post-tests measures value added.

Qualitative Data. Teachers are trained by a consultant to observe students continuously and to note their behavior and performance as they work through the program. The Project evaluator will also collect anecdotal information about how student performance changes in the regular mathematics class and in other classes as student success improves.

TAKS. The goals of the grant project are to increase the numbers/percentages of students who perform above the proficient level and above the commended level. Also, recognizing that many students come to Brazos Middle School performing at the Below Basic level and may require more than one year of acceleration to pass TAKS, another goal is to decrease the numbers/percentages performing at the Below Basic level.

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Schedule # 4C—Performance Assessment and Evaluation

Part 2: Process for Development of Performance Goals

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

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

The Campus Improvement Team (CIT), with input from the Campus Improvement Committee will develop Campus Performance Goals. The CIT will break into groups to address specific goals and once they have developed their data collection plans, collected, disaggregated and analyzed their data including finding root cause, the team will be able to develop an improvement plan wish-list.

From this wish-list, teams will draft possible-action plans for-accomplishing their-improvement theory. The action plan will include a Performance Measure. Given that there may be several action plans concerning attendance, the Campus Improvement Team will be responsible for managing the performance measures into Performance Goals.

In the same way, the other groups will be addressing the goals through the same process. Each group will develop Performance Measures for their action plans. The CIT will "compile" the Performance Measures to develop Campus Performance Goals. Team action plans will become the new Campus Improvement Plan. As the groups monitor their plans implementation and as Campus Improvement Team oversees the entire process, the Campus Improvement Plan will become a transformational document that will drive improvement on the campus. Since all staff members serve on one of the groups, everyone has ownership in the Campus Improvement Plan and Process.

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Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

| # | Performance Measure | Assessment Instrument/ Tool | Most Recent Year Performance | Year 1 Progress Goal | Year 2 Progress Goal | Year 3 Progress Goal |
|---|--|-----------------------------|------------------------------|----------------------|----------------------|----------------------|
| 1 | Improve Student Achievement in Reading/ELA | AEIS | 85 | 90 | 95 | 98% |
| 2 | Improve Student Achievement in Mathematics | AEIS | 69 | 75 | 80 | 85 |
| 3 | | | | | | |
| 4 | | | | | | |
| 5 | | | | | | |

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

| # | Performance Measure | Assessment Instrument/ Tool | Most Recent Year Performance | Year 1 Progress Goal | Year 2 Progress Goal | Year 3 Progress Goal |
|---|---------------------|-----------------------------|------------------------------|----------------------|----------------------|----------------------|
| 1 | | | | | | |
| 2 | | | | | | |
| 3 | | | | | | |
| 4 | | | | | | |
| 5 | | | | | | |

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Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

| # | Performance Measure | Assessment Instrument/ Tool | Most Recent Year Performance | Year 1 Progress Goal | Year 2 Progress Goal | Year 3 Progress Goal |
|---|---------------------|-----------------------------|------------------------------|----------------------|----------------------|----------------------|
| 1 | | | | | | |
| 2 | | | | | | |
| 3 | | | | | | |
| 4 | | | | | | |
| 5 | | | | | | |

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

| # | Performance Measure | Assessment Instrument/ Tool | Most Recent Year Performance | Year 1 Progress Goal | Year 2 Progress Goal | Year 3 Progress Goal |
|---|---------------------|-----------------------------|------------------------------|----------------------|----------------------|----------------------|
| 1 | | | | | | |
| 2 | | | | | | |
| 3 | | | | | | |
| 4 | | | | | | |
| 5 | | | | | | |

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Part 3: Annual Performance Goals

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

| # | Performance Measure | Assessment Instrument/ Tool | Most Recent Year Performance | Year 1 Progress Goal | Year 2 Progress Goal | Year 3 Progress Goal |
|---|---------------------|-----------------------------------|------------------------------------|----------------------------|----------------------------|----------------------------|
| 1 | | | | | | |
| 2 | | | | | | |
| 3 | | | | | | |
| 4 | | | | | | |
| 5 | | | | | | |

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

| # | Performance Measure | Assessment Instrument/ Tool | Most Recent Year Performance | Year 1 Progress Goal | Year 2 Progress Goal | Year 3 Progress Goal |
|---|---------------------|-----------------------------------|------------------------------------|----------------------------|----------------------------|----------------------------|
| 1 | | | | | | |
| 2 | | | | | | |
| 3 | | | | | | |
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Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

| # | Performance Measure | Assessment Instrument/ Tool | Most Recent Year Performance | Year 1 Progress Goal | Year 2 Progress Goal | Year 3 Progress Goal |
|---|---------------------|-----------------------------|------------------------------|----------------------|----------------------|----------------------|
| 1 | | | | | | |
| 2 | | | | | | |
| 3 | | | | | | |
| 4 | | | | | | |
| 5 | | | | | | |

