

<b>For TEA Use Only</b> Adjustments and/or annotations made on this page have been confirmed with _____ by telephone/e-mail/FAX on _____ by _____ of TEA.	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System (SAS)</b>  <b>School Years 2010-2013</b>	San Saba ISD	206-901
		Organization Name	County-District#
		San Saba Middle School	206-901-041
		Campus Name	Campus Number
		74-6002257	15
		9-Digit Vendor ID#	ESC Region
		NOGA ID# (Assigned by TEA)	Amendment #

### Texas Title I Priority Schools Grant

#### Schedule #1 - General Information

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

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

**Project Beginning Date:** 08/01/2010

**Project Ending Date:** 06/30/2013

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

Tier I ☐ Tier II ☐ Tier III ☒

#### Part 1: Index to the Application

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

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

#### Certification and Incorporation

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

#### Authorized Official

Typed First Name	Initial	Last Name	Title
Leigh Ann		Glaze	Superintendent
Phone	Fax	Email	(preferred)
325-372-3771	325-372-5977	lglaze@san-saba.net	5/27/10

**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 June 3, 2010:

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

**701-10-112-194**

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by telephone/e-mail/FAX on _____ by _____ of TEA.		Amendment No. _____
<b>Texas Title I Priority Schools Grant</b> <b>Schedule #1—General Information</b>		
<b>Part 2: List of Required Fiscal-Related Attachments and Assurances</b>		
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 <b>back</b> of the application as an appendix.		
1 <input type="checkbox"/>	<b>Proof of Nonprofit Status</b>	
	<b>Required for all open-enrollment charter schools sponsored by a nonprofit organization:</b> <b>Check box to indicate that proof of nonprofit status is attached.</b> (See Part 1: General and Fiscal Guidelines and Part 3: Schedule Instructions for acceptable proof.)	
2 <input checked="" type="checkbox"/>	<b>Assurance of Financial Stability</b>	
	<b>Required for all independent school districts, open-enrollment charter schools, and education service centers:</b> <b>Check box to indicate assurance that audit requirements have been met.</b> All public school districts, open-enrollment charter schools, and education service centers must be in compliance with submitting the required annual audit for the immediate prior fiscal year to TEA in the time and manner requested by TEA, and the audit must be determined by the TEA Division of Financial Audits to be in compliance with the applicable audit standards. TEA reserves the right to ensure that all applicants are deemed by TEA to be financially stable at the initial time of preliminary selection for funding to receive a grant award. The TEA Division of Financial Audits will determine financial stability based on the required annual audit for the immediate prior fiscal year.	
3 <input checked="" type="checkbox"/>	<b>Assurance of Submittal of Reviewer Information Form</b>	
	<b>Required for all applicants:</b> <b>Check box to indicate assurance that reviewer information form will be submitted.</b> All applicants are required to complete the Reviewer Information Form and to submit it online by <b>Thursday, May 6, 2010</b> . (See Part 2: Program Guidelines, "Reviewer Information Form," for instructions on how to access and submit the form.)	

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<b>Texas Title I Priority Schools Grant</b> <b>Schedule #1—General Information</b>					
<b>Part 3: Applicant Information</b>					
<b>Local Educational Agency (LEA) Information</b>					
LEA Name					
San Saba Independent School District					
Mailing Address Line - 1		Mailing Address Line - 2		City	State
808 W. Wallace				San Saba	Tx
U.S. Congressional District Number		Primary DUNS Number		Central Contractor Registration (CCR) CAGE Code	NCES Identification Number
11		045601713		5EHU4	
Campus Name				County-District Campus Number	
San Saba Middle School				206-901-041	
Mailing Address Line - 1		Mailing Address Line - 2		City	State
808 W. Wallace				San Saba	Tx
<b>Applicant Contacts</b>					
<b>Primary Contact</b>					
First Name		Initial	Last Name		Title
Leigh Ann			Glaze		Superintendent
Telephone		Fax		Email	
325-372-3771		325-372-5977		lglaze@san-saba.net	
Mailing Address Line - 1		Mailing Address Line - 2		City	State
808 W. Wallace				San Saba	Tx
<b>Secondary Contact</b>					
First Name		Initial	Last Name		Title
Michael			Bohensky		Assistant Superintendent
Telephone		Fax		E-mail	
325-372-3771		325-372-5977		mbohensky@san-saba.net	
Mailing Address Line - 1		Mailing Address Line - 2		City	State
808 W. Wallace				San Saba	Tx

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



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

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14	Applicant provides assurance that it will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final federal requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the TEA) to hold accountable its Tier III schools that receive grant funds.	Program Assurances	
15	Applicant provides assurance that it will, if it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization (CMO), or education management organization (EMO) accountable for complying with the final federal requirements.	Program Assurances	
16	Applicant provides assurance that it will report to the TEA the school-level data required under section III of the final federal requirements.	Program Assurances	
17	If the LEA/campus selects to implement the <b>turnaround model</b> , the campus <b>must</b> implement the following federal requirements. <ul style="list-style-type: none"> <li>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;</li> <li>b. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students;             <ul style="list-style-type: none"> <li>1. Screen all existing staff and rehire no more than 50 percent; and</li> <li>2. Select new staff.</li> </ul> </li> <li>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;</li> <li>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;</li> <li>e. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;</li> <li>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;</li> <li>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;</li> <li>h. Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and</li> <li>i. Provide appropriate social-emotional and community-oriented services and supports for students.</li> </ul>	Program Assurances	

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

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23	An LEA <b>may</b> 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 <b>may</b> also implement other strategies that extend learning time and create community-oriented schools, such as-- (A) Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs; (B) Extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff; (C) Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or (D) Expand the school program to offer full-day kindergarten or pre-kindergarten.	Program Assurances	

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25	The LEA <b>may</b> 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	
<b>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.</b>			
<b>Part 3: Statutory Assurances</b>			
<b>#</b>	<b>Statutory Assurance Description</b>		
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.		
<b>Part 4: TEA Program Assurances</b>			
<b>#</b>	<b>TEA Assurance Description</b>		
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. <ul style="list-style-type: none"> <li>a. The Model Selection and Description Report must be submitted to TEA no later than <b>February 1, 2011</b>. This report may be submitted at any time prior to the deadline. Grantees must demonstrate successful completion of the following activities:             <ul style="list-style-type: none"> <li>i. Comprehensive Needs Assessment process.</li> <li>ii. Establish the grant budget by the required categories.</li> <li>iii. Identification and Selection of the intervention model.</li> <li>iv. Development of activities to implement selected intervention model.</li> <li>v. Development of Timeline of Grant Activities.</li> </ul> </li> </ul>		

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2	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant.		
3	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, the Texas School Improvement Conference, and sharing of best practices.		
4	For the LEAs selecting the TEA Designed Models the applicant provide assurances that it will participate in and make use of technical assistance and coaching support provided by TEA, SIRC, and/or its subcontractors.		
5	The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the effectiveness of the LEA's curriculum and its alignment with instruction occurring on the campus; assesses progress on student groups' academic achievement at the campus level; and guide instructional decisions by teachers for individual students.		
6	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.		
7	The applicant will provide access for onsite visits to the LEA and campus by TEA, SIRC and its contractors.		
8	The applicant, if selecting the Restart Model, agrees to contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.		
9	The applicant, if selecting the Turnaround Model or Transformation Model (Tiers I and Tiers II only) agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.		
10	If the LEA/Tier III campus selects to implement the <b>transformation model</b> , the campus assures That it will it implement the following federal requirements. 1. Develop and increase teacher and school leader effectiveness. A. Evaluate the effectiveness of the current principal and use the results of the evaluation to determine whether the principal should be replaced, be retained on the campus, or be provided leadership coaching or training. B. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so; C. Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and D. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school based on rigorous, transparent, and equitable evaluation systems for teachers and principals: 1. Takes into account data on student growth as a a factor as well as other factors such as multiple observation-based assessments of student performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and 2. Are designed and developed and with teacher and principal involvement		



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



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

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<b>Part 1: Grant Eligibility</b>		
<input type="checkbox"/> Tier I Eligible Campus <input type="checkbox"/> Tier II Eligible Campus <input checked="" type="checkbox"/> Tier III Eligible Campus		
<b>Identify which timeline the LEA/Campus the applicant will implement.</b>		
<input checked="" type="checkbox"/> Option 1: LEA/campus currently engaged in aggressive reform <input type="checkbox"/> Option 2: LEA/campus in need of foundational technical assistance		
<b>Part 2: Grant Program Summary.</b> Provide a brief overview of the program you plan to implement on the campus. Be sure to address fundamental issues such as your local program goals and objectives that align with the RFA purpose and goals, rationale for program design, etc. Address the specific gaps, barriers, or weaknesses to be addressed by the intervention model to be selected. A response to this question must be completed in the original submission regardless of whether the LEA/campus has selected an intervention model at this time or not. Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<p>The Texas Title 1 Priority Schools grant provides San Saba ISD with an unprecedented opportunity to transform the middle school campus from a low-performing school to a high-performing school. San Saba Middle School is an Academically Acceptable Rated school that is eligible for schoolwide programs under Title 1, Section 1114. San Saba Middle School serves approximately 230 students in grades 5-8, with one feeder campus. The campus has had a different Principal the last three years and will have a new Principal for the 2010-11 school year. Within this campus are large percentages of economically disadvantaged (56%) and at-risk students (32.2%) who are also identified as Dyslexic and low-performers on the Math (64% passing) and Reading (70% passing) TAKS test. Because of these documented gaps, barriers, and weaknesses, San Saba has demonstrated a need for funds and a strong commitment to use funds to raise student academic achievement. San Saba ISD has designed a program that meets the goals and intent of the grant in order for each student to excel academically as measured by assessments. They intend to meet this goal by proposing a comprehensive transformation project that focuses on improved academic performance; increased teacher quality; improved school climate; increased leadership effectiveness; increased use of data to drive instruction; increased parent/community involvement; and increased learning time. San Saba ISD is seeking Texas Title 1 Priority Schools (TTIPS) grant funds in the amount of \$762,271 to implement research-based transformation programs, activities and strategies that improve all aspects of San Saba Middle School including curriculum, instruction, technology, professional development, classroom management, school management, parent involvement and student assessments. The transformation programs, activities and strategies will be implemented with the assistance of highly-qualified external partners and the Site-Based Decision Making (SBDM) Committee.</p> <p>San Saba Middle School measurable objectives are consistent with the federal requirements:</p> <ul style="list-style-type: none"> <li>• 80% passing rate on all TAKS tests and in all subgroups</li> <li>• Implement a 1:1 student/laptop initiative</li> <li>• 100% of teachers increase use of technology in classroom</li> <li>• 100% of teachers participate in professional development activities</li> <li>• 100% of teachers use Dyslexia strategies in their instruction</li> <li>• 30% reduction in discipline referrals</li> <li>• 100% of teachers receive technical assistance and support from administrators and external providers</li> <li>• Increase the number of parent activities by 30%</li> <li>• Reduce campus administrator turnover</li> <li>• 100% of the teachers will receive a financial incentive for improving student academic performance</li> <li>• Use the transformation model along with a comprehensive data analysis system to track the effectiveness of the transformation plan in relation to success of 100% of the students</li> </ul> <p>The San Saba transformation project will be evaluated by a highly-qualified evaluator who will conduct a formative and summative evaluation, using multiple assessment data, to solicit feedback; monitor the extent to which activities of the project were implemented as planned; assess the effectiveness of the activities in achieving the goals and objectives of the project and in meeting performance measurements; guide short-term project corrections and plan for future delivery of the initiative; monitor and assess the impact of the project activities on all participants; and provide ongoing monitoring which leads to reflective thinking, program change and continuous improvement.</p>		

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<b>Texas Title I Priority Schools Grant</b> <b>Schedule #4B—Program Description</b>															
<b>Part 1: Comprehensive Needs Assessment</b>															
<b>Section A: Campus Grade Levels</b>															
Type of School	Number of Students Enrolled in Grade Levels on the Campus to be Served with Grant														
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public School							56	60	57	57					230
Open-Enrollment Charter School															0
<b>Total Students:</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>56</b>	<b>60</b>	<b>57</b>	<b>57</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>230</b>
<b>Total Instructional Staff</b>													<b>20</b>		
<b>Total Support Staff</b>													<b>10</b>		
<b>Section B: Data Sources Reviewed or to be Reviewed in the Comprehensive Needs Assessment Process</b>															
1	Student academic data – Benchmarks assessments and TAKS; attendance rates; Dyslexia rates; participation in special programs; retention, completion; discipline referrals; and participation in extra-curricular activities														
2	Student socio-economic data – percentage of economically disadvantaged, at-risk, highly-mobile, English Language Learners, and minority students														
3	Teacher surveys regarding curriculum, instruction, professional development, classroom management, assessments, effectiveness of administrative leaders, compensation, incentives, schedules, etc...														
4	Student surveys regarding the number and types of programs and services offered to the students.														
5	Parent surveys regarding parent involvement, school safety, school climate, communication, instruction, administration, counseling, office, nursing/health care, bus service, food services, special programs, extracurricular support services and supplemental educational services.														
6	Community surveys regarding involvement, communication, volunteering, and school climate														
7	Sign-in sheets from the Target Tech in Texas (T3) Activities														
8															
9															
10															

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<b>Part 1: Comprehensive Needs Assessment Cont.</b>		
<b>Section C: Process</b> Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<b>Describe, in detail, the process the LEA and campus followed/will follow to identify the needs of the campus.</b>		
<p>During the 2008-09 school year, San Saba ISD Site-Based Decision Making (SBDM) Committee engaged in a comprehensive needs assessment of all aspects of the district and campus. Information was gathered from faculty, staff, students, parents and the community. Engaging a wide representation of the community in the planning process is one-way to help ensure the long-term viability of the reform (Hassell, 2002, Cawelti &amp; Protheroe, 2007).</p> <p>The process and information gathered is outlined below:</p> <p>Key input was gathered from a review and analysis of faculty and staff surveys. The surveys were administered to 100% of the employees (administrators, teachers, paraprofessionals) during the 2008-09 school year to serve as the catalyst for the for the initial review of the School Improvement programs. Surveys contained questions regarding curriculum, instruction, professional development, classroom management, assessments, effectiveness of administrative leaders, compensation, schedules, etc... The surveys were distributed at a campus level meeting and the surveys were completed and returned. The administrators and teachers also participated in a comprehensive review of student performance data such as percentages of at-risk, economically disadvantaged, mobility rates, ESL percentages, special education data, attendance rates, completion and retention rates, TAKS scores, AYP, AEIS reports, and discipline referrals.</p> <p>Students participated both directly and indirectly in the comprehensive needs assessment. They completed surveys in 2009 regarding the number and types of programs and services offered to the students. Their parents were also integral participants in the assessment and identification of campus needs. Information was gathered from parents utilizing a variety of formats and forums. Surveys formed the basis for the majority of the parent input. The surveys target the following areas: parent involvement, school safety, climate, communication, instruction, administration, counseling, office, nursing/health care, bus service, food services, special programs, extracurricular, and supplemental educational services.</p> <p>The community members also participated in the campus needs assessment by surveys. The surveys targeted the following areas: involvement, communication, volunteering, and school climate. The evaluation all of the above-mentioned surveys and data that was collected, documented the following campus needs:</p> <p><u>Curriculum</u> – Need for curriculum alignment; knowledge of TEKS continuum; workable scope and sequence with timelines and benchmarks; benchmark system that incorporates incremental and summative assessments; after-school tutorials; and implement a comprehensive resource program in reading.</p> <p><u>Instruction</u> – Need for research-based, best practice instruction for students participating special programs; need for additional materials, supplies and methods for the transformation model; benchmark data used to evaluate individual student performance, objective remediation, and instructional methods; and creation of an Instructional Team.</p> <p><u>Technology</u> – Need for a 1:1 student/laptop initiative; multi-year approach to technology integration into the curriculum; benchmark testing and tracking; and assistance with technology integration.</p> <p><u>Professional Development</u> – Need for professional development with regards to the transformation model, effective leadership, classroom management, special programs, curriculum alignment, and TEKS.</p> <p><u>Classroom Management</u> – Need to reduce the number of minor infractions and recover instructional time lost on discipline and classroom management issues.</p> <p><u>School Management</u> – Need to reduce administrator turnover; need to effectively clarify and communicate the purposes, goals, and core values to all stakeholders through staff meetings; and implement decision-making based on measurement, information, data and analysis.</p> <p><u>Parent Involvement</u> – Need to better educate and inform parents of child's individual needs; and need for more meaningful projects to involve parents in school participation activities.</p> <p><u>Student Assessments</u> – Need to continually review and analyze student achievement data in a timely manner and use data to inform differentiate instruction.</p> <p><b>Once the 2008-09 needs assessment was conducted, it was clear that the transformation model would be best suited for the needs of San Saba Middle School. With the choice having been made, then all other attention and work was focused on the areas required by the grant and on the activities that are outlined for school improvement and successful implementation of the chosen transformation model.</b></p>		

