

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____ by telephone/e-mail/FAX on _____ by _____ of TEA.	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	Abilene ISD Organization Name	221901 County-District#
		Bonham Elementary School Campus Name	221901-103 Campus Number
		75-6000004 9-Digit Vendor ID#	14 ESC Region
		NOGA ID# (Assigned by TEA)	Amendment #

Texas Title I Priority Schools Grant

Schedule #1 – General Information

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

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

Project Beginning Date: 08/01/2010

Project Ending Date: 06/30/2013

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

Tier I ☐ **Tier II** ☐ **Tier III** ☒

Part 1: Index to the Application

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

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

Certification and Incorporation

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

Authorized Official

Typed First Name	Initial	Last Name	Title
Heath		Burns	Superintendent of Schools
Phone	Fax	Email	(Redacted)
325-677-1444	325-794-1383	heath.burns@abileneisd.org	

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 _____ 1010:

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

TEA DOCUMENT CONTROL NO.
701-10-112-375

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

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Texas Title I Priority Schools Grant Schedule #1--General Information					
Part 3: Applicant Information					
Local Educational Agency (LEA) Information					
LEA Name					
Abilene Independent School District					
Mailing Address Line - 1		Mailing Address Line - 2		City	State
241 Pine		PO Box 981		Abilene	TX
U.S. Congressional District Number		Primary DUNS Number		Central Contractor Registration (CCR) CAGE Code	NCES Identification Number
TX-019		073142846		1GZK4	4807440
Campus Name				County-District Campus Number	
Bonham Elementary School				221901-103	
Mailing Address Line - 1		Mailing Address Line - 2		City	State
1026 Pioneer				Abilene	TX
Applicant Contacts					
Primary Contact					
First Name		Initial		Last Name	
Cathy				Ashby	
				Title	
				Associate Superintendent of Curriculum & Instruction	
Telephone		Fax		Email	
325-677-1444		325-794-1383		cathy.ashby@abileneisd.org	
Mailing Address Line - 1		Mailing Address Line - 2		City	State
241 Pine Street		PO Box 981		Abilene	TX
					Zip Code
					79601-0981
Secondary Contact					
First Name		Initial		Last Name	
Stacy				Gilley	
				Title	
				Grant Administrator	
Telephone		Fax		E-mail	
325-677-1444		325-794-1383		stacy.gilley@abileneisd.org	
Mailing Address Line - 1		Mailing Address Line - 2		City	State
241 Pine Street		PO Box 981		Abilene	TX
					Zip Code
					79601-0981

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Texas Title I Priority Schools Grant Schedule #3—Purpose of Amendment						
Part 1: Schedules Amended (Check all schedules that are being amended.)						
When submitting a revision or an amendment, please indicate by checking the appropriate box what schedules are being revised/amended. Submit supporting budget schedules that are being revised or amended.						
☐ Schedule #1—General Information ☐ Schedule #3—Purpose of Amendment ☐ Schedule #4—Program Requirements ☐ Schedule #4A—Program Abstract ☐ Schedule #4B—Program Description ☐ Schedule #4C— Performance Assessment and Evaluation ☐ Schedule #4D—Equitable Access and Participation ☐ Schedule #5—Program Budget Summary ☐ Schedule #5B—Payroll Costs 6100 ☐ Schedule #5C—Professional and Contracted Services 6200 ☐ Schedule #5D—Supplies and Materials 6300 ☐ Schedule #5E—Other Operating Costs 6400 ☐ Schedule #5G—Capital Outlay 6600/15XX (Exclusive of 6619 and 6629)						
NOTE: The last day to submit an amendment to TEA is 90 days prior to the ending date of the grant.						
Part 2: Revised Budget						
Complete this part if there are any budgetary changes.						
Line No.	Sch. No.	Class/ Object Code	Grant Project Costs Previously Approved Budget	B Amount Deleted	C Amount Added	D New Budget
01	5B	6100	\$	\$	\$	\$
02	5C	6200	\$	\$	\$	\$
03	5D	6300	\$	\$	\$	\$
04	5E	6400	\$	\$	\$	\$
05	5G	6600/15XX	\$	\$	\$	\$
06	Total Direct Costs	\$	\$	\$	\$	\$
07	Indirect Cost (%)		\$	\$	\$	\$
08	Total Costs		\$	\$	\$	\$