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

| # | Performance Measure | Assessment Instrument/ Tool | Most Recent Year Performance | Year 1 Progress Goal | Year 2 Progress Goal | Year 3 Progress Goal |
|---|---------------------|-----------------------------|------------------------------|----------------------|----------------------|----------------------|
| 1 | | | | | | |
| 2 | | | | | | |
| 3 | | | | | | |
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Texas Title I Priority Schools Grant

Schedule # 4D—Equitable Access and Participation: Barriers and Strategies

No Barriers

| # | No Barriers | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|--------------------------|
| 000 | The applicant assures that no barriers exist to equitable access and participation for any groups. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Gender-Specific Bias

| # | Strategies for Gender-specific Bias | Students | Teachers | Others |
|-----|--|-------------------------------------|-------------------------------------|--------------------------|
| A01 | Expand opportunities for historically underrepresented groups to fully participate | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A02 | Provide staff development on eliminating gender bias | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| A03 | Ensure strategies and materials used with students do not promote gender bias | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A04 | Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A05 | Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A06 | Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A99 | Other (Specify) _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Cultural, Linguistic, or Economic Diversity

| # | Strategies for Cultural, Linguistic, or Economic Diversity | Students | Teachers | Others |
|-----|--|-------------------------------------|--------------------------|--------------------------|
| B01 | Provide program information/materials in home language | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B02 | Provide interpreter/translator at program activities | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B03 | Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B04 | Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B05 | Develop/maintain community involvement/participation in program activities | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B06 | Provide staff development on effective teaching strategies for diverse populations | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B07 | Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B08 | Seek technical assistance from Education Service Center, Technical Assistance Center, Title I, Part A School Support Team, or other provider | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B09 | Provide parenting training | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B10 | Provide a parent/family center | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B11 | Involve parents from a variety of backgrounds in decision making | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B12 | Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B13 | Provide child care for parents participating in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B14 | Acknowledge and include family members' diverse skills, talents, and knowledge in school activities | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B15 | Provide adult education, including GED and/or ESL classes, or family literacy program | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B16 | Offer computer literacy courses for parents and other program beneficiaries | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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School Years 2010-2013

161-914
County-District No.

Amendment No.

Texas Title I Priority Schools Grant

Schedule # 4D—Equitable Access and Participation: Barriers and Strategies

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

| # | Strategies for Cultural, Linguistic, or Economic Diversity | Students | Teachers | Others |
|-----|--|-------------------------------------|--------------------------|--------------------------|
| B17 | Conduct an outreach program for traditionally "hard to reach" parents | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B18 | Coordinate with community centers/programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B19 | Seek collaboration/assistance from business, industry, or institution of higher education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B20 | Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B21 | Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B22 | Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B23 | Provide mediation training on a regular basis to assist in resolving disputes and complaints | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B99 | Other (Specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Gang-Related Activities

| # | Strategies for Gang-related Activities | Students | Teachers | Others |
|-----|---|-------------------------------------|--------------------------|--------------------------|
| C01 | Provide early intervention. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C02 | Provide Counseling. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C03 | Conduct home visits by staff. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C04 | Provide flexibility in scheduling activities. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C05 | Recruit volunteers to assist in promoting gang-free communities. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C06 | Provide mentor program. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C07 | Provide before/after school recreational, instructional, cultural, or artistic programs/activities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C08 | Provide community service programs/activities. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C09 | Conduct parent/teacher conferences. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C10 | Strengthen school/parent compacts. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C11 | Establish partnerships with law enforcement agencies. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C12 | Provide conflict resolution/peer mediation strategies/programs. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C13 | Seek collaboration/assistance from business, industry, or institution of higher education. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C14 | Provide training/information to teachers, school staff, & parents to deal with gang-related issues. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C99 | Other (Specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Drug-Related Activities

| # | Strategies for Drug-related Activities | Students | Teachers | Others |
|-----|--|-------------------------------------|--------------------------|--------------------------|
| D01 | Provide early identification/intervention. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D02 | Provide Counseling. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D03 | Conduct home visits by staff. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D04 | Recruit volunteers to assist in promoting drug-free schools and communities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D05 | Provide mentor program. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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

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Schedule # 4D – Equitable Access and Participation: Barriers and Strategies