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<b>Part 1: Comprehensive Needs Assessment Cont.</b>			
<b>Section D: Groups of Participants Contributing/to Contribute to Needs Assessment Process, ensuring Parents and Community Groups were involved in the process.</b>			
<b>1</b>	District and campus administrators		
<b>2</b>	Teachers		
<b>3</b>	Parents		
<b>4</b>	Community members		
<b>5</b>	School Board members		
<b>6</b>			
<b>7</b>			
<b>8</b>			
<b>9</b>			
<b>10</b>			

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<b>Part 2: Project Management</b>		
<b>Section A: LEA (District) Capacity</b> Responses are limited to <b>one page each</b> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<b>Capacity</b> -- Describe the LEA's capacity to use grant funds to provide adequate resources and related services/support to the campus to implement, fully and effectively, the required activities of the school intervention model.		
<p>Over the last years, San Saba ISD has increased its capacity through organizational structures (the promotion of administrators); through Leadership and Decision Making (SBCM Committee); through the use of facilities; and through increased of funding through Stimulus funds and grant funds. As a result of increased capacity, San Saba can use TTIPS grant funds to provide resources, services and support to the campus to fully and effectively implement the transformation project for years 2010-2013 and beyond.</p>		
<p>At the District level, the San Saba ISD Superintendent and Board of Trustees are fully supportive of the transformation project at San Saba. Not only are they supportive, but they have high expectations to transform San Saba Middle School from a low-performing school to a high-performing school. The Superintendent has policies and procedures in place for hiring, placing, evaluating, promoting, retaining and replacing teachers. Both the Superintendent and Board of Trustees are committed to this project for the long-term and will allocate TTIPS funding and resources for performance incentives, recruiting, and retaining high-quality teachers. They will also allocate TTIPS funds for curriculum, instruction, reading, professional development, career and technology, special programs, student support programs, and supplemental educational programs. They can do this because they have a history of successfully implementing a variety of programs and services including Stimulus funds, the Vision 2020 grant, and the Target Tech in Texas (T3) grant.</p>		
<p>San Saba School has the capacity to address specific areas of school operations because they promoted the Middle School Principal, Mr. Bohensky, to the Assistant Superintendent. With his one-year tenure at the campus he brings a wealth of knowledge and experience with the campus to the project in serving as the Project Coordinator.</p>		
<p>The Principal and Assistant Superintendent will use their knowledge, skills and experience gained from other funded projects for the successful campus implementation and sustainability of the transformation project. They will work together to efficiently and effectively allocate TTIPS grant funds and resources to address 1) learning goals; 2) staff the project appropriately; 3) provide research-based curriculum and instructional resources; 4) provide opportunities to gain knowledge and skills through training, professional development, coaching, and mentoring; and 5) provide students with special programs, support and supplemental educational services. <u>ALL</u> necessary fiscal supports for initiatives will be implemented and take hold. The administrators will move effective practices to full implementation and scale-up. Furthermore, priorities will be defined and resources allocated to sustain them will occur over time.</p>		
<p>As for facilities, the San Saba Middle School also has technology, computer labs, access to video conference capabilities and meets all the accessibility requirements for children and families with special needs. San Saba will continuously upgrade facilities, tools, and materials to keep pace with the educational changes, technological changes, and parent and community expectations.</p>		
<p>Research in the area of school improvement notes that "high student achievement is more than teaching reading, math, or science, better. It is a result of how well <b>all</b> parts of the school system work together. (<i>Systems Check: Classroom Resource Guide</i>, Shipley &amp; Caldwell, 2000).</p>		

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<b>Part 2: Project Management Cont.</b>		
<b>Section A: LEA (District) Capacity</b> Responses are limited to <b>one page each</b> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<b>Partnership/Involvement of Others</b> – Describe how the LEA/campus consulted with relevant stakeholders (students, staff, parents, community) regarding this application and proposed implementation of a school intervention model.		
<p>San Saba firmly believes the research that says “sustained change in student academic performance can only occur when a cohesive, quality-based, unified system of teaching and learning is understood by all stakeholders” (Allen, J. 2005). San Saba has established a long-standing history with relevant stakeholders. The communication between the stakeholders and the district is outlined below:</p> <p>Board of Trustees -- The Superintendent provides the Board of Trustees with academic and financial reports and findings at monthly board meetings. All of this information is used to develop grant applications, reports to the US Department of Education, and TEA as well as reports to the teachers, students, their family, and the community.</p> <p>Site-Based Decision Making Committee – San Saba ISD has formed a group of community stakeholders, teachers, and parents collaborate to conduct needs assessments, oversees implementation, monitors school programs and activities, and evaluates the programs and activities.</p> <p>Staff – The district staff solicits ideas and information from the school staff for all grant applications. This grant was no different. The district and school staff met to discuss the grant guidelines and requirements and how the TTIPS grant fit into the ongoing transformation project at the middle school. The greatest amount of information was developed through the work of the teacher ideas, comments and suggests. These ideas and suggested activities were the driving force in the writing of the grant.</p> <p>Parents – The school district also informs parents of happenings in the district through letters home, the district website, the school marquee and also solicits parent input into what is happening and being planned by San Saba ISD in order to keep the lines of communication open. Through the T3 grant, public forums, and other parents meetings, the district has sought parent input for district projects and this TTIPS grant is no different.</p> <p>Students – San Saba Middle School students serve on a leadership committee. Through this leadership committee, students have input into the decisions made for the campus with regards to programs and services offered. They provided input regarding the TTIPS grant initiative and the transformation model.</p> <p>Community – San Saba ISD is always seeking new ways to strengthen their community ties. The district informs the community of district/school happenings through a variety of mediums including a weekly newspaper article written by the Superintendent; through the district marquee, school-district website, and school board meetings. For the TTIPS grant, the community completed surveys regarding the need to transform the middle school campus.</p> <p>Educational Partners – San Saba Middle School is involved in a collaborative TEA grant called Target Tech in Texas (T3) with the educational partners of Ballinger, Brownwood, and Mason. All four districts are collaborating to assess their technology needs and implement programs that make substantial progress in meeting the Target Tech level on the Texas Campus and Teacher School Technology and Readiness (STaR) Charts. This project will provide students with the necessary advanced technologies, educational technology programs and practices, and well-trained teachers will enable schools to use innovative teaching strategies designed to engage students and promote critical thinking, problem solving, creativity, and college and career readiness. This educational partnership serves as one of the founding principals of the TTIPS grant and the transformation model.</p>		



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<b>Section A: LEA (District) Capacity</b> Responses are limited to <b>one page each</b> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<b>Management of Grant Activities</b> – Describe how the LEA and campus will modify its practices and/or policies, as necessary, to ensure its implementation of the intervention(s) fully and effectively.		
<p>All San Saba ISD/Middle School policies and procedures have been initially reviewed and will continue to be reviewed to ensure the successful implementation of the San Saba Middle School Transformation Project. Beginning with the 2009-10 school year significant policy changes have been made and more changes are to come. Specifically,</p> <ul style="list-style-type: none"> <li>• Administrative changes have been made with regards to key personnel. The Assistant Superintendent resigned at the end of the 2009-10 school year and will be replaced with the Middle School Principal, Michael Bohensky. Now the Superintendent is interviewing for a new middle school principal.</li> <li>• For the 2010-11 school year San Saba has modified its schedule in order to increase learning times. The district will offer tutorials and open the computer lab 2 hours a day, 2 days a week. These incremental changes are expected to have a positive impact on the transformation activities as increased learning times are crucial to the success of school improvement.</li> <li>• The middle school has changed its course offerings for the 2010-11 school year. Now students will be visiting the computer lab as part of the daily activities. The computer lab will be used for tutorials, reading, and credit recovery/acceleration activities, all of which is important to improve academic performance.</li> <li>• The middle school integrated Apple laptops into their curriculum and instruction during the 2009-10 school year as part of the T3 grant. For the 2010-11 school year San Saba will purchase additional Apple laptops in order to provide a 1:1 student/laptop initiative. This is a change from a PC system to an Apple system.</li> <li>• The middle school will upgrade its computer lab as part of the new technology integration activities. The updating of the computer lab will enable the middle school to increase learning time and offer parent/community activities.</li> <li>• In the past, the Superintendent relied on the Campus Principal to implement all campus programs. However, the Superintendent has changed her policy and assigned the TTIPS duties to the Assistant Superintendent. He will manage and monitor the grant activities on a daily basis and will be in direct contact with the San Saba Superintendent, campus principal, teachers, staff, the SBDM Committee, TEA, and all external partners. The change in administrator roles/responsibilities will improve leader effectiveness.</li> <li>• The Superintendent has been providing the teachers, paraprofessionals and staff with incentives as part of a TEA TEEG grant. For the 2010-11 school year the same incentives will be offered as part of the TTIPS grant to improve teacher quality. Teachers will also receive a financial reward if they complete the Rosetta Stone program for Spanish.</li> <li>• San Saba created an Instructional Team during the 2008-09 school year. This team met to review curriculum as part of a curriculum change for the 2009-10 school year.</li> <li>• San Saba Middle School changed its curriculum for the 2009-10 school year to the CSCOE curriculum and will continue to use CSCOE as part of the TTIPS grant and transformation project. The use of CSCOE address the curriculum needs as CSCOE is aligned with TEKS and has a workable scope and sequence with timelines and benchmarks. San Saba will also implement supplemental reading programs as part of a comprehensive resource program to help the large percentage of students struggling to read at grade level and those with Dyslexia.</li> <li>• The middle school changed its discipline plan and classroom management plan for the 2009-10 school year. They implemented the Equine Essentials program. For the 2010-11 school year the district will also implement the Capturing Kids Heart system. These programs transform the classroom and campus environment, paving the way for high performance.</li> <li>• San Saba has changed its policy regarding professional development. Teachers are now required to participate in professional learning communities in order to increase teacher effectiveness in the classroom.</li> <li>• The middle school will implement a "new student orientation" program for the first time in a long time. This program will improve the school climate and increase parent involvement and strengthen school/parent communication.</li> </ul>		



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<b>Resource Management</b> – Describe how the LEA/campus will align other resources (federal, state, local, and community) with the school improvement intervention.		
<p>Critical to any transformation project is the identification and commitment of fiscal and other resources. San Saba has the capacity to align the TTIPS and transformation project with other resources. Financially, San Saba ISD has the financial resources and a successful history of coordinating funds to better serve the needs of students. This project will be no different. San Saba ISD has evaluated all funding sources and has determined that it can use the resources and align Texas Title 1 Priority Schools Grant along with:</p> <p>Federal -- Stimulus funds, Title I, Title II, Title III, Title IV, Career and Technology Funds</p> <p>State Funds – Compensatory Education, High School Allotment, technology, state grants such as Target Tech in Texas (T3).</p> <p>Local Funds – Salaries</p> <p>San Saba will maximize these funds and provide as many successful programs and services as possible. Because of these and other funding resources, a close relationship has been established between local service agencies and community leaders to provide quality services to the youth of San Saba. San Saba ISD takes great pride in coordinating state and federally funded programs to maximize funds and provide as many successful programs and services as possible. Furthermore, the coordination of these funds will enable San Saba ISD to implement the TTIPS grant activities in a timely manner, and in a process that will be most beneficial to the students.</p> <p>It is also important to mention that San Saba ISD has a business manager who has years of experience in identifying, leveraging, and managing federal, state, and local funds to maximize the districts funding sources. It is his experience that will enable San Saba to designate all of the resources needed throughout the project period and beyond.</p> <p>San Saba has other resources to provide supplemental educational services to all students/families, including, technology, computer labs, access to video conference capabilities and meets all the accessibility requirements for children and families with special needs. The technology will also be used for integrated data collection, reporting and an analysis system. San Saba will also continuously upgrade facilities, tools, and materials to keep pace with the educational changes, technological changes and parent and community expectations.</p> <p>The Superintendent and Board of Trustees are committed to this project for the long-term commitment and will allocate TTIPS funding and resources for performance incentives, recruiting, and retaining high-quality teachers. They will also allocate TTIPS funds for curriculum, instruction, college readiness, professional development, career and technology, special programs, student support programs, and supplemental educational programs. They can do this because they have a history of successfully implementing a variety of programs and services including Stimulus funds and the Target Tech in Texas (T3) grant.</p>		