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

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

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

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

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

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

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

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

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

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

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Texas Title I Priority Schools Grant Schedule #4A—Program Abstract		
Part 1: Grant Eligibility		
☐ Tier I Eligible Campus ☐ Tier II Eligible Campus ☒ Tier III Eligible Campus		
Identify which timeline the LEA/Campus the applicant will implement.		
☐ Option 1: LEA/campus currently engaged in aggressive reform ☒ Option 2: LEA/campus in need of foundational technical assistance		
Part 2: Grant Program Summary. Provide a brief overview of the program you plan to implement on the campus. Be sure to address fundamental issues such as your local program goals and objectives that align with the RFA purpose and goals, rationale for program design, etc. Address the specific gaps, barriers, or weaknesses to be addressed by the intervention model to be selected. A response to this question must be completed in the original submission regardless of whether the LEA/campus has selected an intervention model at this time or not. Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).		
The fundamental program goal of the Abilene Independent School District and Bonham Elementary School is to improve student achievement and increase student college and career readiness. Specific to Bonham Elementary School, student TAKS scores in math within minority student groups are significantly lower than TAKS test scores for Anglo students. For example, 2009 math TAKS for African American students was 70% met standard, while the 2009 math TAKS for Anglo students was 92% met standard. During the 2009-2010 school year, AISD administration has developed a tightly focused set of priorities to address some of the weaknesses at Bonham Elementary School. Specifically noted was the lack of a standardized curriculum specifically aligned with the TEKS. Another weakness has been the non-use of student benchmarking and other student data to drive instructional practice. AISD, through local funds, has procured CSCOPE Curriculum which will allow for TEKS focused, vertically aligned curriculum for the campus beginning in the 2010-2011 school year. Also planned for the 2010-2011 school year is a student benchmarking process that will be used to differentiate instruction and remediate where needed. While both of these approaches are consistent with best-practice methods as identified in the Handbook on Effective Implementation of School Improvement Grants (Perlman and Redding; Center on Innovation & Improvement, 2010), the structure provided by the TEA Transformation Model and the technical assistance available from the School Improvement Resource Center (SIRC) through the TTIPS grant will ensure that these methods are implemented effectively and with fidelity. The professional development that is required to maximize the use of student data is beyond the current fiscal means of the district. AISD and Bonham Elementary School Administration has recognized the need for identifying and rewarding teachers who quantifiably improve student achievement as well as teachers who accept the most challenging teaching assignments. While the district is instituting a version of this type of reward system during the 2010-2011 school year, AISD lacks the financial resources to fully and effectively provide true financial incentives and rewards for our outstanding teachers creating the most positive change in our most at-risk students. In a similar manner, administration has identified the need for increased learning time and flexible operations to allow struggling students the instructional time necessary to master core content. Preliminary 2010 TAKS results indicate that Bonham Elementary School still struggles with a student achievement gap in reading, math and science; preliminary 2010 math TAKS scores for African-American students is 63% while Anglo students have preliminary scores of 76%. Preliminary 2010 reading TAKS scores for African-American students is 55% while Anglo students have preliminary reading scores of 83%. Preliminary 2010 science TAKS scores for African-American students are 66%, while Anglo students have preliminary science scores of 86%. The TEA Transformation Model will provide the structure and means for ensuring this crucial instructional time is provided to Bonham Elementary School Students. Finally, with an economically disadvantaged student population of 67%, Bonham Elementary School struggles with the same issues related to parental involvement and garnering community partnerships that most Texas schools face. However, the student population at Bonham Elementary School is significantly more diverse than other middle schools of similar size. For example, as the City of Abilene is designated as a Preferred Community for refugee resettlement, AISD's refugee student population more than doubled, from 105 refugee students to 240 over the course of a single school year. With the location of Dyess Air force Base, student mobility is in excess of 20% district wide. Bonham Elementary School campus leadership has identified one obstacle to parental involvement; the lack of access to technology. One of the recommendations from the Bonham Elementary School campus administration is to extend the hours each day that the campus is open and allow parents and students to utilize campus-based computer labs to check on their student's academic progress and to correspond more easily with their student's teacher. To address these and several other student needs, Bonham Elementary School requires licensed and certified School Social Workers to ensure the campus climate is one that is supportive of student learning and academic success.		

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Texas Title I Priority Schools Grant Schedule #4B—Program Description															
Part 1: Comprehensive Needs Assessment															
Section A: Campus Grade Levels															
Type of School	Number of Students Enrolled in Grade Levels on the Campus to be Served with Grant														
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public School		103	89	91	96	79	69								527
Open-Enrollment Charter School															0
Total Students:	0	103	89	91	96	79	69								527
Total Instructional Staff														39	
Total Support Staff														16	
Section B: Data Sources Reviewed or to be Reviewed in the Comprehensive Needs Assessment Process															
1	District Snapshot provided by SIRC														
2	Campus Snapshot provided by SIRC														
3	Disaggregate TAKS scores														
4	AISD Personnel Handbook														
5	Teacher Schedules														
6	Campus Program Guide														
7	Campus Improvement Plan														
8	Facilities/Operational Plan														
9	Adjacent elementary schools' TAKS data														
10	Administrative Procedures														

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Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 1: Comprehensive Needs Assessment Cont.		
Section C: Process Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Describe, in detail, the process the LEA and campus followed/will follow to identify the needs of the campus.		
Upon notification of award of the TTIPS grant in June 2010, district administration will begin the formation of the AISD TTIPS Decision Making Team/Comprehensive Needs Assessment Team (see Section D. for group participants). The AISD Grant Administrator will initiate contact with SIRC to determine what technical assistance is immediately available to prepare for the Comprehensive Needs Assessment process. Staff will verify with SIRC the dates during the fall 2010 semester that the district and campus snapshot will be conducted, and when the snapshot will be available for the TTIPS Decision Making Team's review. The AISD Grant Administrator will develop a preliminary meeting schedule for the TTIPS Decision Making Team for the months of August, September and October and will begin providing initial hardcopy documentation for the TTIPS Decision Making Team's review. Beginning in August 2010, and continuing through September and October 2010, the TTIPS Decision Making Team will review all of the documentation listed in Section B. The Team will request and participate in any technical assistance that SIRC provides for the development of the Comprehensive Needs Assessment. It is anticipated that with the district and campus snapshot, and technical assistance from SIRC, the TTIPS Decision Making Team will be prepared to recommend to the AISD Superintendent the appropriate model for the AISD TTIPS program. The AISD Superintendent will provide the school board with informational briefs on the TTIPS Decision Making Team's progress and final recommendation. Based on current information, AISD is considering the use of the TEA Transformational Model; if, following the evaluation and conclusion of the TTIPS Decision Making Team Comprehensive Needs Assessment, a different model is recommended, AISD and Bonham Elementary School will consult with SIRC and TEA regarding the appropriate next steps for planning and implementation.		

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Part 1: Comprehensive Needs Assessment Cont.			
Section D: Groups of Participants Contributing/to Contribute to Needs Assessment Process, ensuring Parents and Community Groups were involved in the process.			
1	Campus leadership		
2	Campus teacher leaders		
3	District administration		
4	School Board representation		
5	Closing the Gap Committee		
6	Campus PTO representation		
7	Youth Services organizations (Boys & Girls Club, ICAN, etc.)		
8	Local law enforcement		
9	Institutions of higher education		
10	Local government officials/community leaders		