Barrier: Absenteeism/Truancy

| # | Strategies for Absenteeism/Truancy | Students | Teachers | Others |
|-----|--|--------------------------|-------------------------------------|--------------------------|
| K01 | Provide early identification/intervention. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| K02 | Develop and implement a truancy intervention plan. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K03 | Conduct home visits by staff. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| K04 | Recruit volunteers to assist in promoting school attendance. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K05 | Provide mentor program. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K06 | Provide before/after school recreational or educational activities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K07 | Conduct parent/teacher conferences. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K08 | Strengthen school/parent compacts. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K09 | Develop/maintain community partnerships. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K10 | Coordinate with health and social services agencies. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| K11 | Coordinate with the juvenile justice system. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K12 | Seek collaboration/assistance from business, industry, or institution of higher education. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K99 | Other (Specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: High Mobility Rates

| # | Strategies for High Mobility Rates | Students | Teachers | Others |
|-----|--|--------------------------|-------------------------------------|-------------------------------------|
| L01 | Coordinate with social services agencies | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| L02 | Establish partnerships with parents of highly mobile families. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| L03 | Establish/maintain timely record transferal system. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| L99 | Other (Specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Lack of Support from Parents

| # | Strategies for Lack of Support from Parents | Students | Teachers | Others |
|-----|--|--------------------------|-------------------------------------|-------------------------------------|
| M01 | Develop and implement a plan to increase support from parents. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M02 | Conduct home visits by staff. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M03 | Recruit volunteers to actively participate in school activities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M04 | Conduct parent/teacher conferences. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M05 | Establish school/parent compacts. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| M06 | Provide parenting training. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M07 | Provide a parent/family center. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| M08 | Provide program materials/information in home language. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M09 | Involve parents from a variety of backgrounds in school decision making. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M10 | Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M11 | Provide child care for parents participating in school activities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M12 | Acknowledge and include family members' diverse skills, talents, acknowledge in school activities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M13 | Provide adult education, including GED and/or ESL classes, or family literacy program. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M14 | Conduct an outreach program for traditionally "hard to reach" parents. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| M99 | Other (Specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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

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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 | \$ 961,377.47 | \$ | | \$ 961,377.47 |
| Professional and Contracted Services | 5C | 6200 | 375,184.75 | | | 375,184.75 |
| Supplies and Materials | 5D | 6300 | 189,939.80 | | | 189,939.80 |
| Other Operating Costs | 5E | 6400 | | | | |
| Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only) | 5G | 6600/15XX | 223,498 | | | 223,498 |
| Total Direct Costs | | | | | | |
| % Indirect Costs | | | | | | |
| Grand Total | | | | | | |
| Total Budgeted Costs: | | | \$ 1,750,000 | \$ | \$ | \$ 1,750,000 |

Administrative Cost Calculation

| | |
|---|-----------|
| Enter total amount from Schedule #5 Budget Summary, Last Column, Total Budgeted Costs | 1,750,000 |
| Multiply by (% limit) | X .05 |
| Enter Maximum Allowable for Administration, including Indirect Costs | \$ 87,500 |

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Schedule #5—Program Budget Summary

Budget Request by Grant Year: Enter the amount of grant funds requested for each year of the three year grant period.

Year 1: SY 2010-2011 \$1,750,000

Year 2: SY 2011-2012 \$1,750,000*

Year 3: SY 2012-2013 \$1,750,000*

* Any Budget Request entered for funds in Year 2 and/or Year 3 constitutes the LEA/campus requesting approval of the waiver for extending the period of availability of these grant funds, whether indicated on Schedule #4B—Program Description: Waiver Requests or not.