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<b>Grant Project Manager Qualifications</b> – Describe the qualifications of the person selected to be the project manager for this grant on the campus.		
<p>San Saba ISD recognizes that effective administration and management of this program requires strong leadership skills, management experience, academic training and an understanding of disadvantaged communities. Given these essential characteristics, aptitudes and abilities, the Project Manager will be Michael Bohensky, a highly-educated and qualified leader. He will devote his time to the success of this project. Mr. Bohensky brings 15 years of educational experience to the project. Mr. Bohensky started his career as an English teacher in which he was a classroom teacher for 7 years. Mr. Bohensky completed his principal certification and assumed administrative duties in 2002 as a Principal. He joined San Saba ISD in the summer of 2009 as the Middle School Principal. While as the Principal he was involved in the implementation of the new CSCOPE curriculum, a new classroom behavior management system, called Equine Essentials, the implementation of Apple laptops into the classrooms, and improved the school climate through the "Pride Program" and "Student of the Week". Mr. Bohensky credentials include a Bachelor of Arts Degree and Masters of Education in Administration. As the lead staff, Mr. Bohensky will be charged with the daily responsibilities of implementing the San Saba Middle School transformation project.</p> <p>In addition to having a Project Manager, San Saba ISD will have an independent outside evaluator to conduct the formative and summative evaluation, using multiple assessments, to help San Saba with these questions: 1) How are we doing? 2) What are we doing well? 3) How can we amplify our successes? 4) Who isn't learning? 5) Who aren't we serving? 6) What aren't they learning? 7) What in our practice could be causing that and how can we be sure? 8) What can we do to improve? 9) How do we know if it worked? and 10) What do we do if the students don't learn?</p> <p>The Program Evaluation will be conducted by an outside, independent evaluation entity, Wexford, Inc. For over a decade, Wexford has successfully provided research and evaluation, professional development and technical assistance services to support K-20 initiatives through various federal, state, and private contracts. Wexford is experienced in the delivery of services to clients across the educational spectrum from the small schools to complex and diverse urban districts, regional agencies, state departments of education, colleges and universities, and the U.S. Department of Education and have conducted over 30 private, local, state and federally funded research and evaluation studies in over 20 states.</p> <p>Wexford is a national entity with a national reputation and has a corporate office in California with satellite offices in Texas, Nevada and Ohio. The work for San Saba ISD will be conducted out of the Texas office in Austin, Texas. Wexford has over 20 years of experience conducting and scaling up large federally funded initiatives (wexford.org). The Wexford Team will work to ensure deliverables are met and products are complete. Additional staff will be added as project progresses and expands. The Internal Support Division, the Business Operations Division and the executive director support the evaluation. The executive director provides executive oversight of all research and evaluation studies, including reviewing the designs and data collection plans, allocating staffing, monitoring timelines and deliverables, and reviewing final reports. The Internal Support Division, provides assistance with use of technology to support communications and data collection, and with data entry, data summary and data analysis.</p>		

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<b>LEA Support</b> – Describe how the LEA will structure and implement an individual or office with responsibility for supporting the campus' school improvement efforts.		
<p>The role of San Saba ISD in supporting the transformation process at San Saba Middle School is a crucial element for success. With that in mind, San Saba Superintendent has designated Michael Bohensky, the Assistant Superintendent, as the Project Manager also called a District Shepherd.</p> <p>His primary responsibility is to support all of those involved in the transformation process. The Superintendent, Leigh Ann Glaze and Mr. Bohensky believe the role of the Project Manager/District Shepherd is integral to the success of the project. Mr. Bohensky will be responsible for the transformation process and is to support all components of the transformation process. Ms. Glaze has given Mr. Bohensky a direct line of contact to her (the Superintendent); has given him the authority to influence central office departmental procedures; and is the district liaison to TEA, the technical assistance providers, and all external partners.</p>		
<p>Ms. Glaze has further defined the roles and responsibilities of the Project Manager/District Shepherd:</p> <ul style="list-style-type: none"> <li>• Ensure the campus is provided operational flexibility</li> <li>• Ensure the effective implementation of all components of the transformation process</li> <li>• Monitor the progress of the 90-day action plans</li> <li>• Ensure regulation communication with the transformation campus</li> <li>• Conduct regularly scheduled meetings with the transformation process</li> <li>• Remove barriers that may hinder the transformation process</li> <li>• Provide support and feedback to the principal and teacher leaders when needed or requested</li> <li>• Take an active role in problem-solving with the principal and teacher leaders</li> <li>• Attend campus leadership meetings</li> <li>• Assist in the replacement and recruitment of qualified staff</li> <li>• Assist in efforts to increase community and parent involvement</li> <li>• Support the placement of social service resources at the campus</li> <li>• Partner with the campus to generate a positive school culture</li> <li>• Attend required trainings</li> </ul>		

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<b>Program Continuation and Sustainability</b> – Describe how the LEA will sustain the campus reforms after the funding period ends.		
<p>San Saba ISD is committed to meeting the needs of the diverse middle school population. Through state and local funding, SSISD will continue to offer instructional programs and services to meet the needs of the economically disadvantaged and at-risk students who are also identified as Dyslexic and low-performers on the TAKS test beyond the grant period. Additionally, district, campus and community leaders and program staff will engage in a thoughtful and coordinated sustainability process to successfully develop plans for continuing and expanding the San Saba Middle School transformation project. To ensure that the program will continue after the grant period, San Saba will actively begin to seeking funding sources to sustain the program over the long-term. The plan for sustainability will include an examination of what this transformation grant is trying to sustain, barriers that prevent the initiative from accomplishing its goals, fiscal constraints and resources, and the development of a sustainability plan. The sustainability plan will include an active and careful examination of the following approaches to seek effective and long-term avenues to ensure that the program continues beyond the grant period:</p> <ul style="list-style-type: none"> <li>✓ Make better use of existing resources</li> <li>✓Maximize federal, state, and local revenue</li> <li>✓Creating more flexibility in existing funding sources</li> <li>✓Building public-private partnerships</li> <li>✓Generating new dedicated revenue</li> </ul> <p>Additionally, the district will continue and sustain the project throughout the community by hosting activities, distributing information, attracting local media attention and facilitating site visits for key community stakeholders. These efforts are key to build strong community support for the transformation program.</p>		

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<b>External Providers --</b> Describe how the LEA will recruit, screen, and select external providers to ensure their quality.		
<p>The needs of San Saba School, as identified by the needs assessments conducted, cannot entirely be met by the resources of San Saba School. As a result, San Saba School must partner with external partners of high-quality. As part of San Saba's use of external providers, the district and SBDM Committee has established these guidelines to ensure their quality:</p> <ul style="list-style-type: none"> <li>• Identify ambiguous reasons for hiring an external partner</li> <li>• Engage stakeholders about the need to hire external providers and ensure the entire process is transparent and fair</li> <li>• Articulate specific goals of the relationship with the external partner; including measurable expectations and criteria for selection of external partners to meet these goals</li> <li>• Create conditions to attract multiple high-quality external partners</li> <li>• Budget adequate funding to support relationships with external partners for duration of the contract</li> <li>• Develop a rigorous process to select an external partner whose experience and qualifications match the specified goals</li> <li>• Negotiate a contract outlining roles and responsibilities of the external partner as well as the district and relevant schools, and if applicable, state department of education, as well as explicit and measurable outcomes, including interim indicators of growth</li> <li>• Provide support as needed and appropriate but do not micro-manage external partner</li> <li>• Evaluate the external partner's progress toward goals</li> <li>• Define consequences for failure (e.g. termination or modification of contract)</li> </ul> <p>San Saba has implemented the above the guidelines to select the following external providers as part of the transformation project: <u>School Improvement Resource Center (SIRC) of Region 13</u> will conduct: training, assistance, and support for the Tier III program; onsite technical assistance via Professional Service Provider (PSP); pre-assessment of the San Saba School readiness, capacity, and commitment to implement the grant program; needs assessment of the San Saba School systems of support, formative assessment processes, use of data, and professional development; assist San Saba with awareness and communication around the grant; and provide on-going technical assistance. <u>Region 13 ESC</u> will also continue to provide training on the CSCOPE curriculum and assessments. <u>Region 15 ESC</u> will provide San Saba training and technical assistance with their ESL program and paraprofessionals. <u>Region 20 ESC</u> will provide training and technical assistance regarding inclusion. <u>Apple</u> will provide on-going teacher training on how to integrate Apple laptops into the curriculum and instruction. <u>SEDL</u> is a private, nonprofit education research, development, and dissemination corporation with a mission to improving teaching and learning by linking research and practice. SEDL has developed research-based professional development programs focused on professional learning communities and will assist San Saba Middle School in implementing professional learning communities as part of increased teacher quality. <u>Scottish Rite</u> will provide the San Saba Middle School teachers with onsite training on how to implement a successful Dyslexia program. The <u>Creative Education Institute (CEI)</u> will provide the middle school teachers with onsite training regarding the implementation of a supplemental reading program. <u>The Flip Flippen group</u> (Capturing Kids Hearts) has been selected to provide professional development, specifically, the tools for administrators, faculty and staff to build positive, productive, trusting relationships — among themselves and with their students. These processes can transform the classroom and campus environment, paving the way for high performance. <u>Wexford Inc</u> has been selected to conduct a comprehensive evaluation. Wexford has successfully provided research and evaluation services, professional coaching services to support K-20 initiatives through various federal, state and private entities for over 15 years. Wexford is experienced in the delivery of services to clients across the educational spectrum.</p>		

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<b>Site Visits</b> – If the intervention program includes site visits to other campuses successfully implementing the intervention model, describe the process for selecting the locations and the expected outcomes of the site visit.		
<p>As part of this project, San Saba ISD will schedule site visits to other campuses who are successfully implementing the transformation model for Tier III districts. San Saba ISD will work with the Region 13 School Improvement Resource Center (SIRC) to select locations to visit as well as establish expected outcomes for the site visit. SIRC was chosen to help San Saba in this process because of their first-hand knowledge and experience in working with schools who are implementing the transformation model. SIRC can provide San Saba a list of campuses, of similar size and demographics, to choose to visit. Once the campus has been selected, the Project Manager, Michael Bohensky will setup the visit and select the teachers and administrators who will participate in the visit. Mr. Bohensky will also work with SIRC staff to draft a list of expected outcomes for the site visit.</p> <p>After the site visit is complete Mr. Bohensky and those participating in the site visit will make a presentation to the SBDM Committee and Superintendent. Their presentation will contain information about the campus visited and discuss things that are working and not working at that campus. San Saba intends to learn from their mistakes and implement those strategies and activities that have been successful.</p> <p>During the implementation process, Mr. Bohensky will continue to communicate with SIRC and the campus they visited regarding follow-up questions and concerns. The relationship between San Saba School and the campus will be strengthened.</p>		

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<p><b>Lack of Capacity --</b> If the LEA is not applying to serve each Tier I school (Is not applying for grant funding for each Tier I school), provide a detailed explanation of why the LEA lacks capacity to serve each Tier I school.</p>		
<p>Not applicable.</p>		

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



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<b>Part 3: Intervention Model</b> <b>Section B: Model Selection Process</b> –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 <b>five pages</b> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<p>1. The model selection process began during the 2008-09 school year, when the San Saba ISD Superintendent and the Site-Based Decision Making Committee (district and campus administrators, teachers, parents, and community members) was charged with the responsibility of conducting a thorough needs assessment. First they examined and assess the needs at each of the campuses through a series of data collection and analysis sessions that resulted in a re-vamped campus and district improvement plans and a new technology plan.</p> <p>The administrators and teachers participation in the planning process resulted in them expressing a strong desire to provide every student with a laptop computer in order to better prepare the students for the technology and information management skills needed for college and career readiness. They also requested additional school program offerings and extended learning time opportunities to increase students' options and for any assistance available for economically disadvantaged and at-risk students who are also identified as Dyslexic and low-performers on the TAKS test. Next, the school board invited external advisors to recommend opportunities for campus and district improvement and community members were also invited to a planning meeting. Representatives of small business, city government and parents all expressed the desire to increase students' technology proficiency. They noted the need to have access to current information noting that textbooks are often out of date.</p> <p>Finally, in specific planning for this project, SBDM Committee consulted the STaR Chart, the technology plan, campus improvement plans, multiple-resources that describe best practices for transforming low-performing schools. The committee consulted with other district staff and administrators who were also transforming their campus to determine what had worked and what had been less effective. Campus AEIS data was also consulted to identify trends and specific student needs such as Hispanic and economically disadvantaged students being low performers on the TAKS tests and the overall low passing rates in math and science. This information was discussed with campus leaders to clarify the specific issues that need to be addressed. Finally, a group of teacher leaders were consulted to determine the ways in which they could implement other school improvement initiatives.</p> <p>Once the 2008-09 needs assessment was conducted, it was clear that the transformation model would be best suited for the needs of San Saba Middle School. With the choice having been made, then all other attention and work was focused on the areas required by the grant and on the activities that are outlined for school improvement and successful implementation of the chosen transformation model.</p> <p>2. Once the model was selected during the 2008-09 school year, the leadership began to the implement some activities associated with the Transformation Model. Those activities as well as the proposed Federal Requirement activities as part of the implementation of the TIER III transformation model will be implement during the 2010-11, 2011-12, and the 2012-13 school years:</p> <p><u>Develop and increase teacher and school leader effectiveness, a Federal Requirement</u></p> <p>The San Saba Middle School has had a different Principal beginning with the 2007-08 school and each year thereafter through the 2009-10 school year. The Principal will also change for the 2010-2011 school year, as the Principal has been named the San Saba Assistant Superintendent. This will make for 4 different Principals in 4 years. Having campus administrator turnover each year has a direct impact on teacher and school leader effectiveness. With the high turnover rate, San Saba has changed its policy regarding grant Managers. No longer is the Principal responsible for coordinating the day-to-day activities associated with grant implementation. Instead the Assistant Superintendent will be responsible for implementing campus grants in the campus principal. San Saba ISD believes this change will improve the effectiveness of the school leader as they can focus their attention on the operations of their campus. Specifically,</p>		

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<ul style="list-style-type: none"> <li>• The Superintendent will evaluate the effectiveness of these positions 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.</li> <li>• The Superintendent, Principal, and Project Manager will collaborate to identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement.</li> <li>• Teachers and staff will be rewarded through financial incentives (stipends) similar to the TEEG Grant San Saba implemented for the 2006-07 school year. The district will use TAKS scores for grades 5-8. Though there are teachers who don't teach a TAKS course, (Agricultural Science, Home Economics, Music) their course still involves areas of English, math, science and social studies. It is these teachers who can reinforce the knowledge and skills being taught through the core curriculum teachers. If they do their part in the classroom, it will result in improved TAKS scores.</li> <li>• The Project Manager will ensure all staff participate each year in 10 days of 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.</li> <li>• The Assistant Superintendent/TTIPS Project Manager will collaborate to schedule monthly staff meetings with the teachers in order to keep them informed of all grant timelines and activities as well as solicit feedback from teachers at monthly meetings to ensure continuous improvement in the operation of the project. They will also communicate with teachers via email and communicate with parents at meetings and via emails. The Project Manager will also make monthly reports to the superintendent regarding the program activities and will file project status reports with TEA. The technology director will provide monthly reports to the administrators regarding the deployment of technology and online resources into the campus.</li> <li>• Through the involvement of the teachers and campus administrators, San Saba will 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. They will base the incentives, promotion and career growth on student data growth as well as multiple observation-based assessments of student performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates.</li> <li>• San Saba will use the Professional Development and Appraisal System (PDAS) for appraising its teachers and identifying areas that would benefit from staff development. The Administrators who conduct the teacher evaluations will use the PDAS report to measure each teachers' changes in instructional practices resulting from professional development. They will also use this data to develop future professional development opportunities. They will also use this data, if it continues to show no improvement, to remove or re-assign teachers duties. The removal/re-assignment of teachers will occur if after ample opportunities have been provided to the teachers to improve their professional practice, but improvement still does not occur.</li> </ul>		