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Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 2: Project Management		
Section A: LEA (District) Capacity Responses are limited to <i>one page each</i> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Capacity -- Describe the LEA's capacity to use grant funds to provide adequate resources and related services/support to the campus to implement, fully and effectively, the required activities of the school intervention model.		
Abilene ISD has been highly successful in recent years with the award of several discretionary-competitive state and federal grants based on both need and the district's ability to fully and effectively implement grant programs. Abilene ISD is the recipient of the Target Tech in Texas (T3) grant. AISD T3 grant funds have provided instructional technology for high school math and science classrooms, as well as significant professional development for math and science teachers on new instructional methods to add rigor and relevance to their curriculum. AISD has just completed year one of the two-year T3 grant; to date all of AISD's T3 evaluations, conducted by an external evaluator, have met and exceeded program goals and standards. Abilene ISD is also the recipient of the Mathematics Instructional Coaches Program grant. AISD Math Coach grant funds have provided job-embedded math professional development for all high school math teachers, as well as topic-specific (promethean board use, alternative student assessments, etc.) professional development from the district's TEA Approved Service Provider. Preliminary 2010 TAKS scores in math for both AISD high schools demonstrate that AISD has exceeded its first year goals for this two-year grant program. In the fall of 2008, AISD was awarded funding through the T-STEM Academy grant program for the establishment of an alternative campus designed T-STEM Academy within AISD. Despite the abbreviated planning allotted for the Cycle 4 awardees, the AISD Academy for Technology, Engineering, Math & Science (ATEMS) opened in the fall of 2009 with a full freshman class. Preliminary 2010 TAKS scores for this new campus indicate that ATEMS will be a Recognized school. Through district administration efforts working with community partners, the ATEMS high school will now have a permanent home on the Texas State Technical College campus beginning in the fall of 2010. AISD has a full-time, dedicated Grant Administrator with ten years of professional experience administering federal, state and local grant funded programs. The AISD Grant Administrator works closely with all grant program managers and the AISD business office to ensure that grant guidelines are followed precisely and that all milestones and annual goals are achieved on time and within budget. One of the greatest contributors to AISD's capacity to fully and effectively implement the TEA Transformation Model through the TTIPS grant is the district's <u>strong commitment</u>, from top administration and school board to campus leadership and classroom teachers, to positively impacting all students' academic achievement through this opportunity. AISD is perfectly poised to meet the challenge to "be bold" for kids – great need exists within the AISD and Abilene High student body, but this point in time, perhaps more so than in many recent years, the district as a whole is ready for transformative action. AISD recognizes that the TTIPS grant program is a highly unique opportunity to <i>drastically</i> change the way our campuses operate, the way our teachers teach and the way our students learn and succeed.		

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Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Partnership/Involvement of Others – Describe how the LEA/campus consulted with relevant stakeholders (students, staff, parents, community) regarding this application and proposed implementation of a school intervention model.		
While the majority of the consultation with relevant stakeholders specific to the TTIPS program and the implementation of the proposed school intervention model will occur during the Planning Year of the TTIPS grant, AISD and Bonham Elementary School has conducted significant consultation over the past two years with stakeholders regarding the district's academic achievement gap and other issues of concern at Bonham Elementary School. It is the findings of these various conversations that have led AISD to apply for TTIPS funding to implement the recommendations of various stakeholder groups. When the 2008 TAKS scores revealed as much as a 35% gap between minority and/or economically disadvantaged students and Anglo students in the core subject areas of math and science, the district called for the creation of the Closing the Gap Committee. Comprised of representatives from community organizations, parent groups, civil rights groups, educators, community leaders and elected officials, as well as AISD administration, the Closing the Gap Committee began meeting to study and determine the primary causes of the academic achievement gap within AISD. Over the course of the 2008-2009 and 2009-2010 school years the Closing the Gap Committee identified various gaps within the school structures that appeared to negatively impact student academic achievement, including: • student home-life issues that were beyond the campus' means to resolve; • the lack of resources to provide extended learning time for students in need of remediation; • student class schedules that did not allow for greater instructional focus on students' weak content knowledge; • the lack of a meaningful connection between teachers and parents; • reluctance of parents of minority or economically disadvantaged students to visit a campus for classroom events; • the need for teachers to differentiate instruction and be aware of when differentiation is necessary; and • providing students with "real life" connections between instructional content and future college and career opportunities. The Closing the Gap Committee, in partnership with AISD administration and campus leadership, worked to resolve many of these issues to the extent possible with the district's limited resources. An on-campus mentoring program was initiated in late 2009 that brings community volunteers on high school campuses during the school day to visit with students during their lunch hour and in the hallways in between classes. Neighborhood tutoring sites were established in the communities "at-risk" neighborhoods to allow for evening tutoring of all students. During the 2009-2010 school year, AISD administration, Committee members and campus leaders visited the homes of struggling students to visit with parents about how the district and the parents could work together to support the student's academic progress. Committee members have assisted with and supported the development of funding requests to place licensed, certified School Social Workers on the high school campuses to assist with student mental health needs. During the 2007-2007 and 2008-2009 school years, the AISD school board formed the Critical Needs Task Force comprised of representatives from the community, businesses, local elected officials and public officials, district and campus administration, parent organizations and district administration. The role of the Critical Needs Task Force was to determine the district's most pressing physical and operational needs, and to report those needs to the school board. The Critical Needs Task Force held community forums at neighborhood campuses across the district to solicit input from parents and community members. After a year of study and analyzing both public comment and professional recommendations, the Critical Needs Task Force identified several construction-related issues that would require bond funding to realize. The Critical Needs Task Force also noted that there is a critical need to form "smaller learning communities" at the high school level, and that "proper technology infrastructure" is needed at all AISD campuses. In response to the Critical Needs Task Force's recommendation, the AISD school board called a bond election in November of 2009. As was the case with most Texas school districts, the 2009 bond election failed due, according to voters surveyed, the current economic situation in the U.S. and Texas. AISD has pursued federal E-RATE grant funding to upgrade the technology infrastructure at several elementary campuses, however, the district is currently reviewing financial options for several pressing facility and technology needs for the secondary campuses.		

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Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Management of Grant Activities – Describe how the LEA and campus will modify its practices and/or policies, as necessary, to ensure its implementation of the intervention(s) fully and effectively.		
AISD is committed to implementing the TEA Transformation Model effectively and with fidelity; as such, the district and campus will rely significantly on the guidance and technical assistance provided by SIRC regarding the level to which the district and Bonham Elementary School will need to modify district/campus practices and/or policies. Pending the SIRC/TEA technical assistance, the district and Bonham Elementary School have currently identified the following areas as critical in practice and policy for the successful implementation of the TEA Transformation Model: Abilene Independent School District Administration will: - Develop new governance arrangements and allow for operational flexibility of the Bonham Elementary School campus; - Participate in the District Snapshot process to determine the district needs; - Through the newly established School Improvement Office, facilitate the replacement and recruitment of qualified staff at the Bonham Elementary School Campus - The School Improvement Office will support the efforts of the TTIPS Community/Student Counselor to conduct initiatives to increase community and parental involvement - The School Improvement Office will assist the TTIPS Community/Student Counselor in ensuring the placement of social service resources on the Bonham Elementary School Campus - The School Improvement Officer and relevant district staff will attend all required SIRC/TEA trainings The Bonham Elementary School Administration (Principal and Administrator of Instruction) will: - Identify, support and utilize Teacher Leaders to improve instruction - Utilize SIRC/TEA's rigorous and equitable evaluation system to enhance instructional improvement - Identify and provide high quality job-embedded professional development - Lead the implementation of Positive Behavior Support - Through the TTIPS Community/Student Counselor, implement programs to increase community and parental involvement - Participate in all required SIRC/TEA trainings and online professional learning - Develop and submit 90-day action plans The Bonham Elementary School Principal and Administrator of Instruction will empower and support the campus Teacher Leaders to: - Provide instructional leadership and support to staff via walk-throughs and observations - Facilitate job-embedded professional development - Collaborate with campus administration and the district School Improvement Department in the development of long-range professional development plans - Work in the dual role of teacher and instructional leader - Participate in all required SIRC/TEA trainings and online professional learning - Conduct action research Part 2, Section A, <i>LEA Support</i>, will provide additional details on the LEA/Campus structure in the management of grant activities.		