Provide any necessary explanation or clarification of budgeted costs

| | | | | | | |
|--|--|--|--------------------------|--|------------------|------------------------|
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| Texas Title I Priority Schools Grant Schedule #5B--Payroll Costs (6100) | | | | | | |
| Budgeted Costs | | | | | | |
| Employee Position Titles | | Justification | #Full-Time Effort | #Part-Time Effort | Pre-Award | Amount Budgeted |
| Instruction | | | | | | |
| 1 | Teacher | Provide more intervention & smaller teacher: student ratio | 11 | 0 | | \$ 550,000 |
| 2 | Educational Aide | Assist teachers in high-need areas | 5 | 0 | | 101,524.40 |
| 3 | Tutor | | | | | |
| Program Management and Administration | | | | | | |
| 4 | Project Director | Coordinate all aspects of the grant at the campus level | 1 | | | 63,000 |
| 5 | Project Coordinator | Fund 20% of the district grant shepard | | 1 | | 12,600 |
| 6 | Teacher Facilitator | | | | | |
| 7 | Teacher Supervisor | | | | | |
| 8 | Secretary/Administrative Assistant | | | | | |
| 9 | Data Entry Clerk | | | | | |
| 10 | Grant Accountant/Bookkeeper | | | | | |
| 11 | Evaluator/Evaluation Specialist | Analyze data from all programs and provide ongoing reports | | 1 | | 9,000 |
| Auxiliary | | | | | | |
| 12 | Counselor | Address behavior and parent needs | 1 | | | 59,439.07 |
| 13 | Social Worker | | | | | |
| 14 | Child Care Provider | | | | | |
| 15 | Community Liaison/Parent Coordinator | | | | | |
| 16 | Bus Driver | | | | | |
| 17 | Cafeteria Staff | | | | | |
| 18 | Librarian | | | | | |
| 19 | School Nurse | | | | | |
| Other Employee Positions | | | | | | |
| 22 | Title: Behavior Assistant Principal | | 1 | | | 63,000 |
| 23 | Title: Instructional Technology Specialist | | 1 | | | 58,714 |
| 24 | Title: | | | | | |
| 25 | Title: | | | | | |
| 26 | Subtotal Employee Costs | | | | | \$ 917,277.47 |
| | | | | | | |
| 27 | 6112 | Substitute Pay | | | | \$ 16,000 |
| 28 | 6119 | Professional Staff Extra-Duty Pay | | | | 28,100 |
| 29 | 6121 | Support Staff Extra-Duty Pay | | | | |
| 30 | 6140 | Employee Benefits | | | | |
| 31 | Subtotal Substitute, Extra-Duty, Benefits Costs | | | | | \$ 44,100 |
| | | | | | | |
| 32 | Grand Total Payroll Budget (line 26 + line 31) | | | | | \$ 961,377.47 |

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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: _____ To provide additional portable classrooms to meet the needs of the grant requirement. | | \$280,000 |
| 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. | | \$ | \$ | \$ |
| 2. | | | | |
| 3. | | | | |
| 4. | | | | |
| 5. | | | | |
| 6. | | | | |
| 7. | | | | |
| 8. | | | | |
| 9. | | | | |
| 10. | | | | |

Subtotal

Professional and Consulting Services Less than \$10,000

\$

\$

Professional and Consulting Services (6219) Greater than or Equal to \$10,000

1. Description of Professional or Consulting Service (Topic/Purpose/Service):

Instructional Technology: Ongoing professional development by the Texas Computer Educators Association

| 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 | | \$15,000 | | \$15,000 |
| | Supplies and Materials | | | | |
| | Other Operating Costs | | | | |
| | Capital Outlay (Subgrants Only) | | | | |
| | Indirect Cost (____ %) | | | | |
| Total Payment: | | | \$ 15,000 | | \$ 15,000 |

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Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval (cont.)

Professional and Consulting Services (6219) Greater than or Equal to \$10,000 (cont.)

2. Description of Professional or Consulting Service (Topic/Purpose/Service):

Differentiated Instruction: Guiding teachers to use learning styles to adjust their lessons for all students.

| 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 | | 15,000 | | 15,000 |
| Supplies and Materials | | | | |
| Other Operating Costs | | | | |
| Capital Outlay (Subgrants Only) | | | | |
| Indirect Cost (____%) | | | | |
| Total Payment: | | -15,000 | - | -\$15,000 |

3. Description of Professional or Consulting Service (Topic/Purpose/Service):

Cultural Sensitivity - Providing teachers the needed instruction to address various ethnic, socio-economic, and diverse student populations

| 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 | | 15,000 | | 15,000 |
| Supplies and Materials | | | | |
| Other Operating Costs | | | | |
| Capital Outlay (Subgrants Only) | | | | |
| Indirect Cost (____%) | | | | |
| Total Payment: | | 15,000 | | 15,000 |

4. Description of Professional or Consulting Service (Topic/Purpose/Service):

Classroom management: teaching expectations and procedures & Positive Behavior Support programs

| 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 | | 30,000 | | 30,000 |
| Supplies and Materials | | 20,184.75 | | 20,184.75 |
| Other Operating Costs | | | | |
| Capital Outlay (Subgrants Only) | | | | |
| Indirect Cost (____%) | | | | |
| Total Payment: | | \$ 50,184.75 | | \$ 50,184.75 |

| | | | |
|--|--------------|--|--------------|
| Subtotal: Professional and Consulting Services Greater Than or Equal to \$10,000: | \$ 95,184.75 | | \$ 95,184.75 |
|--|--------------|--|--------------|

| | | | |
|---|---------------|--|---------------|
| Subtotal of Professional and Contracted Services Costs Requiring Specific Approval: | 280,000 | | 280,000 |
| Subtotal of Professional and Consulting Services or Subgrants Less than \$10,000: | | | |
| Subtotal of Professional and Consulting Services Greater than or Equal to \$10,000: | 95,184.75 | | \$95,184.75 |
| Remaining 6200- Professional and Contracted Services that do not require specific approval: | | | |
| Grand Total: | \$ 375,184.75 | | \$ 375,184.75 |

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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

161-914
County-District No.