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<ul style="list-style-type: none"> <li>Teachers and staff will be provided with financial incentives as part of the initiative to improve academic performance and increase teacher quality.</li> <li>The middle school campus will implement the Capturing Kids Heart classroom and behavioral management system.</li> </ul>		
<u>Implement Comprehensive instructional reform strategies, a Federal Requirement</u> The SBDM Committee has been concerned about the low TAKS passing rates and has made that a priority of the transformation project. In order to address this priority, the middle school campus reformed the curriculum and instruction by implementing the CSCOPE curriculum for the 2009-10 school year. CSCOPE was developed by the Texas Education Service Center Curriculum Collaborative (TESCCC) as a comprehensive, customized, and user-friendly curriculum that engages students in the learning tasks and allows for exploration of ideas to build concepts, processes and skills. Lessons are aligned with the TEKS/TAKS and each lesson meets the highest standards of rigor and relevance. The curriculum and online diagnostic assessment assess student's understanding of unit concepts and their ability to apply those concepts in a different context. Now that the campus is on-track with regards to curriculum, the SBDM committee is concerned about the large percentage of students who are not reading at grade level and the Dyslexic students. Other comprehensive reform strategies include:		
<ul style="list-style-type: none"> <li>Teachers will use the CSCOPE assessments as part of the data used 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.</li> <li>Teachers will be required to use 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.</li> <li>The campus will purchase technology components for the classroom to improve complete the 1:1student/laptop initiative and to strengthen teacher instruction. Technology will also be used to collect, manage, and evaluate student data.</li> <li>The Assistant Superintendent and Middle School Principal will 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.</li> <li>Teachers will be provided additional supports, through Region 15 ESC professional development 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.</li> <li>Teachers will be provided additional supports, through Region 20 ESC professional development, regarding research-based inclusion strategies. This training will increase teacher quality.</li> <li>Teachers will be provided additional supports, through Scottish Rite professional development, on how to implement a research-based Dyslexia program.</li> <li>San Saba will provide student support programs to increase completion rates through tutorials, credit-recovery programs, and supplemental activities.</li> <li>The teachers, using a variety of assessment data, will establish early-warning systems to identify students who may be at-risk of failing to achieve to high standards or graduate.</li> </ul>		
<u>Increasing learning time and creating community-oriented schools, a Federal Requirement</u> Key to the success of any educational program is offering extended learning time and creating community-oriented schools. A community-oriented school is both a place and set of partnerships between the public school and other community resources, and it is often open for extended hours and days. Its integrated focus on academics, health and social services, youth and community development, and family and community engagement leads to improved student achievement and attendance, stronger and more involved families and healthier communities (Cooper, 2003; Bireda, 2009; Blank, Melaville, & Shah, 2003; Silva, 2007).		

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<p>San Saba will begin implementing increased learning time and creating community-oriented schools through the campus computer lab. Using over 75% of the staff will offer a variety of supplemental educational services to students and their parents. It is expected that over 80% of the middle school students and their families will participate in the following extended learning activities:</p> <ul style="list-style-type: none"> <li>• Computer lab will be upgraded in order to provide supplemental educational services to student, their families and the community.</li> <li>• San Saba will offer supplemental educational services in order to increase learning times. The campus will offer tutorials and open the computer lab reports 2 hours a day for two days a week. By doing this the school will increase learning times and provide opportunities for family and community engagement.</li> <li>• Students will visit the computer lab as part of their daily activities to work on class assignments, improve their reading skills, and participate in credit recovery/acceleration activities.</li> <li>• San Saba will offer special programs to students and parents of economically disadvantaged, at-risk, Hispanic, and special education students as well as students who are Dyslexic.</li> <li>• San Saba School nurse will offer special programs on health related topics such as healthy eating, healthy living through physical fitness, personal hygiene, etc..</li> </ul>		
<p><u>Providing operational flexibility and sustained support, a Federal Requirement</u></p> <p>San Saba ISD firmly believes that "one-size does not fit all". With that in mind, San Saba ISD, the Board of Trustees, and the SBDM Committee are committed to providing the school with the operational flexibility and sustained support needed to successfully implement the transformation model according to fidelity. Specifically, the district will:</p> <ul style="list-style-type: none"> <li>• Afford the campus the operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes.</li> <li>• Ensure that the school receives ongoing, intensive technical assistance and related support from the district and designated external partners such as the educational service centers, SEDL, and the project evaluator.</li> <li>• San Saba will continue to evaluate the school day structure to add time for such strategies, collaborative planning times and parent/teacher meetings that build relationships between students, faculty, and other school staff.</li> <li>• San Saba will implement approaches to improve school climate and discipline, such as implementing the Capturing Kids Hearts classroom management and behavioral system of positive behavioral supports and taking steps to eliminate bullying, student harassment, and incidents of discipline.</li> </ul>		

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<b>Section C: Groups of Participants</b> – 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.			
<b>1</b>	District & Campus Administrators		
<b>2</b>	5-8 Teachers		
<b>3</b>	Parents		
<b>4</b>	Community members		
<b>5</b>	Senior-adults		
<b>6</b>	Region 13 Education Service Center		
<b>7</b>	School Board Members		
<b>8</b>			
<b>9</b>			
<b>10</b>			

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

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<b>Section D: Improvement Activities and Timeline (cont.)</b>					
<b>Critical Success Factor 1: Improve Academic Performance including (but not limited to) Reading/ELA and Math</b>					
<b>CSF Milestone</b>	<b>Additional Improvement Activity</b>	<b>Rationale</b>	<b>Supporting Research</b>	<b>Timeline Begin Date</b>	<b>Timeline End Date</b>
Data Driven Instruction & Curriculum Alignment	Improve Student Achievement in Reading/ELA	Schools must have a strong academic program at its core	Develop and vigorously implement a literacy plan to ensure that all students can read proficiently, National Association of State Boards of Education, 2006	October 2010	May 2013
Data Driven Instruction & Curriculum Alignment	Improve Student Achievement in Mathematics	Schools must have a strong academic program at its core	National Council of Teachers of Mathematics, 2006	October 2010	May 2013
Data Driven Instruction & Curriculum Alignment	Improve Student Achievement in Science & Social Studies	Schools must have a strong academic program at its core	Classroom content must be aligned to state standards (English, 1980)	October 2010	May 2013
Data Driven Instruction & On-going monitoring of instruction	Improve Student Achievement among Special Education students, Hispanic, Economically disadvantaged and at-risk students	Schools must understand and address learner diversity	A wide-variety of programs, curricular and instructional approaches, and pathways to success are made available to all students ---Handbook on Effective Implementation of School Improvement Grants, 2009	October 2010	May 2013
Data Driven Instruction & Curriculum Alignment	Use CSCOPE curriculum	Curriculum must be research based, standards based, and aligned to TEKS	Classroom content must be aligned to state standards (English, 1980)	October 2010	May 2013
Data Driven Instruction & Curriculum Alignment	Integrate technology into the classroom	Technology is an effective teaching and learning tool	Educational technology can make a difference in the academic achievement of all students (Bransford, 2000)	October 2010	May 2013
Add additional pages as needed.					

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<b>Section D: Improvement Activities and Timeline (cont.)</b>					
<b>Critical Success Factor 2: Increase the use of Quality Data to Drive Instruction</b>					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
Data Driven Decisions	Teachers use the CSCOPE curriculum formative assessments	Assessments allow for the collection, interpretation, and use of student data to drive instruction	Provide teachers with the opportunity to use time differently, such as allocating more time for monitoring student progress, data analysis, joint planning, or professional development (Love, Stiles, Mundry & DiRanna, 2008; Kowal et al., 2009)	October 2010	May 2013
Data Driven Decisions & On-going communications	Teachers use assessments as an early warning system to identify students who may be at-risk of failing	Students and their families need to know if the student is at-risk of failing	Use progress monitoring data to gauge the students' progress towards critical academic outcomes (Love, Stiles, Mundry & DiRanna, 2008; Tilly, 2008)	October 2010	May 2013
Data Driven Decisions & Data Dis-aggregation Training	Teachers participate in professional development on how to use data to drive and differentiate instruction	Data systems allow for the collection, interpretation, and use of student data to drive instruction	Train teachers how to interpret and use data to change instruction (Love, Stiles, Mundry & DiRanna, 2008; Hamilton, Halverson, Jackson, Mandinach, Supovitz, & Wayman, 2009)	October 2010	May 2013
Data Driven Decisions & On-going communications	Teachers continually assess student data to provide timely and effective feedback and so that teachers, students, and parents can capture and evaluate students knowledge and skills, plan for future programs, and adapt instruction to better meet student needs	Data systems allow for the collection, interpretation, and use of student data to drive instruction	Train teachers how to interpret and use data to change instruction (Love, Stiles, Mundry & DiRanna, 2008; Hamilton, Halverson, Jackson, Mandinach, Supovitz, & Wayman, 2009)	October 2010	May 2013
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<b>Section D: Improvement Activities and Timeline (cont.)</b>					
<b>Critical Success Factor 3: Increase Leadership Effectiveness</b>					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
Data Utilization	Evaluate the effectiveness of the principal using the PDAS system	High performing schools have high-performing leaders who believe in a "team" approach to improving academic performance	Leadership should not reside with one individual, a team approach to planning and decision making allows for distributive leadership (Marzano, 2003)	Spring 2010	Spring 2013
On-going job embedded prof. dev.	Participate in technical assistance from the Region 13 School Improvement Resource Center	Technical Assistance builds local capacity	External providers can provide critical expertise and capacity to districts committed to dramatic school improvement efforts –Handbook on Effective Implementation of School Improvement Grants, 2009	October 2010	May 2013
On-going job embedded prof. dev.	Participate in leaders effectiveness Professional development	Schools principal and other leaders should possess leadership characteristics	Professional development for school leaders should be on-going, job-embedded and differentiated in order to meet the needs of individual principals and other school leaders (Goldring, Camburn, Huff & Sebastian, 2007)	October 2010	May 2013
On-going job embedded prof. dev.	Participate in Professional Development on Transformation Model	District and campus staff should have the same goals and objectives in order to successfully transform the school	Professional development should be aligned with the school and district vision, mission, and improvement goals (Darling-Hammond, Wei, Andree, Richardson, & Orphanos, 2009)	October 2010	May 2013

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<b>Section D: Improvement Activities and Timeline (cont.)</b>					
<b>Critical Success Factor 4: Improve Learning Time</b>					
<b>CSF Milestone</b>	<b>Additional Improvement Activity</b>	<b>Rationale</b>	<b>Supporting Research</b>	<b>Timeline Begin Date</b>	<b>Timeline End Date</b>
Flexible Scheduling	Students visit computer lab during the school day	Technology is an effective teaching and learning tool	Technology allows for scheduling flexibility (Hannafin, 2002)	October 2010	May 2013
Flexible Scheduling	Offer supplemental educational services - Open computer lab 2 hours a day for 2 days a week	Providing supplemental educational services improves academic performance	Report from the National Center on Time and Learning demonstrates a correlation between increased learning time and boosts in middle school and high school achievement (Gewertz, 2009)	October 2010	May 2013
Time is allotted for collaborative staff planning	Professional Development on positive behavior standards	Teachers need to strengthen their classroom management	Social and emotional learning is a powerful strategy for helping all students achieve well-being and school success (Payton et al., 2008)	October 2010	May 2013
Flexible Scheduling & Time is allotted for collaborative staff planning	Increase the use of technology in the curriculum and instruction	Technology gives principals/teachers the ability to have a flexible schedule	Technology allows for scheduling flexibility (Hannafin, 2002)	October 2010	May 2013

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<b>Section D: Improvement Activities and Timeline (cont.)</b>					
<b>Critical Success Factor 5: Increase Parent/Community Involvement</b>					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
Increased opportunity for input & Effective Communication	Continue the use of the SBDM Committee	Establish team structures to drive improvement	Leadership should not reside with one individual, a team approach to planning and decision making allows for distributive leadership (Marzano, 2003)	October 2010	May 2013
Increased opportunity for input & Effective Communication	Provide opportunities for parents to provide input and feedback	Parents have a positive impact on their child's learning	Schools can improve student learning by engaging parents in ways that directly relate to their children's academic progress (Epstein, 1995; Henderson & Mapp, 2002)	October 2010	May 2013
Increased opportunity for input & Effective Communication	Schedule parent activities	Parents have a positive impact on their child's learning	Schools can improve student learning by engaging parents in ways that directly relate to their children's academic progress (Epstein, 1995; Henderson & Mapp, 2002)	October 2010	May 2013
Accessible Community Services	Increase the number of community events	Schools should involve the community in the learning process	Complementary learning that coordinates school, family and community learning can have desirable outcomes for students, families, schools and communities (Grossman & Vang, 2009)	October 2010	May 2013
Accessible Community Services	Open the computer lab 2 hours a day, 2 days a week	School should allow community to access the resources of the school when not in session	Complementary learning that coordinates school, family and community learning can have desirable outcomes for students, families, schools and communities (Grossman & Vang, 2009)	October 2010	May 2013
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<b>Section D: Improvement Activities and Timeline (cont.)</b>					
<b>Critical Success Factor 6: Improve School Climate</b>					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
Decrease discipline referrals	Implement Capturing Kids Heart Initiatives	Establish a supportive school climate and an effective approach to discipline	Staff emulate the actions and behaviors they expect from their students (Brinson, Kowal, & Hassel, 2008)	October 2010	May 2013
Increase attendance	Increase involvement in extra/co-curricular activities	Students who are involved in extra-curricular activities are successful in school	Social and emotional learning is a powerful strategy for helping all students achieve well-being and school success (Payton et al., 2008)	October 2010	May 2013
Increase attendance & Decrease discipline referrals	Promote safe schools and respectful environment through programs such as anti-bullying	Safe schools are high-performing schools	A safe, orderly school climate is one of several characteristics of schools that consistently show good achievement gains (Redding, 2006)	October 2010	May 2013
Increase attendance	Cultivate student voice and leadership in the classroom, school, co-curricular activities, and community	Students who are involved in school activities have high attendance rates and are successful in school	Social and emotional learning is a powerful strategy for helping all students achieve well-being and school success (Payton et al., 2008)	October 2010	May 2013
Increase Attendance & Decrease discipline referrals	Promote healthy eating, living and lifestyles	Students who learn about their needs are successful in school	Addressing the needs of the whole child—physical, social, emotional and academic creates an environment for learning (Blank, Berg, & Melaville, 20006)	October 2010	May 2013

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<b>Section D: Improvement Activities and Timeline (cont.)</b>					
<b>Critical Success Factor 7: Increase Teacher Quality</b>					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
Locally developed appraisal instrument	Evaluate teacher effectiveness using a comprehensive PDAS system that uses a variety of valid and reliable evaluation tools	Schools should continually improve staff evaluations	To be effective, teacher evaluation systems must be well understood by teachers and should result in the identification of genuine differences in performance (Danielson & McGreal, 2000)	October 2010	May 2013
On-going job embedded prof. dev.	Require teachers to participate in 10 days a year of on-going job embedded professional development	Professional development genuinely advances the effectiveness of the teacher	Prof. development programs should be standards-based, results driven, & job-embedded - National Staff Development Council's <i>Standard for Staff Development</i> (2001)	October 2010	May 2013
Recruitment /Retention strategies	Provide stipends to teachers who complete the Rosetta Stone Spanish program	Small rural schools have a difficult time recruiting high-quality teachers	Performance-based incentives lead to teacher retention (Springer, et al., 2009)	October 2010	May 2013
On-going job embedded prof. dev.	Implement Capturing Kids Hearts system to help teachers improve their classroom management and leadership skills	Teachers need to strengthen their classroom management	Staff emulate the actions and behaviors they expect from their students (Brinson, Kowal, & Hassel, 2008)	October 2010	May 2013
On-going job embedded prof. dev.	Provide opportunities for teachers to collaborate and mentor together to improve classroom practice	Create smaller learning communities	Smaller learning communities are efforts to create smaller, more learning centered units of organizations (Oxley, 2007)	October 2010	May 2013
Recruitment /Retention strategies	Identify and reward teachers who have increased student achievement through stipends	Teachers like to be rewarded for their hardwork	Performance-based incentives lead to teacher retention (Springer, et al., 2009)	October 2010	May 2013
Locally developed appraisal instrument	Remove teachers who, after opportunities and prof. develop, are not able to increase student achievement	Teachers who do not perform year after year need to be removed	The inability of teachers to effectively manage their classroom contributes to low academic achievement (Donovan & Cross, 2002)	October 2010	May 2013

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

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
Accessible Community Services	Support students and their families as they transition out of middle school	Provide students with the support they need to enter high school	Addressing the needs of the whole child—physical, social, emotional and academic creates an environment for learning (Blank, Berg, & Melaville, 20006)	October 2010	May 2013

Add additional pages as needed.