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Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Resource Management – Describe how the LEA/campus will align other resources (federal, state, local, and community) with the school improvement intervention.		
As noted in Part 2, Section A, <i>Capacity</i>, AISD has been successful in several competitive grant applications in recent years; these grants, in addition to local funds, will be aligned to support the TTIPS program. <u>Mathematics Instructional Coaches Program:</u> During the Planning Year of the TTIPS grant program, the Math Coaches grant will be in its final year of implementation. Based on the needs identified in the Comprehensive Needs Assessment process, AISD will determine with the assistance of the TEA Approved Service Provider and SIRC what supplemental job-embedded coaching will support the immediately identifiable professional development needs of the Bonham Elementary School math teachers. By utilizing the coaching available through the Math Coaches Grant, critical areas of need can be addressed immediately as the TTIPS organizational structure is being established. <u>Target Tech in Texas (T3) Grant:</u> As with the Math Coaches Grant, the T3 Grant will be in its final grant year during the Planning Year of the TTIPS grant program. The technology provided to the math and science teachers at Bonham Elementary School will be an ongoing complement to the TTIPS Transformation efforts; the district, through local funds, will maintain and upgrade the instructional technology as necessary for the TTIPS Transformation. The T3 Grant program, during the TTIPS Planning Year, has available ten (10) days of job-embedded professional development through the International Center for Leadership in Education for Bonham Elementary School math and science teachers; this professional development can be adjusted as necessary to focus on critical need areas identified through the TTIPS Comprehensive Needs Assessment Process. <u>District Awards for Teacher Excellence (DATE) Grant Program:</u> During the Implementation Years of the TTIPS Grant, DATE Grant incentive award funds will be structured to align with the teacher incentive goals of the TTIPS grant program to allow for a greater number of teachers to be impacted through incentive awards. <u>Dodge-Jones Foundation:</u> AISD currently receives funding support from a local foundation for the Bonham Elementary School AP Program to reward both teachers and students for successfully completing these rigorous, college preparatory courses. These grant dollars will continue to be an incentive for Bonham Elementary School students throughout the TTIPS Transformation Model Implementation. <u>CSCOPE Curriculum:</u> AISD, through local funds, will provide the TEKS/vertically aligned CSCOPE curriculum that meets the TTIPS Transformation Model requirement for standardized, vertically aligned curriculum. The CSCOPE curriculum provides regular benchmark assessments that will allow Bonham Elementary School a rich student data source for use during the TTIPS Transformation process for the development of differentiated instruction and the selection of professional development. <u>Eduphoria:</u> AISD, through local funds, will provide the recognized student data analysis software program, Eduphoria and central office staff to assist Bonham Elementary School administration and faculty with access and interpretation of the disaggregated benchmark and TAKS results.		

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Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to <i>one page each</i> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Grant Project Manager Qualifications – Describe the qualifications of the person selected to be the project manager for this grant on the campus.		
The campus level Grant Project Manager will have the position and authority of an Assistant Principal; the personnel in this position will have: • Professional Teaching Certificate (mid-management certification preferred); • five years of successful public school teaching experience; • appropriate course work/preparation with emphasis on recent research and developments in curriculum; • general knowledge of grant procedures; • ability to review and evaluate benchmark and test results and to develop a plan of action based on conclusions; • ability to develop innovative and effective instruction materials; • ability to make effective presentations before school patrons and administrators; • ability to use a wide variety of technology; • ability to establish and maintain effective working relationships as necessitated by work assignments; • a proven track record in the transformation of under-achieving campuses with a high percentage of economically disadvantaged students.		

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LEA Support – Describe how the LEA will structure and implement an individual or office with responsibility for supporting the campus' school improvement efforts.		
The AISD, in the development of the School Improvement Office, will closely follow the recommendations presented in the Handbook on Effective Implementation of School Improvement Grants (Perlman & Redding, Center on Innovation & Improvement, 2010) and the technical assistance and guidance provided by SIRC for the TTIPS program. The AISD School Improvement Office, and the Director in charge, will: • Ensure the campus is provided operational flexibility • Ensure effective implementation of all components of the transformation process • Monitor the progress of 90-day action plans • Provide regular communication with the transformation campus by providing a direct line of communication to the superintendent and other critical district Department Directors • Facilitate and attend regularly scheduled meetings with the Bonham Elementary School Transformation campus leaders and teacher leaders • Facilitate the removal of district-level barriers that may hinder the transformation process • Provide support and feedback to the principal, Bonham Elementary School TTIPS grant program manager and teacher leaders when needed or requested • Take an active role in problem-solving with the principal, Bonham Elementary School TTIPS grant program manager and teacher leaders • Attend campus leadership meetings • Assist in the replacement and recruitment of qualified staff • Assist in efforts to increase community and parental involvement • Support the placement of social service resources at the campus • Partner with campus to generate a positive school culture • Attend required trainings Immediately upon notification of grant award, AISD will begin the process of identifying and recruiting the ideal candidate for this role, with the goal of having the AISD School Improvement Office establish before the beginning of the 2010-2011 school year.		