Amendment No.

Texas Title I Priority Schools Grant

Schedule #5D - Itemized 6300 Supplies and Materials Costs Requiring Specific Approval

| Expense Item Description | | | | Pre-Award | Total Budgeted | |
|---|--|---------------------------------|---|-----------|----------------|----------|
| 6399 | Technology Hardware- Not Capitalized | | | | \$189,939.80 | |
| | # | Type | Purpose | | | Quantity |
| | 1 | Headphones | For student use on math enrichment programs | | | 500 |
| | 2 | Printers | To accompany student sets | | | 17 |
| | 3 | Classroom Laptops | For use in the Newcomer center | | | 4 |
| | 4 | Surveillance Cameras | Create a safe learning environment | | | 30 |
| | 5 | iPads | For Inclusion teachers and administrators | | | 13 |
| | 6 | Interactive Response Systems | For use in the classroom to provide interactive lessons | | | 6 |
| | 7 | Interactive slates | For teachers & students to demonstrate skills on the whiteboard | | | 92 |
| | 8 | New-teacher laptops | For the new teachers hired under the grant | | | 11 |
| 9 | Instructional Materials | For ongoing instructional needs | NA | | | |
| 6399 | Technology Software- Not Capitalized | | | | | |
| 6399 | Supplies and Materials Associated with Advisory Council or Committee | | | | | |
| Total Supples and Materials Requiring Specific Approval: | | | | | \$189,939.80 | |
| Remaining 6300- Supplies and Materials that do not require specific approval: | | | | | | |
| Grand Total | | | | | \$189,939.80 | |

| | | | |
|--|---|--|-----------------------|
| 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 | 161-914 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) Specify purpose: _____ | \$ | \$ |
| 6412 | Travel for Students (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools) 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) Specify purpose: _____ | | |
| 6411/ 6419 | Travel Costs for Executive Director (6411), Superintendents (6411), or Board Members (6419) (includes registration fees) Specify purpose: _____ | | |
| 6429 | Actual losses which could have been covered by permissible insurance | | |
| 6490 | Indemnification Compensation for Loss or Damage | | |
| 6490 | Advisory Council/Committee Travel or Other Expenses (explain purpose of Committee on Schedule #4B-Program Description: Project Management) | | |
| 6499 | Membership Dues in Civic or Community Organizations (Not allowable for University applicants) Specify name and purpose of organization: _____ | | |
| | Publication and Printing Costs- if reimbursed (specific approval required only for nonprofit charter schools) | | |
| | Specify purpose: _____ | | |
| Total 64XX- Operating Costs Requiring specific approval: | | | |
| Remaining 6400 - Other Operating Costs that do not require specific approval: | | | |
| Grand Total | | \$ 0 | \$ 0 |

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**TEXAS EDUCATION AGENCY
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**Schedule #5G - Itemized 6600/15XX Capital Outlay- Capitalized Assets Regardless of Unit Cost
(15XX is for use by Charter Schools sponsored by a nonprofit organization)**

| | Description/Purpose | Unit Cost | Quantity | Pre-Award | Total Budgeted |
|---|---|-----------|----------|----------------|----------------|
| 6699/15XX- Library Books and Media (capitalized and controlled by library) | | | | | |
| 1 | | | | | |
| 66XX/15XX- Technology Hardware - Capitalized | | | | | |
| 2 | Classroom set of laptops with locking cabinet | \$15,688 | 6 | 94,128 | 94,128 |
| 3 | Interactive Learning Stations | \$7,000 | 2 | \$14,000 | \$14,000 |
| 4 | | | | | |
| 5 | | | | | |
| 6 | | | | | |
| 7 | | | | | |
| 8 | | | | | |
| 9 | | | | | |
| 10 | | | | | |
| 11 | | | | | |
| 66XX/15XX- Technology Software- Capitalized | | | | | |
| 12 | Mathematics Basic Skills program | \$108,000 | 1 | 108,000 | 108,000 |
| 13 | | | | | |
| 14 | | | | | |
| 15 | | | | | |
| 16 | | | | | |
| 17 | | | | | |
| 18 | | | | | |
| 66XX/15XX- Equipment and Furniture | | | | | |
| 19 | New teacher Desks | 370 | 11 | 4,070 | 4,070 |
| 20 | New teacher desk chair | 150 | 11 | 1650 | 1650 |
| 21 | New teacher file cabinet | 150 | 11 | 1650 | 1650 |
| 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: | | | | 223,498 | 223,498 |