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<b>Texas Title I Priority Schools Grant</b> <b>Schedule #4B—Program Description</b>		
<b>Part 4: Waiver Requests</b>		
Applicants must check the waivers in which the LEA/campus intends to implement.		
<div style="margin-bottom: 20px;"> <input checked="" type="checkbox"/> Extending the period of availability of school improvement funds.  <i>This waiver extends the "life" of the funds for two additional years; allowing the state to fund the grant period for three years to the LEA on behalf of the eligible campus, as long as the campus meets the requirements of implementation of the grant program.</i> </div> <div style="border: 1px solid black; background-color: #f2f2f2; padding: 10px; margin-bottom: 20px;"> <b>Note:</b> Since TEA has requested and received a waiver of the period of availability of these school improvement grant funds, this waiver automatically applies to all LEAs in the State and <i>must</i> be checked.         </div> <div> <input type="checkbox"/> "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.  <i>Under this waiver, the LEA with an eligible Tier I or Tier II campus implementing the turnaround model or restart model may have their School Improvement status reset regardless of the actual AYP status and other school improvement interventions, such as School Choice and Supplemental Education Services (SES) would not be applicable. This waiver allows the campus two years to effectively implement the selected turnaround or restart model of reform without additional statutory school improvement interventions being required.</i> </div> <div style="margin-top: 20px;"> <input type="checkbox"/> Implementing a school wide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.  <i>This waiver allows a Tier I Title I campus that otherwise does not qualify to operate a Schoolwide program to do so in order to implement the Tier I reform model selected.</i> </div>		

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<p align="center"><b>Texas Title I Priority Schools Grant</b></p>		
<p align="center"><b>Schedule #4C—Performance Assessment and Evaluation</b></p>		
<p><b>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)</b></p>		
<p><b>Section A: Ongoing Monitoring/Continuous Improvement - Describe the LEA/campus' process for providing on-going monitoring of grant activities to ensure continuous improvement</b></p>		
<p>The purpose of the program evaluation is to provide project personnel with solid information for managing program activities to accomplish stated goals and objectives. The evaluation plan developed for this project is based on the project's 1) desired outcomes and performance measures, 2) use of a modified CIPP (Context, Input, Process, Product) design, 3) includes two evaluation components (formative and summative) and 4) will gather and analyze all test data using the required subgroups (NCLB). As a guide for the program evaluation process, Wexford uses The Joint Committee on Standards for Educational Evaluation (1994) (<u>The Program Evaluation Standards</u>, Thousand Oaks, CA: Sage Publications, Inc. The Program Evaluation Standards include Utility Standards, Feasibility Standards, Propriety Standards, and Accuracy Standards and identifies the following necessary components to be addressed in an evaluation process: 1) Deciding Whether to Evaluate; 2) Defining the Evaluation Problem; 3) Designing the Evaluation; 4) Collecting Information; 5) Analyzing Information; 6) Reporting the Evaluation; 7) Budgeting the Evaluation; 8) Contracting for Evaluation; 9) Managing the Evaluation; and 10) Staffing the Evaluation. Wexford staff is trained as researchers and evaluators in each of these areas. In addition to using The Joint Committee on Standards for Educational Evaluation (1994), the evaluation plan will also use Total Quality Management (TQM) to assess for continuous improvement that will provide a continual review system, instituted with the campus team and the project leadership team. TQM practices will be instituted throughout the project organization (training provided by the evaluation team), to ensure the organization consistently meets or exceed project goals and objectives, placing a focus on process measurement and controls as a means of insuring continuous improvement.</p>		
<p>Using the Program Evaluation Standards and the TQM process, the evaluation will analyze the impact of each conceptual variable on selected activities as well as their correlation with the Title I expressed purposes. Within one month of funding, the evaluation, the project management and district management will review and detail all of the Performance Measures and gather other data that is needed for additional baseline information which will then be developed into a full evaluation plan document. Data collected from the project will be reviewed with the project leadership team monthly at the team formal meetings. In each of the Project Performance Reports each Performance Measure will be addressed and analyzed and reviewed with the project team. The evaluation of each Performance Measure will follow the following procedure: 1) Document and Monitor Activities; 2) Determine Targets for the Current Performance period; 3) Assess progress; and 4) Explain Progress. (Program Evaluation Standards, 1994 &amp; TQM/Deming, 1990). Methods used to assess the indicators are objective and will yield quantitative as well as qualitative data. Methods are replicable, will produce data that can be generalized to other populations, and are fully explained in all of the procedures.</p>		
<p>Wexford will collaborate with the project Manager and the district staff to develop a system for regular progress checks, data gathering and data reporting. This system will include, but is not limited to, monthly conference calls, interim data summaries, reports and an annual evaluation report.</p>		



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<b>Section B: Formative Evaluation-</b> 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 was begun during the project conceptualization and will continue throughout the life of the project with the intent of assessing ongoing project activities and providing information to monitor and improve the project. The Formative evaluation will include both implementation and process evaluation.		
<p>The purpose of the process evaluation is to determine the extent to which the project is being implemented according to plan; assess and document the degree of fidelity and variability in expected/unexpected and planned/unplanned program implementation; compare fidelity; establish validity for the relationship between the intervention and the outcomes; provide information on what components of the project are responsible for outcomes; understand the relationship between program context (i.e., setting characteristics) and program processes (i.e., levels of implementation); provide project staff with feedback on the quality of implementation; and use the feedback data to refine program components (Bliss &amp; Emshoff, 2002). Wexford will collect data at the beginning and throughout each project year to document contextual variables that may impact program implementation such as school climate and culture, teacher content knowledge, and participant demographic data. These will be used to document changes in program roll-out and start-up and will provide insight into outcomes for particular activities that impact goals and objectives.</p>		
<p>Combining the Fidelity of Implementation (FOI) Framework developed by Century, Freeman &amp; Rudnick (2008) and the Innovation Configuration framework (Hord et al., 2006), Wexford will collect data to document the extent to which participants (at the classroom and school level) implement the project as intended. The FOI Framework focuses on "the extent to which the critical components of an intended program are present when that program is enacted." Critical components are categorized as structural and instructional, where structural critical components are further divided into structural-procedural critical components that focus on what teachers needs to do and structural-educative critical components focus on what they need to know. Instructional critical components focus on various roles in implementing the program and are further divided into instructional-pedagogical and instructional-student engagement critical components. Instructional-pedagogical is concerned with how closely a teacher comes to the "theoretical ideal of program delivery" and instructional-student engagement is concerned with the extent to which students interact with the content, teacher, and one another as intended. Rather than develop strategies to ensure the highest level of implementation fidelity across participants, this framework acknowledges that teachers, for various reasons, make adaptations to the developers' intended implementation of instructional programs. As such, the FOI Framework is focused on providing a structure within which to capture these adaptations. To further aid in documenting these critical components of program delivery, evaluators will use an Innovation Configuration Map (Hall &amp; George, 2000) to operationalize what the intended program "actually looks like along a continuum, from high-quality implementation to least desirable."</p>		
<p>All feedback from Formative assessment will be provided to the leadership team in monthly meetings, conference calls, video conferencing and in face-to-face presentations. Following each formative evaluation visit, the team will complete evaluation reports that will be given to project management and district leadership. Data in these reports will provide information that explains why or why not expected progress is being made by the project.</p>		

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<b>Section C: Qualitative and Quantitative Data Collection Methods-</b> Describe the LEA/campus' process for data collection methods to be implemented and 1) how the data will be disaggregated; 2) used to improve instruction; and 3) obtain continuous improvement results		
<p>1) Data Disaggregation          In addition to standardized tests, benchmarking tests and other identified assessments, surveys and instruments will be developed to systematically collect information specific to the project. All data will be disaggregated to include key elements of the objectives to be reported out which might include: SES; mobility; race and ethnicity; special education; ESK; gender; enrollment patterns; successful completion of specific course such as advanced placement. This will include information on TAKS and benchmarking tests. In addition disaggregated information will be provided on staff professional development and the use of targeted incentives for staff. Evaluators will be key participants in district or school data digs.</p> <p>2) Data used to improve instruction The methods used to assess the indicators are objectives and will yield quantitative as well as qualitative data that will feed into programmatic efforts to analyze and adjust project work. Methods are replicable will produce data that can be generalized to similar populations. Qualitative data (site visits, teacher and student interviews) will be summarized and will include major trends and patterns. Surveys will be administered to teachers and staff to ask about practices observed by the assessment team throughout the year. Multiple triangulation methods will be used to collect the same information in different manner thus controlling for different kinds of bias.</p> <p>3) Obtain continuous improvement results through the TQM method and communicate these results in a just in time manner to project staff.</p> <p>a) Document and Monitor Activities: Wexford will conduct site visits to gather observational data. This data will be taken at this time (classroom observations, focus groups, teacher interviews) as well as meetings with school leadership both at the school and district level. These formative evaluation processes will allow the evaluation team to answer such questions as "to what extent did the school/project establish the initiative?" And "how effective were the development and implementation processes?" Implementation, monitoring and process evaluation are ongoing, formative evaluation that are done as part of the development, implementation, evaluation, and management of the project.</p> <p>2) Determine Targets for the Current Performance Period: The project leadership and the evaluator will work together to determine appropriate annual targets for each performance measure. These targets will be based on requirements specified in performance measures and considering the context within which the magnet schools operate, will reflect expectations of progress. Setting these targets will require a review of data from previous years as well as possible data trends. These targets will be set within the first month of project funding.</p> <p>3) Assess Progress: Evaluators will assess whether or not the project has made progress on the performance measures. The evaluator will identify the data sources and when it will be or was collected. Finally, a determination will be made of whether or not the school or project has met or exceeded the target.</p> <p>4) Explain Progress: The evaluator will explain the project progress on the performance measures. The first step in this procedure is to answer the Evaluation Question identified for the performance measure. The second step is to provide and explanation of why or why not the Target was met. In doing this the evaluator will reference project activities documented and monitored (formative evaluation visits and reports). Information, gathered during the formative evaluation process on the effectiveness of the development and implementation of activities, provides the data for addressing why or why not Targets are met. In addition, the evaluator will consider the impact of school contextual variables on the achievement or lack of achievement of the Targets. If the Target is not met, a discussion on expected steps for program improvement will be included. These steps will be "based on the data provided in on the implementation and effectiveness of project activities and on data related to the project contextual variable that impacts the program. The result of this process will be information on the relative strengths and weaknesses. This information will be used to guide and refocus planning and implementation of activities of each school for the following year.</p>		

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<b>Schedule # 4C—Performance Assessment and Evaluation</b>		
<b>Part 2: Process for Development of Performance Goals</b>		
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 <b>two pages</b> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<p>Create Learning Communities -- The project will create learning communities that implement Collaborative Inquiry where the district will work in Teams to: 1) construct their understanding of student achievement; 2) generate and test out solutions through rigorous and frequent use of data and reflective dialogue (Love, Stiles, Mundry &amp; DiRanna, 2008). Ongoing investigation into how to continuously improve student learning will be guided by these questions: 1) How are we doing? 2) What are we doing well? 3) How can we amplify our successes? 4) Who isn't learning? 5) Who aren't we serving? 6) What aren't they learning? 7) What in our practice could be causing that and how can we be sure? 8) What can we do to improve? 9) How do we know if it worked? and 10) What do we do if the students don't learn?</p>		
<p>Collaborative inquiry is the relentless pursuit of excellence and equity subjected to the rigor of evidence and results. Although it is a process, not a destination, collaborative inquiry does not operate in isolation. Campus Improvement Teams turn problems into quantifiable goals to be achieved and move purposely toward them, one at a time sometimes in small steps, sometimes with huge advances. Schools in which staff masters this process knows how to continuously improve. As collaborative inquiry grows, schools shift aware from traditional data practices and toward those that build a high performing school culture that uses data for improvement and decision-making. We intend to develop data driven learning communities that use collaborative inquiry as the methodology to move the district toward continuous improvement and the development of campus goals.</p>		
<p>During the 2007-08 school year, San Saba ISD utilized its SBDM Committee to conduct a needs assessments, oversee implementation, monitor school programs and activities, and evaluates the programs and activities. Once the Team was created, they engaged in a comprehensive needs assessment of all aspects of the district and campus. Information was gathered from faculty, staff, students, parents and the community. These ideas and suggested activities were the driving force in the writing of the grant. The information that was developed by the staff was shared with parents, students, and community stakeholders. Once all groups were able to share ideas and information, it became clear that the transformation model would be best suited for the needs of San Saba School.</p>		
<p>If awarded this grant the district will complete a comprehensive data analysis and in depth needs assessment that will involve the entire campus. Following the Burnhart Model (2005), there will be four different types of data that will be collected, disaggregated and examined:</p>		
<ul style="list-style-type: none"> <li>a) Student achievement (all the different TAKS Tests, TELPAS, AYP, AEIS, RPTE, multi-year history reports, test participation)</li> <li>b) School Processes (attendance, drop=out/completion/graduation, tardies, discipline referrals, teacher absences)</li> <li>c) Perception (interviews and surveys of parents, students, staff community leaders)</li> <li>d) Demographics (enrollment trends, student group numbers/changes, teacher experience, staff turn-over/teacher-administrator retention)</li> </ul>		
<p>The District has adopted the SBDM policies and procedures for district and campus level planning and decision-making. However, instead of district administrators creating the Campus Improvement plan, a committee of individual who work at the student service level will make decision. Committee members will include professional staff, parents of students, and community and business partners who directly reflect the subpopulations and diversity of the community. The role of the committee is to address the areas of planning, budgeting, curriculum, partners in staffing, and professional development that is directly related to campus improvement and school organization. We will develop and annually review/revise the plans, goals, performance objectives, and classroom instructional programs. The project evaluator will assist in the yearly summative review of the goals and objectives bases on all the data available. The plan will support the state and federal goals and objectives and will include a comprehensive needs statement, student data, student group and sub population performance, strategies for improving student performance, and measurable district objectives. Systemic communication measures will be in place to receive and provide information to the community, parents, and staff. Additionally, at least one public meeting per school year will be held to present the annual performance report. The full report will be posted on the district website.</p>		