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Program Continuation and Sustainability – Describe how the LEA will sustain the campus reforms after the funding period ends.		
According to the <i>Handbook on restructuring and substantial school improvement</i> (Cawelti & Protheroe, 2007; Murphy, 2007; Wong, 2007, Information Age Publishing), sustainability must be considered in the initial planning of any transformation model: "Engaging a wide representation of the community in the planning process is one way to help ensure long-term viability of the reform". Part 1, Section D of this application presents a list of the broad community participation and support that will be integral to the Comprehensive Needs Assessment Process. Part 3, Section C, presents an equally broad list of stakeholders that will participate in the Implementation Phase of the TTIPS Transformation Model for Bonham Elementary School. An ongoing aspect of AISD administration's conversations with these stakeholders will be the importance of ensuring adequate resources are available to sustain the transformation and requests for assistance in securing community support for those resources. Throughout the transformation process, AISD administration and Bonham Elementary School administration and teacher leaders will ensure that each success achieved by the TTIPS program is acknowledged and celebrated within the community of Abilene. By demonstrating the success of the model, AISD administration will have greater support in institutionalizing these changes. With this institutionalization will come the removal of antiquated and ineffective practices that the transformation efforts replace; with the removal of these no-longer-necessary practices, the district will realize cost savings that will be directed to the sustainability of the transformation model. To ensure the success of the sustainability plan for the TTIPS program, AISD will take the following steps: • Invite faculty and community input in the planning stage and subsequently seek continued support and involvement of all stakeholders to ensure continuity of the reform effort; • Create contingency plans to address possible changes in staffing and resources; • Ensure that new staff is committed to adopting the reform measures; • Provide dedicated time and space for teams of educators to seek ways to maintain reforms and identify strategies for further improvement; • Provide professional development to educators on how to engage in ongoing problem solving, thereby establishing a culture geared toward continuous improvement (Perlman & Redding, 2010).		

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External Providers -- Describe how the LEA will recruit, screen, and select external providers to ensure their quality.		
If, following the Comprehensive Needs Assessment and following guidance and technical assistance from SIRC and TEA, it is determined that AISD and Bonham Elementary School has need for an external service provider for any of the components of the TEA Transformation Model Implementation, the AISD TTIPS program will follow the procedures outline in the <i>Handbook on Effective Implementation of School Improvement Grants</i> (Perlman & Redding, 2010): 1. Identify unambiguous reasons for hiring an external partner; 2. Engage stakeholders about the need to hire external providers and ensure the entire process is transparent and fair; 3. Articulate specific goals of the relationship with the external partner, including measurable expectations and criteria for selection of external partners to meet these goals; 4. Create conditions to attract multiple high quality external partners (e.g., extend key flexibilities, allocate adequate funds for external providers, infuse fairness and transparency into selection and accountability processes); 5. Budget adequate funding to support relationship with external partner during the duration of the contract; 6. Develop a rigorous process to select an external partner whose experience and qualifications match the specified goals (e.g., a written application, due diligence to confirm track record of success and financial stability, an in-person interview with the external provider's leadership team, and, if appropriate due to scope, a site visit to schools receiving services from the external partner); 7. 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 measureable outcomes, including interim indicators of growth; 8. Provide support as needed and appropriate but do not micro-manage external partner; 9. Evaluate the external partner's progress towards goals; 10. Define consequences for failure (e.g., termination or modification of contract).		

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Site Visits – If the intervention program includes site visits to other campuses successfully implementing the intervention model, describe the process for selecting the locations and the expected outcomes of the site visit.		
Site visits to other campuses successfully implementing the TEA Transformation Model would be highly beneficial in the development and planning of the AISD Transformation Plan. AISD program staff and Bonham Elementary School administration and teacher leaders would rely on the guidance and recommendations provided by TEA and SIRC as to the ideal campuses to visit with a proven track record of success in the implementation of the TEA Transformation Model. After AISD was awarded the T-STEM Academy grant in late 2008, and during the brief planning period for the establishment of the ATEMS campus, AISD and ATEMS administration and faculty visited several successful T-STEM schools in Texas. These site visits allowed staff to view a variety of successful approaches being utilized for the same end purpose; the operation of a STEM high school centered on project-based learning. As the ATEMS faculty and staff prepared for the start of the first school year for the new T-STEM Academy, the experiences of the site visits allowed them to take the "best for AISD" approaches they witnessed and tailor the various aspects to work for AISD students. The result is evident in the completion of the first successful year of ATEMS with a preliminary Recognized state rating, and a full incoming freshman class and full continuing sophomore class.		

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Lack of Capacity -- If the LEA is not applying to serve each Tier I school (is not applying for grant funding for each Tier I school), provide a detailed explanation of why the LEA lacks capacity to serve each Tier I school.		
No Tier I campuses have been identified within AISD.		

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

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Section B: Model Selection Process –Describe in detail: 1. The process the LEA and campus followed/will follow to select a school intervention model that aligns to the identified needs of the campus. 2. The timeline delineating the steps the campus will take to implement the selected intervention.		
Responses are limited to five pages , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
AISD will follow a multi-step process to select a school intervention model that aligns to the identified needs of Bonham Elementary School. Step One: District administration will facilitate the formation of the AISD TTIPS Decision-Making Team. This team will be comprised of the groups listed in Part 3, Section C of this application. Step Two: The TTIPS Decision-Making Team will consider a series of "narrowing questions" specific to the transformation model being considered, the TEA Modified Transformation Model: • Is AISD administration will to grant Bonham Elementary School operation flexibility (e.g., staffing, calendar, budget)? • Is AISD administration willing and able to increase and provide ongoing mechanisms for parent/community engagement? • Is AISD administration willing to develop and utilize rigorous, transparent, and equitable evaluation systems for the teachers and principals (and other campus administration) at Bonham Elementary School designed with teacher and principal involvement? • Will AISD administration ensure that Bonham Elementary School receives ongoing intensive technical assistance from SIRC or other designed providers? • Will AISD administration support strategies (financial incentives, increased opportunities for promotion, and flexible work conditions) designed to recruit and retain staff? • Is AISD administration will and able to establish schedules and implement strategies to provided increased learning time? Considering the answers to these "narrowing questions", the Comprehensive Needs Assessment Team listed in Part 1, Section D, will proceed with Step Three: Collect the data identified in Part 1, Section B, and perform a Comprehensive Needs Assessment. Step Four: The TTIPS Decision Making Team and the Comprehensive Needs Assessment Team, together will review the answers to the "narrowing questions" as well as the results of the Comprehensive Needs Assessment, for consideration of viable options. Step Five: The TTIPS district and campus managers will collect additional or missing data to ensure that the TTIPS Decision Making Team is able to make an informed decision. Step Six: The TTIPS Decision Making Team, with input from the Comprehensive Needs Assessment Team, will select a school intervention option for Bonham Elementary School. Step Seven: The School Improvement Officer, with guidance and assistance from the campus grant manger, TEA and SIRC, will complete the Model Selection Report to TEA prior to February 2011. Model Implementation Timeline: Upon notification from TEA/SIRC that the Model Selection Report has been approved and the remaining funds for the TTIPS Year 1 are released, the School Improvement Officer and the campus TTIPS program manager will conduct the following steps from February 2011 through May 2011: • With technical assistance from SIRC, and input from the principal and teachers, develop a rigorous, transparent and equitable evaluation system; conduct principal and teacher evaluations using the developed evaluation system. Based on the results of the evaluations, facilitate the replacement of key staff or ensure that key staff are retain. Also based on the evaluation, draft a preliminary professional development or growth plan to address deficiencies identified in the evaluation process. • The Campus Improvement Office Director in coordination with the campus program manager, will identified community partners for the Transformation Model Implementation.		