SCHEDULE #6A**GENERAL PROVISIONS &
ASSURANCES****TEXAS EDUCATION AGENCY****Standard Application System****School Years 2010-2013**161-914

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

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

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

- B. Contingency:** This contract is executed by Agency subject to the availability of funds appropriated by legislative act for the purposes stated. All amendments and/or extensions or subsequent contracts entered into for the same or continued purposes are executed contingent upon the availability of appropriated funds. Notwithstanding any other provision in this contract or any other document, this contract is void upon appropriated funds becoming unavailable. In addition, this contract may be terminated by Agency at any time for any reason upon notice to Contractor. Expenditures and/or activities for which Contractor may claim reimbursement shall not be accrued or claimed subsequent to receipt of such notice from Agency. This contract may be extended or otherwise amended only by formal written amendment properly executed by both Agency and Contractor. No other agreement, written or oral, purporting to alter or amend this contract shall be valid.
- C. Contractor's Application:** Furnished to Agency in response to a request for application, is incorporated in this contract by reference for all necessary purposes. It is specifically provided, however, that the provisions of this contract shall prevail in all cases of conflict arising from the terms of Contractor's application whether such application is a written part of this contract or is attached as a separate document.
- D. Requirements, Terms, Conditions, and Assurances:** Which are stated in the Request for Application, in response to which Applicant is submitting this application, are incorporated herein by reference for all purposes although the current General Provisions shall prevail in the event of conflict. The instructions to the Standard Application System, as well as the General and Fiscal Guidelines and Program Guidelines, are incorporated herein by reference.

SCHEDULE #6A – cont.GENERAL PROVISIONS &
ASSURANCES**TEXAS EDUCATION AGENCY****Standard Application System****School Years 2010-2013**161-914

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

SCHEDULE #6A – cont.
**GENERAL PROVISIONS &
ASSURANCES**

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

| | | |
|---|--|--------------------------------|
| SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES | TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 | 161-914 County-District No. |
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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**161-914