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<b>Within 30 days of award of NOGA, the district will:</b> 1) Reconstitute a SBDM Team. Participation will be from stakeholders, including: a parent, a researcher or expert in regulations, a data person/analyst who is able to communicate the data, and a campus intervention tea. Roles for the committee members should take into consideration the individual's areas of strength/expertise. Determine who will facilitate the group or how that person will be selected. 2) Create a sense of urgency and involve everyone in the process to promote understanding of the plan, the ability to carry out the mission, and attainment of goals. 3) After analyzing the previous Campus Improvement Plan revisit campus mission, goals, and objectives to determine if they encompass the current needs of the school. 4) Determine whether previous CIP goals were met. <b>After the initial 30 days, the district will:</b> 5) Use grade level and department meetings to evaluate the connection between goals and lessons/tutorials and to suggest strategies for strengthening the connection. 6) Revisit the discipline management plans to ensure it safeguards instruction and is uniformly and consistently enforced. 7) Conduct a Comprehensive Needs Assessment - Collect and Analyze Data as much data as possible the campus: performance data, parent and teacher surveys, longitudinal data trends, discipline records, certification rates, Highly Qualified Plan, attendance, PEIMS, comprehensive needs, PDAS, PBMAS, CIT, SIP, etc. 8) Study the campus data by: student group, objective, subpopulations, grade levels, class, teacher, core content areas, objectives, special programs, etc. 9) Re-examine previous needs assessments to measure the impact of the previous goals. 10) Study the accountability and district requirements to chart the difference between current student performance and required student performance. Identify how much improvement is needed and which student populations require urgent interventions. 10) Provide all members with a thorough understanding of current data and its implications. Be sure to share data with all staff so everyone recognizes the urgency, need for improvement, and need for common goals. 11) Continually update the needs assessment so that the needs assessment is always based on the current data.		
<b>Development of the Plan</b> 1) Revise or develop a new CIP to make the needed improvement a reachable goal. The CIP must be a two-year plan that is concise and focused on needs with achievable goals. 2) Set realistic performance goals by departments and grade levels, and have each group list practical strategies to reach those standards. Include roles for parents. 3) Schedule professional development to meet the needs revealed by campus data. This might be school-wide, by departments, by academic disciplines, by grade levels, or in the form of individual coaching/mentoring. 4) If possible connect with high performing schools to learn alternatives to accepted practices. 5) Revisit objectives, timelines, activities, evaluation process and persons responsible for each component. 6) Schedule benchmarks and frequent skill checks to evaluate the plan's 7) Frequently communicate the plan with staff and establish motivation for reaching common goals.		
<b>Ongoing Monitoring and Evaluation of the Plan</b> 1) Working closely with the project evaluator, create rubrics/expectations to determine the plan's effectiveness. 2) Develop effective monitoring systems for routine management tasks and instructional staff performance to aid in consistency. 3) Analyze benchmark data to measure progress toward goal attainment. 4) Schedule follow-up meetings so the SBDM can evaluate the success and use of the plan. 5) Determine which practices can be abandoned to make time for new priorities and revise the plan accordingly. 6) Get district wide approval for the goals and plans		

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**Texas Title I Priority Schools Grant**

**Schedule # 4C—Performance Assessment and Evaluation**

**Part 3: Annual Performance Goals**

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Improve Student Achievement in Reading/ELA	TAKS Benchmark assessments	2009-2010	Increase by 5%	Increase by 5%	Increase by 5%
2	Improve Student Achievement in Mathematics	TAKS Benchmark assessments	2009-2010	Increase by 5%	Increase by 10%	Increase by 10%
3	Improve Student Achievement in Science & Social Studies	TAKS Benchmark assessments	2009-2010	Increase by 10%	Increase by 10%	Increase by 10%
4	Improve Student Achievement among Special Education students, Hispanic, Economically disadvantaged and at-risk students	TAKS Benchmark assessments	2009-2010	Increase by 10%	Increase by 10%	Increase by 10%
5	Use CSCOPE curriculum	Benchmark assessment Lesson Plans	2009-2010	Teachers use bi weekly	Teachers use weekly	Teachers use daily
6	Integrate technology into the classroom	Benchmark Assessments TAKS, Tech integration checklist	2009-2010	Tech integration increase 10%	Tech integration increase 10%	Tech integration increase 10%

**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	Sign-In sheets	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Teachers use the CSCOPE curriculum formative assessments	Benchmark assessments & Lesson plans	2009-2010	Teachers use biweekly	Teachers use weekly	Teachers use daily
2	Teachers use assessments as an early warning system to identify students who may be at-risk of failing	Benchmark Assessments Teacher Developed Assessment	2009-2010	Teachers assess monthly	Teachers assess weekly	Teachers assess daily and on an as needed basis
3	Teachers participate in professional development on how to use data to drive and differentiate instruction	Sign-in sheets Lesson Plans	2009-2010	Teachers use data to make decisions monthly review	Teachers use data to make decisions bi monthly review	Teachers use data to make decisions daily review

4	Teachers continually assess student data to provide timely and effective feedback and so that teachers, students, and parents can capture and evaluate students knowledge and skills, plan for future programs, and adapt instruction to better meet student needs	Benchmark assessments & Lesson plans	2009-2010	Data Assessment once a month	Data Assessment bi monthly	Data assessment daily
5						



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**Texas Title I Priority Schools Grant**

**Schedule # 4C—Performance Assessment and Evaluation**

**Part 3: Annual Performance Goals**

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Evaluate the effectiveness of the principal using the PDAS system	PDAS	2009-2010	PDAS at Proficient for all	PDAS at Proficient for all	PDAS at Proficient for all
2	Participate in technical assistance from the Region 13 School Improvement Resource Center	Sign-in sheets	2009-2010	100% participation	100% participation	100% participation
3	Participate in leaders effectiveness Professional development	Sign-in sheets	2009-2010	100% participation	100% participation	100% participation
4	Participate in Professional Development on Transformation Model	Sign-in sheets	2009-2010	100% participation	100% participation	100% participation
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	Students visit computer lab and work independently with there own laptops	Sign-in sheets Survey on student tech use Survey on teacher tech use CBAM Levels of Use for Technology	2009-2010	100% participation	100% participation	100% participation
2	Offer supplemental educational services - Open computer lab 2 hours a day for 2 days a week	Sign in sheets Survey on student tech use Survey on teacher tech use CBAM levels of Use for Technology	2009-2010	70% students participating	80% of students participating	85% of students participating
3	Professional Development on positive behavior standards	Sign-in sheets	2009-2010	100% Participation on	100% Participation on	100% Participation on

4	Increase the use of technology in the curriculum and instruction	Observations & document use of tech in lesson plans	2009-2010	100% participation	100% participation	100% participation
5						

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### Texas Title I Priority Schools Grant

#### Schedule # 4C—Performance Assessment and Evaluation

#### Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Continue the use of the SBDM Committee	Minutes from meetings	2009-2010	Committee Meets monthly	Committee meets bimonthly	Team meets weekly
2	Provide opportunities for parents to provide input and feedback	Minutes from parent meeting Survey of Parents	2009-2010	Quarterly	Every 6 weeks	monthly
3	Schedule parent activities	Sign-in sheets	2009-2010	Quarterly	Every 6 weeks	Monthly
4	Increase the number of community events	Sign-in sheets	2009-2010	10% Increase	20% Increase	40% Increase
5	Open the computer lab 2 hours a day, 2 days a week	Sign-in sheets Survey of students, teachers and parents	2009-2010	Lab open days 2 hrs per day	Lab open days 2 hrs per day	Lab open days 2 hrs per day

**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	Implement Capturing Kids Heart Initiatives	Reduced # of discipline incidents	2009-2010	Decrease discipline referrals by 10%	Decrease discipline referrals by 25%	Decrease discipline referrals by 50%
2	Increase involvement in extra/co-curricular activities	# of students participating in extra activities	2009-2010	Increase 10%	Increase 25%	Increase 35%



<b>3</b>	Promote safe schools and respectful environment through programs such as anti-bullying	Sign-in sheets Bullying referrals	2009-2010	20% decrease in bullying	35% decrease in bullying	50% decrease in bullying
<b>4</b>	Cultivate student voice and leadership in the classroom, school, co-curricular activities, and community	Number of policies/procedures changed from student input	2009-2010	10% increase in student input	20% increase in student input	30% increase in student input
<b>5</b>	Promote healthy eating, living and lifestyles	Sign-in sheet BMI rates on all students	2009-2010	Decrease in student BMI rates	Decrease in student BMI rates	Decrease in student BMI rates

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**Texas Title I Priority Schools Grant**

**Schedule # 4C—Performance Assessment and Evaluation**

**Part 3: Annual Performance Goals**

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Evaluate teacher effectiveness using a comprehensive PDAS system that uses a variety of valid and reliable evaluation tools	PDAS	2009-2010	System in place 100%	System in place 100%	System in place 100%
2	Require teachers to participate in 10 days a year of on-going job embedded professional development	Prof. development sign-in sheets	2009-2010	100% Participation	100% Participation	100% Participation
3	Provide stipends to teachers who complete the Rosetta Stone Spanish program	Number and types of stipends	2009-2010	100% teachers completing Spanish program receive stipend incentive	100% teachers completing Spanish program receive stipend incentive	100% teachers completing Spanish program receive stipend incentive
4	Implement Capturing Kids Hearts system to help teachers improve their classroom management and leadership skills	Reduce discipline incidents	2009-2010	100% implementation in classrooms	100% implementation in classrooms	100% implementation in classrooms
5	Provide opportunities for teachers to collaborate and mentor together to improve classroom practice	Sign-in sheets	2009-2010	50% mentoring teachers	75% mentoring teachers	100% mentoring teachers
6	Identify and reward teachers who have increased student achievement through stipends and incentives	Number and types of stipends	2009-2010	100% stipends	100% stipends	100% stipends
7	Remove teachers who, after opportunities and prof. develop, are not able to increase student achievement	Number of teachers removed	2009-2010	100% of teachers who need removal are removed	100% of teachers who need removal are removed	100% of teachers who need removal are removed

**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	Support students and their families as they transition out of middle school	Number and types of services provided	2009-2010	75% offered transition	100% offered transition activities	100% offered transition

				n activities		activities
2						
3						
4						
5						

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

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

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<b>Schedule # 4D—Equitable Access and Participation: Barriers and Strategies</b>				
<b>Barrier: Drug-Related Activities (cont.)</b>				
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community partnerships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institution of higher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, & parents to deal with drug-related issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D15	Seek Collaboration/assistance from business, industry, or institution of higher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Visual Impairments</b>				
#	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"/>
<b>Barrier: Hearing Impairments</b>				
#	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"/>
<b>Barrier: Learning Disabilities</b>				
#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Other Physical Disabilities or Constraints</b>				
#	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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<b>Schedule # 4D—Equitable Access and Participation: Barriers and Strategies</b>					
<b>Barrier: Absenteeism/Truancy</b>					
<b>#</b>	<b>Strategies for Absenteeism/Truancy</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>	
K01	Provide early identification/intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
K02	Develop and implement a truancy intervention plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
K03	Conduct home visits by staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
K04	Recruit volunteers to assist in promoting school attendance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
K05	Provide mentor program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
K06	Provide before/after school recreational or educational activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
K07	Conduct parent/teacher conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
K08	Strengthen school/parent compacts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
K09	Develop/maintain community partnerships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
K10	Coordinate with health and social services agencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
K11	Coordinate with the juvenile justice system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
K12	Seek collaboration/assistance from business, industry, or institution of higher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
K99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Barrier: High Mobility Rates</b>					
<b>#</b>	<b>Strategies for High Mobility Rates</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>	
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
L02	Establish partnerships with parents of highly mobile families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
L03	Establish/maintain timely record transferal system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
L99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Barrier: Lack of Support from Parents</b>					
<b>#</b>	<b>Strategies for Lack of Support from Parents</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>	
M01	Develop and implement a plan to increase support from parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M02	Conduct home visits by staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M03	Recruit volunteers to actively participate in school activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M04	Conduct parent/teacher conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M05	Establish school/parent compacts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M06	Provide parenting training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M07	Provide a parent/family center.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M08	Provide program materials/information in home language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M09	Involve parents from a variety of backgrounds in school decision making.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M11	Provide child care for parents participating in school activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M12	Acknowledge and include family members' diverse skills, talents, acknowledge in school activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M13	Provide adult education, including GED and/or ESL classes, or family literacy program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M14	Conduct an outreach program for traditionally "hard to reach" parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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<b>Schedule # 4D—Equitable Access and Participation: Barriers and Strategies</b>				
<b>Barrier: Shortage of Qualified Personnel</b>				
#	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"/>
<b>Barrier: Lack of Knowledge Regarding Program Benefits</b>				
#	Strategies for Lack of Knowledge regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities & benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P03	Provide announcements to local radio stations & newspapers about program activities/benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (Specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Lack of Transportation to Program Activities</b>				
#	Strategies for Lack of Transportation to Program Activities	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q04	Other (Specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Other Barrier</b>				
#	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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<b>Texas Title I Priority Schools Grant</b> <b>Schedule #5—Program Budget Summary</b>				
<b>Program Authority:</b> P.L. 107-110, Section 1003(g), as amended by ARRA, P.L. 111-5 CFDA # 84.388A & 84.377A		<b>Fund Code</b> ARRA (CFDA# 84.388A): <b>286</b> Regular (CFDA# 84.377A): <b>276</b>		
<b>Project Period: August 1, 2010 through June 30, 2013</b>				
<b>Class/Object Code and Description</b>	<b>Campus Grant Costs</b>	<b>LEA Admin Grant Costs</b>	<b>Pre-Award Cost</b>	<b>Total Grant Funds Budgeted</b>
Payroll Costs	5B 6100	\$ 333,240	\$ 34,000	\$ 0
Professional and Contracted Services	5C 6200	108,640	0	108,640
Supplies and Materials	5D 6300	227,369	0	227,639
Other Operating Costs	5E 6400	47,400	0	47,400
Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only)	5G 6600/1 5XX	11,622	0	11,622
	Total Direct Costs	728,271	34,000	0
	% Indirect Costs		0	0
<b>Grand Total</b>				
Total Budgeted Costs:		728,271	34,000	0
<b>Administrative Cost Calculation</b>				
Enter total amount from Schedule #5 Budget Summary, Last Column, Total Budgeted Costs				762,271
Multiply by ( % limit)				X .05
Enter Maximum Allowable for Administration, including Indirect Costs				\$ 38,113