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- Formalize the School Improvement Office, SI Officer and other district level staff who will facilitate the TTIPS transformation model at the district level. From June 2011 through August 2011: - The campus program manager, with support as needed from the SI Officer, will identify and recruit Teacher Leaders for the Bonham Elementary School Campus. Teacher Leaders will receive an annual stipend for their efforts and leadership in the TTIPS Transformation Model. - All district and campus staff identified to this point (SI Officer/staff, Bonham Elementary School principal and campus program manager and Teacher Leaders) will attend TEA/SIRC Summer Seminar training. - The Bonham Elementary School principal and the campus program manager, with support from the SI Officer, will develop a plan to recruit and retain quality staff. This plan will include financial incentives, increased opportunities for promotion, and flexible work conditions. - Based on the principal and teacher evaluations conducted in the spring of 2011, the campus program manager, with technical assistance from TEA/SIRC and with support from the SI Officer, will develop a job-embedded professional development plan for the Implementation Year 1. - The Bonham Elementary School Principal and the campus program manager, with technical assistance from TEA/SIRC and with support from the SI Officer, will complete the first 90-day action plan for submission and review by TEA. From September 2011 through December 2011: - The Bonham Elementary School campus program manager and the Bonham Elementary School Principal, with support from the SI Officer, will implement school-wide Positive Behavior Support (PBS) Interventions based on the PBS six primary principles: - Develop a continuum of scientifically based behavior and academic interventions and supports - Use data to make decisions and solve problems - Arrange the environment to prevent the development and occurrence of problem behavior - Teach and encourage prosocial skills and behaviors - Implement evidence-based behavioral practices with fidelity and accountability - Screen universally and monitor student performance & progress continuously - The Parent/Community Counselor, with guidance and support from the campus program manager and the SI Officer, will begin providing enhanced social service support on the Bonham Elementary School Campus. - Bonham Elementary School Teacher Leaders will begin collecting observation data to guide professional development and student interventions. - All TTIPS program staff will begin online courses. - The campus program manager, in coordination with the Bonham Elementary School principal, the SI Officer and the TTIPS Decision Making Team, will review progress to goals in 90-day action plan. Consultation with TEA/SIRC will be included in this review.		

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From January 2012 through May 2012: - The campus program manager, with support from the SI Officer and district administration, will review behavioral data and PEIMS to analyze PBS Implementation. - The campus program manager, with support from the SI Officer and district administration, will implement targeted professional development based on classroom observation data and student data. - The campus program manager and the Bonham Elementary School principal, with input from the SI Officer and the TTIPS Decision Making Team, will develop the next 90-day action plan. From June 2012 through August 2012: - All campus and district TTIPS program staff and Bonham Elementary School Teacher Leaders (as well as additional teachers as appropriate) will attend the TEA/SIRC summer training. - The campus program manager will review and revise professional development plans as appropriate and share the revised plans with the Bonham Elementary School principal and SI Officer for discussion and planning. - The campus program manager, the Bonham Elementary School principal and the SI Officer will meet with the TTIPS Comprehensive Needs Assessment Team to review and revise the Comprehensive Needs Assessment based on data and observations from Implementation Year 1. - The campus program manager will analyze and share the findings with the Bonham Elementary School principal, the SI Officer and other district administration the progress toward goals listed in the previous 90-day action plans. - With guidance from TEA/SIRC and the campus program manager, the Bonham Elementary School Teacher Leaders will select action research topics. - The campus program manger, the Bonham Elementary School principal and the Teacher Leaders, with support from the SI Officer, and technical assistance from SIRC, will develop the plan for classroom interventions for PBS. - The campus program manager, in consultation with the Bonham Elementary School principal and Teacher Leaders, and support from the SI Officer, will write new 90-day action plan. - All district and campus TTIPS program staff will attend the NSDC Summer Conference. From September 2012 through December 2012: - With assistance from SIRC, re-administer the Campus Snapshot. Based on this new data, the campus program manager, with input from the Bonham Elementary School principal, SI Officer, district administration and the TTIPS Comprehensive Needs Assessment Team, will review and revise the Comprehensive Needs Assessment. - The campus program manager, with input from the Bonham Elementary School principal and support from the SI Officer, will implement the revised and updated professional development plan. - The Bonham Elementary School Teacher Leaders, under the guidance of the campus program manager, will begin action research projects. - All TTIPS program staff will continue online courses. - The campus program manager, with input from the Bonham Elementary School principal and Teacher Leaders, and support from the SI Officer, will write a new 90-day action plan.		

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From January 2013 through May 2013: - The Bonham Elementary School Teacher Leaders will finalize action research projects and share their findings with the campus program manager, the Bonham Elementary School Principal, the SI Officer and district administration, TEA/SIRC and other stakeholders as appropriate. - The campus program manager will collect data for PBS evaluation. - Continue online learning. - The campus program manager, with input from the Bonham Elementary School principal and Teacher Leaders, and support from the SI Officer, will write a new 90-day action plan. From June 2013 through August 2013: - The Bonham Elementary School Teacher Leaders will present their action research to all appropriate stakeholders. - The campus program manager, the Bonham Elementary School principal, the Teacher Leaders and the SI Officer, with guidance from SIRC, will conduct intense data review and process evaluation to determine what aspects of the Transformation Model were effective and what areas still need focus. - The campus program manager, with support from the Bonham Elementary School principal and the SI Officer will create a sustainability plan that will include the continued use of the 90-day action plan process. - The campus program manager, with input from the Bonham Elementary School principal and support from the SI Officer will develop a plan to continue the use of the Teacher Leaders as an instructional resource. The AISD/Bonham Elementary School implementation of the TEA Modified Transformation Model will increase the effectiveness of teacher and campus leaders, improve instruction through targeted professional development, create a community-oriented campus and provide operational flexibility to Bonham Elementary School to increase student achievement. Bonham Elementary School and AISD will fully engage in this research-based approach to transform the Bonham Elementary School campus into a higher achieving community-based school.		