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- W. Agency Property (terms):** In the event of loss, damage or destruction of any property owned by or loaned by Agency while in the custody or control of Contractor, its employees, agents, consultants or subcontractors, Contractor shall indemnify Agency and pay to Agency the full value of or the full cost of repair or replacement of such property, whichever is the greater, within 30 days of Contractor's receipt of written notice of Agency's determination of the amount due. This applies whether the property is developed or purchased by Contractor pursuant to this contract or is provided by Agency to Contractor for use in the contract project. If Contractor fails to make timely payment, Agency may obtain such money from Contractor by any means permitted by law, including but not limited to offset or counterclaim against any money otherwise due to Contractor by Agency.
- X. Travel Costs:** Amounts authorized for maximum recovery for travel and per diem costs against any state or federal funding source are restricted to those amounts which are approved in the State of Texas Appropriations Bill in effect for the particular funding period. Any amount over this limit must come from local funding sources. Applicant must recover funds at a lesser rate if local policy amounts are less than the maximum allowed by the state. Out-of-state travel may not exceed the federal government rate for the locale. Travel allowances are not allowable costs.
- Y. Funds for Religious Worship, Instruction:** No funds will be used to pay for religious worship, instruction, or proselytization, or for any equipment or supplies for such, or for any construction, remodeling, repair, operation, or maintenance of any facility or part of a facility to be used for religious worship, instruction, or proselytization (34 CFR 76.532 and P. L. 107-110, section 9505).
- Z. Disclosure of Gifts and Campaign Contributions:** The grantee shall file disclosures of gifts and campaign contributions as required by State Board of Education Operating Rule 4.3, which is incorporated as if set out in full. The grantee has a continuing obligation to make disclosures through the term of the contract. Failure to comply with State Board of Education Operating Rule 4.3 is grounds for canceling the grant.
- AA. Submission of Audit Reports to TEA:** Grantees which are public school districts and open enrollment charter schools agree to submit the required annual audit report, including the reporting package required under OMB Circular A-133, if an audit is required to be conducted in accordance with OMB Circular A-133, to the TEA Division of School Financial Audits in the time and manner requested by the Agency.
- Grantees which are nonprofit organizations (other than charter schools) and universities/colleges that expend \$500,000 or more total in federal awards in any fiscal year and are thus required to conduct a Single Audit or program-specific audit in accordance with the requirements in OMB Circular A-133, agree to submit a copy of such audit to TEA when the schedule of findings and questioned costs disclosed audit findings relating to any federal awards provided by TEA. A copy of such audit shall also be submitted to TEA if the summary schedule of prior audit findings reported the status of any audit findings relating to any federal awards provided by TEA.
- A nonprofit organization or university/college grantee shall provide written notification to TEA that an audit was conducted in accordance with OMB Circular A-133 when the schedule of findings and questioned costs disclosed no audit findings related to any federal awards provided by TEA or when the summary schedule of prior audit findings did not report on the status of any prior audit findings related to any federal awards provided by TEA. Nonprofit organizations (other than charter schools) and universities/colleges shall submit the audit report to the TEA Division of Discretionary Grants. Audit reports must be submitted to TEA within 30 days of receipt of the report from the auditor. Failure to submit a copy of the audit to TEA could result in a reduction of funds paid to the grantee, a refund to TEA, termination of the grant, and/or ineligibility to receive additional grant awards from TEA.
- BB. Federal Rules, Laws, and Regulations That Apply to all Federal Programs:** Contractor shall be subject to and shall abide by all federal laws, rules and regulations pertaining to the contract project, including but not limited to:
1. **Americans With Disabilities Act**, P. L. 101-336, 42 U.S.C. sec. 12101, and the regulations effectuating its provisions contained in 28 CFR Parts 35 and 36, 29 CFR Part 1630, and 47 CFR Parts 0 and 64;
 2. **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;
 3. **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;
 4. **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.
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5. the **Age Discrimination Act of 1975**, as amended (prohibition of discrimination on basis of age), and any regulations issued thereunder, including the provisions contained in 34 CFR Part 110;
6. the **Family Educational Rights and Privacy Act (FERPA) of 1975**, as amended (ensures access to educational records for students and parents while protecting the privacy of such records), and any regulations issued thereunder, including **Privacy Rights of Parents and Students** (34 CFR Part 99), if Contractor is an educational institution (20 USC 1232g);
7. Section 509 of H.R. 5233 as incorporated by reference in P. L. 99-500 and P. L. 99-591 (**prohibition against the use of federal grant funds to influence legislation pending before Congress**);
8. **Pro-Children Act of 2001**, which states that no person shall permit smoking within any indoor facility owned or leased or contracted and utilized for the provision of routine or regular kindergarten, elementary, or secondary education or library services to children [P. L. 107-110, Section 4303(a)]. In addition, no person shall permit smoking within any indoor facility (or portion of such a facility) owned or leased or contracted and utilized for the provision of regular or routine health care or day care or early childhood development (Head Start) services [P. L. 107-110, Section 4303(b)(1)]. Any failure to comply with a prohibition in this Act shall be considered to be a violation of this Act and any person subject to such prohibition who commits such violation may be liable to the United States for a civil penalty, as determined by the Secretary of Education (P. L. 107-110, Section 4303(e)(1)).
9. **Fair Labor Standards Act (29 USC 207)**, **Davis Bacon Act (40 USC 276(a))**, and **Contract Work Hours and Safety Standards Act (40 USC 327 et seq.)**, as applicable, and their implementing regulations in 29 CFR 500-899, 29 CFR Parts 1,3,5, and 7, and 29 CFR Parts 5 and 1926, respectively.
10. **Buy America Act**: Contractor certifies that it is in compliance with the Buy America Act in that each end product purchased under any federally funded supply contract exceeding \$2,500 is considered to have been substantially produced or manufactured in the United States. End products exempt from this requirement are those for which the cost would be unreasonable, products manufactured in the U. S. that are not of satisfactory quality, or products for which the agency head determines that domestic preference would be inconsistent with the public interest. Contractor also certifies that documentation will be maintained that documents compliance with this requirement (FAR 25.1-.2).
11. P.L. 103-227, Title X, Miscellaneous Provisions of the GOALS 2000: Educate America Act; P.L. 103-382, Title XIV, General Provisions of the Elementary and Secondary Education Act, as amended; and General Education Provisions Act, as amended.

CC. Federal Regulations Applicable to All Federal Programs:

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

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

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

SCHEDULE #6A – cont.
**GENERAL PROVISIONS &
ASSURANCES**

TEXAS EDUCATION AGENCY

Standard Application System

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

SCHEDULE #6A – cont.
GENERAL PROVISIONS &
ASSURANCES

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

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

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

Rev. 03/2010

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

SCHEDULE #6 B

Certification Regarding Debarment,
Suspension, Ineligibility and
Voluntary Exclusion—Lower Tier
Covered Transactions

TEXAS EDUCATION AGENCY**Standard Application System****School Years 2010-2013**161-914

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

Terms defined: As used in these Provisions and Assurances

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

SCHEDULE #6B

Certification Regarding Debarment,
Suspension, Ineligibility and
Voluntary Exclusion—Lower Tier
Covered Transactions

TEXAS EDUCATION AGENCY**Standard Application System****School Years 2010-2013**

Required for all federal grants regardless of
the dollar amount

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

Certification

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

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

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

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

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

SCHEDULE #6C.