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<b>Texas Title I Priority Schools Grant</b>		
<b>Schedule #5—Program Budget Summary</b>		
<b>Budget Request by Grant Year: Enter the amount of grant funds requested for each year of the three year grant period.</b>		
Year 1: SY 2010-2011 \$433,821 Year 2: SY 2011-2012 \$164,225 * Year 3: SY 2012-2013 \$164,225 *		
* 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.		
<b>Provide any necessary explanation or clarification of budgeted costs</b>		
<p>The San Saba ISD administrators and SBDM Committee collaborated on numerous occasions in order to develop a budget plan that is tailor-made to transform San Saba Middle School into a school that operates efficiently and effectively with highly-qualified teachers who possess the knowledge, skills, and resources needed to improve the academic performance of all students.</p> <p>A cost analysis was performed and all items listed in the budget are expected to improve student academic performance. Most items in the budget will improve the content knowledge and instructional expertise of the San Saba Middle School teachers, will give them access to data to drive instruction, instructional reforms, technology, and opportunities to participate in professional development, coaching and mentoring as well as receive stipends, and financial incentives. The budget includes payroll costs, contracted services, as well technology purchases and travel costs.</p> <p>The first year budget is the most expensive as most of the project start-up costs will be purchased immediately after the project period begins. Start-up costs such as the purchase of classroom instructional materials and equipment, technology components and professional development costs. For Year 2 and 3 San Saba's purchase of supplies and will be a minimum. The professional development will continue in Year 2 and 3 but not to the same extent of Year 1. Teacher/staff stipends and financial incentives, evaluation costs, and travel costs will be paid over all 3 years.</p> <p>It is important to note that the budget is a reflection of the TEA transformation model program model that is designed to strengthen math teachers' knowledge, skills, and teaching strategies that result in the following student outcomes 1) improved academic performance among the economically disadvantaged, at-risk, Hispanic, and special education students; 2) reduce the number of students having babies; 3) improved graduation rates; and 4) increased post-secondary readiness</p>		

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<b>Texas Title I Priority Schools Grant</b> <b>Schedule #5B—Payroll Costs (6100)</b>						
<b>Budgeted Costs</b>						
<b>Employee Position Titles</b>		<b>Justification</b>	<b>#Full-Time Effort</b>	<b>#Part-Time Effort</b>	<b>Pre-Award</b>	<b>Amount Budgeted</b>
<b>Instruction</b>						
1	Teacher				\$	\$
2	Educational Aide					
3	Tutor					
<b>Program Management and Administration</b>						
4	Project Director					
5	Project Coordinator	Manage day-to-day operations of grant		1		54,000
6	Teacher Facilitator					
7	Teacher Supervisor					
8	Secretary/Administrative Assistant					
9	Data Entry Clerk					
10	Grant Accountant/Bookkeeper	General grant administration		1		34,000
11	Evaluator/Evaluation Specialist					
<b>Auxiliary</b>						
12	Counselor					
13	Social Worker					
14	Child Care Provider					
15	Community Liaison/Parent Coordinator					
16	Bus Driver					
17	Cafeteria Staff					
18	Librarian					
19	School Nurse					
<b>Other Employee Positions</b>						
22	Title:					
23	Title:					
24	Title:					
25	Title:					
26	<b>Subtotal Employee Costs</b>				\$	\$ 88,000
<b>Substitute, Extra-Duty, Benefits</b>						
27	6112	Substitute Pay			\$	\$ 18,000
28	6119	Professional Staff Extra-Duty Pay (stipends, extra duty pay, and incentives)				225,240
29	6121	Support Staff Extra-Duty Pay				
30	6140	Employee Benefits				36,000
31	<b>Subtotal Substitute, Extra-Duty, Benefits Costs</b>				\$	\$ 279,240
32	<b>Grand Total Payroll Budget (line 26 + line 31)</b>				\$	\$ 367,240

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<b>Texas Title I Priority Schools Grant</b>					
<b>Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval</b>					
Expense Item Description				Pre-Award	Total Amount Budgeted
6212	Audit Costs (other than audits required under OMB Circular A-133)			\$	\$
	Specify purpose: _____				
6269	Rental or Lease of Buildings, Space in Buildings, or Land				
	Specify purpose and provide calculation: _____				
6299	Contracted Publication and Printing Costs (specific approval required only for nonprofit charter schools)				
	Specify purpose: _____				
6299	Scholarships and Fellowships (not allowed for nonprofit charter schools)				
	Specify purpose: _____				
Subtotal					
6200 – Professional and Contracted Services Cost Requiring Specific Approval					
Professional and Consulting Services (6219/6239) Less than \$10,000					
#	Topic/Purpose/Service			Total Contracted Amount	Pre-Award
1.	Dyslexia training – Scottish Rite			\$ 5,000	\$
2.	Inclusion training – ESC 20			7,200	
3.	TIER III Transformation Model – School Improvement Resource Center (SIRC)			4,500	
4.					
5.					
6.					
7.					
8.					
9.					
10.					
Subtotal					
Professional and Consulting Services Less than \$10,000				\$ 16,700	\$ 16,700
Professional and Consulting Services (6219) Greater than or Equal to \$10,000					
1. Description of Professional or Consulting Service (Topic/Purpose/Service):					
Classroom/Behavior Management – Capturing Kids Hearts – Flip Flippen Group					
Contractor's Cost Breakdown of Service to be Provided			# Positions	Total Contracted Amount	Pre-Award
Contractor's Payroll Costs			1	\$ 17,000	\$
Title: _____					
Subgrants, Subcontracts, Subcontracted Services					
Supplies and Materials				5,000	5,000
Other Operating Costs				1,940	1,940
Capital Outlay (Subgrants Only)					
Indirect Cost (____%)					
Total Payment:				\$ 23,940	\$ 23,940

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<b>Texas Title I Priority Schools Grant</b>				
<b>Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval (cont.)</b>				
<b>Professional and Consulting Services (6219) Greater than or Equal to \$10,000 (cont.)</b>				
<b>2. Description of Professional or Consulting Service (Topic/Purpose/Service):</b>				
Professional Learning Communities -- SEDL				
<b>Contractor's Cost Breakdown of Service to be Provided</b>	<b># Positions</b>	<b>Total Contracted Amount</b>	<b>Pre-Award</b>	<b>Total Amount Budgeted</b>
Contractor's Payroll Costs	1	\$ 12,000	\$	\$ 12,000
Title: _____				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials		5,000		5,000
Other Operating Costs		3,000		3,000
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
<b>Total Payment:</b>		\$ 20,000	\$	\$ 20,000
<b>3. Description of Professional or Consulting Service (Topic/Purpose/Service):</b>				
Project Evaluation -- Wexford				
<b>Contractor's Cost Breakdown of Service to be Provided</b>	<b># Positions</b>	<b>Total Contracted Amount</b>	<b>Pre-Award</b>	<b>Total Amount Budgeted</b>
Contractor's Payroll Costs	1	\$ 38,000	\$	\$ 38,000
Title: _____				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials		5,000		5,000
Other Operating Costs		5,000		5,000
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
<b>Total Payment:</b>		\$ 48,000	\$	\$ 48,000
<b>4. Description of Professional or Consulting Service (Topic/Purpose/Service):</b>				
<b>Contractor's Cost Breakdown of Service to be Provided</b>	<b># Positions</b>	<b>Total Contracted Amount</b>	<b>Pre-Award</b>	<b>Total Amount Budgeted</b>
Contractor's Payroll Costs		\$	\$	\$
Title: _____				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
<b>Total Payment:</b>		\$	\$	\$
<b>Subtotal: Professional and Consulting Services Greater Than or Equal to \$10,000:</b>		\$ 91,940	\$	\$ 91,940
<b>Subtotal of Professional and Contracted Services Costs Requiring Specific Approval:</b>				
Subtotal of Professional and Consulting Services or Subgrants Less than \$10,000:		16,700		16,700
Subtotal of Professional and Consulting Services Greater than or Equal to \$10,000:		91,940		91,940
Remaining 6200- Professional and Contracted Services that do not require specific approval:				
<b>Grand Total:</b>		108,640		108,640

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<b>Schedule #5D - Itemized 6300 Supplies and Materials Costs Requiring Specific Approval</b>						
<b>Expense Item Description</b>				<b>Pre-Award</b>	<b>Total Budgeted</b>	
6399	Technology Hardware- Not Capitalized			\$	\$ 151,164 44,000	
	#	Type	Purpose			Quantity
	1	Apple Laptops	Student use for core curriculum courses			170
	2	Computers	Upgrade computer lab for student and community use			55
	3					
	4					
6399	Technology Software- Not Capitalized				29,540	
6399	Supplies and Materials Associated with Advisory Council or Committee					
<b>Total Supplies and Materials Requiring Specific Approval:</b>						
<b>Remaining 6300- Supplies and Materials that do not require specific approval:</b>					2,665	
<b>Grand Total</b>				\$ 0	\$ 227,369	

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<b>Texas Title I Priority Schools Grant</b>				
<b>Schedule #5E - Itemized 6400 Other Operating Costs Requiring Specific Approval</b>				
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:			0	0
Remaining 6400 - Other Operating Costs that do not require specific approval:			0	47,400
Grand Total			\$ 0	\$ 47,400

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<b>Texas Title I Priority Schools Grant</b>					
<b>Schedule #5G - Itemized 6600/15XX Capital Outlay- Capitalized Assets Regardless of Unit Cost</b> <b>(15XX is for use by Charter Schools sponsored by a nonprofit organization)</b>					
	<b>Description/Purpose</b>	<b>Unit Cost</b>	<b>Quantity</b>	<b>Pre-Award</b>	<b>Total Budgeted</b>
<b>6699/15XX- Library Books and Media (capitalized and controlled by library)</b>					
1					
<b>66XX/15XX- Technology Hardware - Capitalized</b>					
2	Apple Collaboration Server	11,622	1		11,622
3					
4					
5					
6					
7					
8					
9					
10					
11					
<b>66XX/15XX- Technology Software- Capitalized</b>					
12					
13					
14					
15					
16					
17					
18					
<b>66XX/15XX- Equipment and Furniture</b>					
19					
20					
21					
22					
23					
24					
25					
26					
27					
28					
<b>Capital expenditures for improvements to land, buildings, or equipment which materially increase their value or useful life.</b>					
29					
<b>Grand Total</b>					
<b>Total 6600/15XX- Capital Outlay Costs:</b>				<b>0</b>	<b>11,622</b>



<b>SCHEDULE #6A</b> GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	<u>206-901</u> County-District No.
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Statement of provisions and assurances for the program(s) in this application:

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

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

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

<b>SCHEDULE #6A – cont.</b> GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	<u>206-901</u> County-District No.
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- E. Signature Authority; Final Expression; Superseding Document:** Applicant certifies that the person signing this application has been properly delegated this authority. The Contract represents the final and complete expression of the terms of agreement between the parties. The Contract supersedes any previous understandings or negotiations between the parties. Any representations, oral statements, promises or warranties that differ from the Contract shall have no force or effect. The Contract may be modified, amended or extended only by formal written amendment properly executed by both TEA and Contractor.
- F. State of Texas Laws:** In the conduct of the contract project, Contractor shall be subject to Texas State Board of Education and Commissioner rules pertaining to this contract and the contract project and to the laws of the State of Texas governing this contract and the contract project. This contract constitutes the entire agreement between Agency and Contractor for the accomplishment of the contract project. This contract shall be interpreted according to the laws of the State of Texas except as may be otherwise provided for in this contract.
- G. Monitoring:** Desk reviews or on-site monitoring reviews may be conducted by Agency to determine compliance with the approved application and the applicable statute(s), law(s), regulations, and guidelines.
- H. Sanctions for Failure to Perform or for Noncompliance:** If Contractor, in Agency's sole determination, fails or refuses for any reason to comply with or perform any of its obligations under this contract, Agency may impose such sanctions as it may deem appropriate. This includes but is not limited to the withholding of payments to Contractor until Contractor complies; the cancellation, termination, or suspension of this contract in whole or in part; and the seeking of other remedies as may be provided by this contract or by law. Any cancellation, termination, or suspension of this contract, if imposed, shall become effective at the close of business on the day of Contractor's receipt of written notice thereof from Agency.
- I. Contract Cancellation, etc.:** If this contract is canceled, terminated, or suspended by Agency prior to its expiration date, the reasonable monetary value of services properly performed by Contractor pursuant to this contract prior to such cancellation, termination or suspension shall be determined by Agency and paid to Contractor as soon as reasonably possible.
- J. Indemnification:**  
**For local educational agencies (LEAs), regional education service centers (ESCs), and institutions of higher education (IHEs) and state agencies:** Contractor, to the extent permitted by law, shall hold Agency harmless from and shall indemnify Agency against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising from, or in connection with, any acts of Contractor, its agents, employees, and subcontractors, done in the conduct of the contract project.  
**For all other grantees, subgrantees, contractors, and subcontractors, including nonprofit organizations and for-profit businesses:** Contractor shall hold Agency harmless from and shall indemnify Agency against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising from, or in connection with, any acts of Contractor, its agents, employees, and subcontractors, done in the conduct of the contract project.
- K. Encumbrances/Obligations and Liquidations:** All encumbrances/obligations shall occur on or between the beginning and ending dates of the contract. All goods must be received and all services rendered between the beginning and ending dates of the contract. The contractor must liquidate (record as an expenditure) all obligations (encumbrances) incurred under the contract no later than 30 days after the ending date of the contract, to coincide with the submission of the final expenditure report, due 30 days after the ending date of the contract. In no manner shall encumbrances be considered or reflected as accounts payable or as expenditures, and an encumbrance cannot be considered an expenditure or accounts payable until the goods have been received and the services have been rendered. Obligations that are liquidated and recognized as expenditures must meet the allowable cost principles in OMB Circular A-87, A-21, or A-122 (as applicable) and program rules, regulations, and guidelines contained elsewhere. This applies to all grant programs, including state and federal, discretionary and formula.