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Section C: Groups of Participants – List the groups of participants who will actively assist in the process to select a school intervention model that aligns to the identified needs of the campus.		
1	Campus leadership	
2	Campus teacher leaders	
3	District administration	
4	School Board representation	
5	Closing the Gap Committee	
6	Campus PTO representation	
7	Youth Services organizations (Boys & Girls Club, ICAN, etc.)	
8	Local law enforcement	
9	Institutions of higher education	
10	Local government officials/community leaders	

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Section D: Improvement Activities and Timeline		
On the following pages of charts applicants should describe all other school improvement activities that will be incorporated with the model to be selected.		
For each additional improvement activity entered, enter the Critical Success Factor Code(s) from this table, enter the LEA/campus' rationale for including the activity, provide the supporting research that indicates the activity will be effective, and indicate the beginning and ending date of the activity.		
1 - Improve Academic Performance, including (but not limited to) Reading/ELA and Math A. Data-driven instruction B. Curriculum Alignment (both horizontal and vertical) C. On-going Monitoring of Instruction 2 - Increase the Use of Quality Data to Drive Instruction A. Data Disaggregation/Training B. Data-driven Decisions C. On-going Communication 3 - Increase Leadership Effectiveness A. On-going Job Embedded Professional Development B. Operational Flexibility C. Resource/Data Utilization 4 - Increase Learning Time A. Flexible Scheduling B. Instructionally-focused Calendar C. Staff Collaborative Planning 5 - Increase Parent/Community Involvement A. Increased Opportunities for Input B. Effective Communication C. Accessible Community Services 6 - Improve School Climate A. Increased Attendance B. Decreased Discipline Referrals C. Increased Involvement in Extra/Co-Curricular Activities 7 - Increase Teacher Quality A. Locally Developed Appraisal Instruments B. On-going Job Embedded Professional Development C. Recruitment/Retention Strategies		

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Critical Success Factor 1: Improve Academic Performance including (but not limited to) Reading/ELA and Math					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1 – A.	Improve Student Achievement in Reading/ELA – Data Driven Instruction	Allows for the identification of students at-risk for difficulties with Reading/ELA and will provide for more intense instruction to students identified as at risk.	<i>Using student achievement data to support instructional decision making.</i> Hamilton, Halverson, Jackson, Mandinach, Supovitz, & Wayman. Institute of Education Sciences, US Dept. of Ed. 2009.	August 2011	June 2013
1 – A.	Improve Student Achievement in Mathematics – Data Driven Instruction	Allows for the identification of students at-risk for difficulties with Math and will provide for more intense instruction to students identified as at risk.	<i>Using student achievement data to support instructional decision making.</i> Hamilton, Halverson, Jackson, Mandinach, Supovitz, & Wayman. Institute of Education Sciences, US Dept. of Ed. 2009.	August 2011	June 2013
1 – A.	Improve Student Achievement in Science – Data Driven Instruction	Allows for the identification of students at-risk for difficulties with Math and will provide for more intense instruction to students identified as at risk.	<i>Using student achievement data to support instructional decision making.</i> Hamilton, Halverson, Jackson, Mandinach, Supovitz, & Wayman. Institute of Education Sciences, US Dept. of Ed. 2009.	August 2011	June 2013
1 – B.	Improve Student Achievement in Reading/ELA – Curriculum Alignment (both horizontal and vertical)	Instruction that is aligned to standards and implemented in the classroom will allow students to perform at higher levels of proficiency on assessments.	<i>Evaluating alignment between curriculum, assessment and instruction.</i> Martone & Sireci. Review of Educational Research. 2009.	August 2011	June 2013

1 - B.	Improve Student Achievement in Mathematics – Curriculum Alignment (both horizontal and vertical)	Instruction that is aligned to standards and implemented in the classroom will allow students to perform at higher levels of proficiency on assessments.	<i>Evaluating alignment between curriculum, assessment and instruction.</i> Martone & Sireci. Review of Educational Research. 2009.	August 2011	June 2013
1 - B.	Improve Student Achievement in Science – Curriculum Alignment (both horizontal and vertical)	Instruction that is aligned to standards and implemented in the classroom will allow students to perform at higher levels of proficiency on assessments.	<i>Evaluating alignment between curriculum, assessment and instruction.</i> Martone & Sireci. Review of Educational Research. 2009.	August 2011	June 2013
1 - C.	Improve Student Achievement in Reading/ELA – On-going Monitoring of Instruction	On-going monitoring of instruction improves the professional development plan for teachers and allows teacher to determine which instructional practices were effective (based on student data) and which practices were ineffective.	<i>Preparing teachers for a changing world.</i> Darling-Hammond & Bransford. 2005.	August 2011	June 2013
1 - C.	Improve Student Achievement in Mathematics – On-going Monitoring of Instruction	On-going monitoring of instruction improves the professional development plan for teachers and allows teacher to determine which instructional practices were effective (based on student data) and which practices were ineffective.	<i>Preparing teachers for a changing world.</i> Darling-Hammond & Bransford. 2005.	August 2011	June 2013
1 - C.	Improve Student Achievement in Science – On-going Monitoring of Instruction	On-going monitoring of instruction improves the professional development plan for teachers and allows teacher to determine which instructional practices were effective (based on student data) and which practices were ineffective.	<i>Preparing teachers for a changing world.</i> Darling-Hammond & Bransford. 2005.	August 2011	June 2013

Add additional pages as needed.