Lobbying Certification

TEXAS EDUCATION AGENCY**Standard Application System****School Years 2010-2013**Required for all federally funded grants
greater than \$100,000.161-914

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**161-914

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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# _____

Date: _____

Federal Use Only:

Standard Form LLL

SCHEDULE #6ENCLB ACT PROVISIONS &
ASSURANCES**Standard Application System****School Years 2010-2013**161-914
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
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- N. School Prayer:** The local educational agency certifies that it is in compliance with Section 25.901 of the Texas Education Code. In addition, as a condition of receiving funds under the No Child Left Behind Act, the local educational agency certifies that no policy of the local educational agency prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools, as detailed in the guidance provided by the U. S. Secretary of Education pertaining to such. The state educational agency shall report to the Secretary of Education each year a list of those local educational agencies that have not filed this assurance or against which complaints have been made to the State educational agency that the local educational agencies are not in compliance with this requirement (P. L. 107-110, section 9524(b)).
- O. Equal Access to Public Schools Facilities – Boy Scouts of America Equal Access Act:** No public elementary school, public secondary school or local educational agency that has a designated open forum or a limited public forum and that receives funds made available from the U. S. Department of Education shall deny equal access or a fair opportunity to meet, or to discriminate against, any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code (as a patriotic society), that wishes to conduct a meeting within that designated open forum or limited public forum, including denying such access or opportunity or discriminating for reasons based on the membership or leadership criteria or oath of allegiance to God and country of the Boy Scouts of America or of the youth group listed in Title 36 of the United States Code (as a patriotic society). For the purposes of this section, an elementary school or secondary school has a limited public forum whenever the school involved grants an offering to, or opportunity for, one or more outside youth or community groups to meet on school premises or in school facilities before or after the hours during which attendance at the school is compulsory. Nothing in this section shall be construed to require any school, agency, or a school served by an agency to sponsor any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code (as a patriotic society). Compliance with this provision will be enforced through rules and orders issued by the Office for Civil Rights. If the public school or agency does not comply with the rules or orders, no funds made available through the Department of Education shall be provided by a school that fails to comply with such rules or orders or to any agency or school served by an agency that fails to comply with such rules or orders (P. L. 107-110, section 9525).
- P. General Prohibitions:** None of the funds authorized under the No Child Left Behind Act shall be used to develop or distribute materials, or operate programs or courses of instruction directed at youth, that are designed to promote or encourage sexual activity, whether homosexual or heterosexual; to distribute or to aid in the distribution by any organization of legally obscene materials to minors on school grounds; to provide sex education or HIV-prevention education in schools that instruction is age appropriate and includes the health benefits of abstinence; or to operate a program of contraceptive distribution in schools (P. L. 107-110, section 9526).
- Q. Armed Forces Recruiter Access to Students and Student Recruiting Information:** In accordance with guidance issued by the U. S. Department of Education, each local educational agency receiving assistance under the No Child Left Behind Act shall provide, on a request made by military recruiters or an institution of higher education, access to secondary school students names, address, and telephone listings, upon prior written consent of a student or the parent of a student. A secondary school student or the parent of the student may request that the student's name, address, and telephone listing not be released without prior written parental consent, and the local educational or private nonprofit school shall notify parents of the option to make a request and shall comply with any request. Each local educational agency receiving assistance under the No Child Left Behind Act shall provide military recruiters the same access to secondary school students as is provided generally to post secondary educational institutions or to prospective employers of those students (P. L. 107-110, section 9528).
- R. Unsafe School Choice Option:** The local educational agency certifies that it shall establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the Texas Education Agency, or who becomes a victim of a violent criminal offense, while in or on the grounds of a public elementary or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school (P. L. 107-110, section 9532).
- S. Civil Rights:** Nothing in the No Child Left Behind Act shall be construed to permit discrimination on the basis of race, color, religion, sex (except as otherwise permitted under Title IX of the Education Amendments of 1972), national origin, or disability in any program funded under the No Child Left Behind Act (P. L. 107-110, section 9534).

| | | |
|--|--|--------------------------------|
| SCHEDULE #6E - cont. NCLB ACT PROVISIONS & ASSURANCES | TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 | 161-914 County-District No. |
| Texas Title I Priority Schools Grant | | |

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

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4. Highly Qualified:

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

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

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6. Professional Development includes activities that:

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

7. Scientifically Based Research:

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

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

8. Teacher Mentoring: Activities that—

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

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

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

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

Revised 03/03

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

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

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

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individual students.

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

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

Statutory Program Assurances

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

TEA Program Assurances

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

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

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

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

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

Terms defined:

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

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

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

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

GRANTEE – the subrecipient of TEA and applicant of funds.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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