<b>SCHEDULE #6A – cont.</b> GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	<b>206-901</b> County-District No.
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- L. Financial Management and Accounting:** Grantee assures it will maintain a financial management system that complies with federal standards established in 34 CFR 80.20 and 74.21 and that provides for accurate, current, and complete disclosure of the financial results of each grant project. The financial management system records will identify adequately the source and application of funds and will contain information pertaining to grant awards, authorizations, obligations, unobligated balances, assets, outlays (i.e., expenditures), income, and interest. Fiscal control and accounting procedures will permit the tracing of funds to a level of expenditure adequate to establish that funds have been used in accordance with the approved grant application. The applicant agrees to maintain effective control over and accountability for all funds, property, and other assets. Public school districts, open enrollment charter schools, and regional education service centers in Texas must comply with the accounting requirements in the Financial Accounting and Reporting (FAR) module of the *Financial Accountability System Resource Guide*, Texas Education Agency (34 CFR 74.21; 34 CFR 80.20; TEA *Financial Accountability System Resource Guide*).
- M. Expenditure Reports:** Contractor shall submit expenditure reports in the time and manner requested by Agency as specified in the instructions to the Standard Application System (SAS) which are incorporated by reference. Unless otherwise specified, interim reports are due to TEA within 15 days after the end of each reporting period. Unless otherwise specified, the final expenditure report is due within 30 days after the ending date of the grant. Revised expenditure reports, where the grantee is claiming additional expenditures beyond that originally requested, must be submitted within 60 days after the ending date of the grant, or as specified in the applicable Program Guidelines.
- N. Refunds Due to TEA:** If Agency determines that Agency is due a refund of money paid to Contractor pursuant to this contract, Contractor shall pay the money due to Agency within 30 days of Contractor's receipt of written notice that such money is due to Agency. If Contractor fails to make timely payment, Agency may obtain such money from Contractor by any means permitted by law, including but not limited to offset, counterclaim, cancellation, termination, suspension, total withholding, and/or disapproval of all or any subsequent applications for said funds.
- O. Records Retention:** Contractor shall maintain its records and accounts in a manner which shall assure a full accounting for all funds received and expended by Contractor in connection with the contract project. These records and accounts shall be retained by Contractor and made available for programmatic or financial audit by Agency and by others authorized by law or regulation to make such an audit for a period of not less than five years from the date of completion of the contract project or the date of the receipt by Agency of Contractor's final claim for payment or final expenditure report in connection with this contract, whichever is later. If an audit has been announced, the records shall be retained until such audit has been completed.
- Contractor understands that acceptance of funds under this contract acts as acceptance of the authority of the State Auditor's office, or any successor agency, to conduct an audit or investigation in connection with those funds. Contractor further agrees to cooperate fully with the State Auditor's Office or its successor in the conduct of the audit or investigation, including providing all records requested. Contractor will ensure that this clause concerning the authority to audit funds received indirectly by subcontractors through Contractor and the requirements to cooperate is included in any subcontract it awards.
- P. Time and Effort Recordkeeping:** For those personnel whose salaries are prorated between or among different funding sources, time and effort records will be maintained by Applicant that will confirm the services provided within each funding source. Applicant must adjust payroll records and expenditures based on this documentation. This requirement applies to all projects, regardless of funding source, unless otherwise specified. For federally funded projects, time and effort records must be in accordance with the requirements in the applicable OMB cost principles.
- Q. Forms, Assurances, and Reports:** Contractor shall timely make and file with the proper authorities all forms, assurances and reports required by federal laws and regulations. Agency shall be responsible for reporting to the proper authorities any failure by Contractor to comply with the foregoing laws and regulations coming to Agency's attention, and may deny payment or recover payments made by Agency to Contractor in the event of Contractor's failure so to comply.
- R. Intellectual Property Ownership:** Contractor agrees that all Works are, upon creation, works made for hire and the sole property of TEA. If the Works are, under applicable law, not considered works made for hire, Contractor hereby assigns to TEA all worldwide ownership of all rights, including the Intellectual Property Rights, in the Works, without the necessity of any further consideration, and TEA can obtain and hold in its own name all such rights to the Works. Contractor agrees to maintain written agreements with all officers, directors, employees, agents, representatives and subcontractors engaged by Contractor for the Contract Project, granting Contractor rights sufficient to support the performance and grant of rights to TEA by Contractor. Copies of such agreements shall be provided to TEA promptly upon request.

<b>SCHEDULE #6A – cont.</b>  GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b>  <b>Standard Application System</b>  <b>School Years 2010-2013</b>	   <u>206-901</u> County-District No.
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Contractor warrants that (i) it has the authority to grant the rights herein granted, (ii) it has not assigned or transferred any right, title, or interest to the Works or Intellectual Property Rights that would conflict with its obligations under the Contract, and Contractor will not enter into any such agreements, and (iii) the Works will be original and will not infringe any intellectual property rights of any other person or entity. These warranties will survive the termination of the Contract. If any preexisting rights are embodied in the Works, Contractor grants to TEA the Irrevocable, perpetual, non-exclusive, worldwide, royalty-free right and license to (i) use, execute, reproduce, display, perform, distribute copies of, and prepare derivative works based upon such preexisting rights and any derivative works thereof and (ii) authorize others to do any or all of the foregoing. Contractor agrees to notify TEA on delivery of the Works if they include any such preexisting rights. On request, Contractor will provide TEA with documentation indicating a third party's written approval for Contractor to use any preexisting rights that may be embodied or reflected in the Works.

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

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

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

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

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

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

<b>SCHEDULE #6A – cont.</b> GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b>  <b>Standard Application System</b>  <b>School Years 2010-2013</b>	  <u>206-901</u> County-District No.
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- W. Agency Property (terms):** In the event of loss, damage or destruction of any property owned by or loaned by Agency while in the custody or control of Contractor, its employees, agents, consultants or subcontractors, Contractor shall indemnify Agency and pay to Agency the full value of or the full cost of repair or replacement of such property, whichever is the greater, within 30 days of Contractor's receipt of written notice of Agency's determination of the amount due. This applies whether the property is developed or purchased by Contractor pursuant to this contract or is provided by Agency to Contractor for use in the contract project. If Contractor fails to make timely payment, Agency may obtain such money from Contractor by any means permitted by law, including but not limited to offset or counterclaim against any money otherwise due to Contractor by Agency.
- X. Travel Costs:** Amounts authorized for maximum recovery for travel and per diem costs against any state or federal funding source are restricted to those amounts which are approved in the State of Texas Appropriations Bill in effect for the particular funding period. Any amount over this limit must come from local funding sources. Applicant must recover funds at a lesser rate if local policy amounts are less than the maximum allowed by the state. Out-of-state travel may not exceed the federal government rate for the locale. Travel allowances are not allowable costs.
- Y. Funds for Religious Worship, Instruction:** No funds will be used to pay for religious worship, instruction, or proselytization, or for any equipment or supplies for such, or for any construction, remodeling, repair, operation, or maintenance of any facility or part of a facility to be used for religious worship, instruction, or proselytization (34 CFR 76.532 and P. L. 107-110, section 9505).
- Z. Disclosure of Gifts and Campaign Contributions:** The grantee shall file disclosures of gifts and campaign contributions as required by State Board of Education Operating Rule 4.3, which is incorporated as if set out in full. The grantee has a continuing obligation to make disclosures through the term of the contract. Failure to comply with State Board of Education Operating Rule 4.3 is grounds for canceling the grant.
- AA. Submission of Audit Reports to TEA:** Grantees which are public school districts and open enrollment charter schools agree to submit the required annual audit report, including the reporting package required under OMB Circular A-133, if an audit is required to be conducted in accordance with OMB Circular A-133, to the TEA Division of School Financial Audits in the time and manner requested by the Agency.
- Grantees which are **nonprofit organizations (other than charter schools) and universities/colleges** that expend \$500,000 or more total in federal awards in any fiscal year and are thus required to conduct a Single Audit or program-specific audit in accordance with the requirements in OMB Circular A-133, agree to submit a copy of such audit to TEA when the schedule of findings and questioned costs disclosed audit findings relating to any federal awards provided by TEA. A copy of such audit shall also be submitted to TEA if the summary schedule of prior audit findings reported the status of any audit findings relating to any federal awards provided by TEA.
- A **nonprofit organization or university/college** grantee shall provide written notification to TEA that an audit was conducted in accordance with OMB Circular A-133 when the schedule of findings and questioned costs disclosed no audit findings related to any federal awards provided by TEA or when the summary schedule of prior audit findings did not report on the status of any prior audit findings related to any federal awards provided by TEA. Nonprofit organizations (other than charter schools) and universities/colleges shall submit the audit report to the TEA Division of Discretionary Grants. Audit reports must be submitted to TEA within 30 days of receipt of the report from the auditor. Failure to submit a copy of the audit to TEA could result in a reduction of funds paid to the grantee, a refund to TEA, termination of the grant, and/or ineligibility to receive additional grant awards from TEA.
- BB. Federal Rules, Laws, and Regulations That Apply to all Federal Programs:** Contractor shall be subject to and shall abide by all federal laws, rules and regulations pertaining to the contract project, including but not limited to:
- Americans With Disabilities Act**, P. L. 101-336, 42 U.S.C. sec. 12101, and the regulations effectuating its provisions contained in 28 CFR Parts 35 and 36, 29 CFR Part 1630, and 47 CFR Parts 0 and 64;
  - Title VI of the Civil Rights Act of 1964**, as amended (prohibition of discrimination by race, color, or national origin), and the regulations effectuating its provisions contained in 34 CFR Part 100;
  - Title IX of the Education Amendments of 1972**, as amended (prohibition of sex discrimination in educational institutions) and the regulations effectuating its provisions contained in 34 CFR Part 106, if Contractor is an educational institution;
  - Section 504 of the Rehabilitation Act of 1973**, as amended (nondiscrimination on the basis of handicapping condition), and the regulations effectuating its provisions contained in 34 CFR Part 104 and 105;

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

**CC. Federal Regulations Applicable to All Federal Programs:**

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

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

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

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

<b>SCHEDULE #6A – cont.</b> GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	<u>206-901</u> County-District No.
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**LL. High-Risk Status, Special Conditions, and Enforcement Actions:** Pursuant to the provisions in 34 CFR 80.12 and 74.14, a grantee may be identified by TEA as high-risk if the grantee has a history of unsatisfactory performance; is not financially stable; has a financial management system that does not meet federal financial management standards or the requirements in TEA's Financial Accounting and Reporting (FAR) module; has not conformed to terms and conditions of previous awards; or is otherwise not responsible. TEA may impose one or more special conditions or restrictions on a high-risk grantee, including payment on a reimbursement basis; withholding authority to proceed to the next phase until receipt of evidence of acceptable performance within a given funding period; requiring additional, more detailed financial reports; additional project monitoring; requiring the grantee to obtain technical or management assistance; establishing additional prior approvals; or other conditions that may be legally available. A grantee identified as high-risk will be notified in writing by TEA of the special conditions imposed and the process for removing the high-risk status and special conditions.

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

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

Rev. 03/2010

The signing of Schedule #1 - General Information by applicant indicates acceptance of and compliance with all requirements described on this schedule.
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<b>SCHEDULE #6 B</b> Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	<div style="text-align: right;"> <u>206-901</u>          County-District No.       </div>
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This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.11.

**Terms defined:** As used in these Provisions and Assurances

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

<b>SCHEDULE #6B</b> Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b> Required for all federal grants regardless of the dollar amount	<u>206-901</u> County-District No.
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6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled ***Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions***, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Non-procurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

#### **Certification**

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

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

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

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

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

<b>SCHEDULE #6C.</b> Lobbying Certification	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b> Required for all federally funded grants greater than \$100,000.	<u>206-901</u> County-District No.
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Submission of this certification covers all federal programs in this application, is required by the U. S. Department of Education and Section 1352, Title 31, of the United States Code, and is a prerequisite for making or entering into a subgrant or subcontract over \$100,000 with any organization. (Read instructions for this schedule for further information.)

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

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

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

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

11/89  
 03/90

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

<b>SCHEDULE #6E</b> NCLB ACT PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	<u>206-901</u> County-District No.
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The following special provisions apply to all programs funded under the Elementary and Secondary Education Act, as amended by P. L. 107-110, No Child Left Behind (NCLB) Act of 2001. By signing Schedule #1 of this SAS, the applicant is assuring it is in compliance with the following provisions:

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

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

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**T. Student Privacy, Parental Access to Information, and Administration of Certain Physical Examinations to**

**Minors:** The local educational agency assures that it is in compliance with Chapter 26 of the Texas Education Code concerning parental rights and responsibilities. In addition, the local educational agency receiving funds under the No Child Left Behind Act certifies that it shall develop and adopt policies, in consultation with parents, regarding certain rights of a parent to access and inspect information; student privacy; the administration of physical examinations or screenings (except for examinations or screenings required by state law); and the collection, disclosure, or use of personal information collected from students for the purpose of marketing or selling that information. The local educational agency also assures that it is in compliance with the requirements for annually notifying parents of such policies and specific events (P. L. 107-110, Title X, Part F, section 1061).

**U. Assurances related to the education of homeless children and youths:**

- (1) The LEA assures that each child of a homeless individual and each homeless youth shall have equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youth.
- (2) The LEA assures that homeless children and youth are afforded the same free, appropriate public education as provided to other children and youth.
- (3) The LEA assures that it will review and undertake steps to revise any laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youth.
- (4) The LEA assures that it will not separate students from the mainstream school environment on the basis of homelessness alone.
- (5) The LEA assures that homeless children and youth have access to the education and other services that they need to in order to meet the same challenging State student academic achievement standards to which all students are held.

**V. Definitions:** The following terms shall be defined as follows for programs authorized and carried out under the No Child Left Behind Act of 2001:

**1. Charter School:** An open enrollment charter school receiving federal funds of any type must meet the federal definition of a charter school as provided in P. L. 107-110, Section 5210(1). The term "charter school" means a school that:

- (A) is created by a developer as a public school, or is adapted by a developer from an existing public school, and is **operated under public supervision and control;**
- (B) operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency [i.e., the State Board of Education (SBOE)];
- (C) provides a program of elementary or secondary education, or both;
- (D) is **nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious instruction;**
- (E) **does not charge tuition;**
- (F) **complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act;**
- (G) is a school to which parents choose to send their children, and that **admits students on the basis of a lottery, if more students apply for admission than can be accommodated;**
- (H) **agrees to comply with the same Federal and State audit requirements** as do other elementary schools and secondary schools in the State, unless such requirements are specifically waived for the purpose of this program;
- (I) **meets all applicable Federal, State, and local health and safety requirements;**
- (J) operates in accordance with State law; and
- (K) has a written performance contract with the authorized public chartering agency in the State (i.e., SBOE) that includes a description of how student performance will be measured pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the SBOE.

**2. Community-Based Organization:** A public or private nonprofit organization of demonstrated effectiveness that is representative of a community or significant segment of a community and that provides educational or related services to individuals in the community.

**3. Core Academic Subjects:** English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, art, history, and geography.

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**4. Highly Qualified:**

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

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

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**6. Professional Development** includes activities that:

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

**7. Scientifically Based Research:**

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



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

**8. Teacher Mentoring:** Activities that–

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

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

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

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

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

Revised 03/03

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

<b>SCHEDULE #6F</b> <b>PROGRAM-SPECIFIC PROVISIONS &amp; ASSURANCES</b>	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Year 2010-2013</b>	<u>206-901</u> County-District No.
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#### Federal Statutory Requirements

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

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

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

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individual students.

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

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

#### **Statutory Program Assurances**

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

#### **TEA Program Assurances**

1. Before full implementation funds are made available, the grantee must demonstrate that all early implementation activities have been completed. Successful completion of the early implementation will be measured in the **Quarterly Implementation Reports**, the **Model Selection and Description Report**, and through participation in TEA technical assistance. Copies of the above named reports can be found on the TTIPS website at the following link: [http://www.tea.state.tx.us/index4.aspx?id=7354&menu\\_id=798](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 practice.

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

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

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

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

**Terms defined:**

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

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

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

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

**GRANTEE** – the subrecipient of TEA and applicant of funds.

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

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

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



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

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

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

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

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

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

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

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

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

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

- 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](http://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](http://www.recovery.gov) website established by the Recovery Accountability and Transparency Board (Section 1554).

<b>SCHEDULE #6F</b> PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b>	
	<b>Standard Application System</b>	
	<b>School Year 2010-2013</b>	<u>206-901</u> County-District No.
<b>Texas Title I Priority Schools Grant</b>		

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