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Critical Success Factor 2: Increase the use of Quality Data to Drive Instruction					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
2 – A.	Increase the use of Quality Data to Drive Instruction – Data Disaggregation/Training	The greater a teacher's understanding of the benefits of using data to drive instruction – followed by the knowledge of how to disaggregate data to differentiate instruction, the greater the likelihood of the teacher using these methods to improve classroom instruction, resulting in improved student academic achievement. This knowledge and mastery of the use of data and data disaggregation must be built into the professional development plan.	<i>Preparing Teachers for a Changing World.</i> Darling-Hammond & Bransford. 2005.	June 2011	June 2013
2 – B.	Increase the use of Quality Data to Drive Instruction – Data-Driven decisions.	Using data to develop professional development plans, differentiate instruction and as "early warning" systems improve the likelihood that instruction will be specific to students' needs for academic success and that students at-risk of low performance are identified earlier so that early intervention strategies can be implemented.	<i>Using student achievement data to support instructional decision making.</i> Hamilton, Halverson, Jackson, Mandinach, Supovitz, & Wayman. Institute of Educational Sciences, U.S. Dept. of Ed. 2009.	June 2011	June 2013
2 – C.	Increase the use of Quality Data to Drive Instruction – On-going Communication.	By establishing dedicated collaborative planning time for teachers to review and discuss student data, classroom instruction will be modified to meet students' individual needs thereby increasing student academic achievement.	<i>Using student achievement data to support instructional decision making.</i> Hamilton, Halverson, Jackson, Mandinach, Supovitz, & Wayman. Institute of Educational Sciences, U.S. Dept. of Ed. 2009.	June 2011	June 2013
Add additional pages as needed.					

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Texas Title I Priority Schools Grant Schedule #4B—Program Description					
Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 3: Increase Leadership Effectiveness					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
3 – A.	Increase Leadership Effectiveness – Ongoing Job Embedded Professional Development	Through job-embedded professional development, school leaders are better equipped to promote collaboration among principals, teachers, and other school and district personnel to create opportunities for staff to share in leadership responsibilities and develop and demonstrate leadership potential.	<i>Sustainable leadership.</i> Hargreaves & Fink. 2006.	March 2011	June 2013
3 – B.	Increase Leadership Effectiveness – Operational Flexibility	Current school schedules and structure are based on outdated needs – operational flexibility (e.g., block scheduling, extended day/year, dedicated teacher collaboration time) allows for campuses to arrange school schedules around the data-driven and supported needs of students to the benefit of the students' academic achievement.	<i>On the clock: Rethinking the way schools use time.</i> Silva, Educator Sector. 2007.	June 2011	June 2013
3 – C.	Increase Leadership Effectiveness – Resource/Data Utilization	Data driven decision making, either operationally or instructionally based, results in a school schedule and differentiated instruction that results in improved student academic achievement.	<i>Using student achievement data to support instructional decision making.</i> Hamilton, Halverson, Jackson, Mandinach, Supovitz, & Wayman. Institute of Educational Sciences, U.S. Dept. of Ed. 2009.	March 2011	June 2013
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Schedule #4B—Program Description					
Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 4: Improve Learning Time					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
4 – A.	Improve/increase Learning Time – Flexible Scheduling	"Double-dosing" of core subjects improves student academic achievement.	<i>Approaches to dropout prevention: Heeding early warning signs with appropriate interventions.</i> Kennelly & Monrad. (2007)	August 2011	June 2013
4 – B.	Improve/increase Learning Time – Instructionally-focused Calendar	Lengthened school year, 3-4 week summer school and January/June terms, have all proven to improve student academic achievement, particularly for low-income and minority students.	<i>Expanding learning time in high schools.</i> Pennington. Washington, DC: Center for American Progress. (2006).	August 2011	June 2013
4 – C.	Improve/increase Learning Time – Staff Collaborative Planning	Providing for dedicated staff collaboration time leads to data-driven, improved instructional practices leading to improved student academic achievement.	<i>On the clock: Rethinking the way schools use time.</i> Silva, Educator Sector. 2007.	June 2011	June 2013

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Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 5: Increase Parent/Community Involvement					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
5 – A.	Increase Parent/Community Involvement – Increased Opportunities for Input	Schools can improve their students' learning by engaging parents in ways that directly relate to their children's academic progress, maintaining a consistent message of what is expected of parents, and reaching parents directly, personally, and with a trusting approach. This beneficial relationship can only occur when parents, and the community at-large, feel empowered to contribute to the school planning and development process.	<i>School-family partnerships for children's success.</i> Patrikakou, Weissberg, Redding, & Walberg. (2005) <i>A new wave of evidence: The impact of school, family, and community connections on student achievement.</i> Henderson & Mapp. (2002)	August 2010	June 2013
5 – B.	Increase Parent/Community Involvement – Effective Communication	Effective parent/community engagement must be ongoing, comprehensive, with the school consistently interfacing with parents and the community at many points, in many venues, over the course of the schooling years in order for the parental/community involvement to be effective and beneficial for students.	<i>Developing home-school partnerships: From concepts to practice.</i> Swap. (1993).	August 2010	June 2013
5 – C.	Increase Parent/Community Involvement – Accessible Community Services	Community organizations, municipalities and neighborhood organizations are often better suited to meet students' emotional and social needs – allowing the school to focus on meeting the students' academic needs.	<i>Partners for change: Public schools and community-based organizations.</i> Warren. (2007).	August 2010	June 2013
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Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 6: Improve School Climate					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
6 – A.	Improve school climate – Increased Attendance	Improving the school climate in various ways such as administrators increasing their visibility in the community and building trust relationships; adopting a college-bound focus; implementing approaches such as a proactive behavioral program, support for healthy lifestyles, and an emphasis on local historical culture; increasing communication via partnerships with faith organizations; requiring teachers to meet with families; improving the physical plant; targeting students known for making the school feel unsafe and implementing a consistently enforced discipline policy all lead to improved student attendance.	<i>School turnarounds: Actions and results.</i> Brinson, Kowal & Hassel. (2008) <i>Breaking the habit of low performance: Successful school restructuring stories.</i> Brinson & Rhim. (2009).	March 2011	June 2013
6 – B.	Improve School Climate – Decreased Discipline Referrals	Positive relationships and effective classroom management are proven to reduce discipline referrals.	<i>Eight elements of high school improvement: A mapping framework.</i> National High School Center. (2008).	March 2011	June 2013
6 – C.	Improve School Climate – Increased Involvement in Extra/Co-Curricular Activities	Settings in which a student's emotional, social and academic needs are considered are proven to improve school climate. Building adult/student relationships through extra/co-curricular activities is one way to meet these varied needs.	<i>New Hampshire's multi-tiered approach to dropout prevention.</i> National High School Center. (2007).	March 2010	June 2013
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Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 7: Increase Teacher Quality					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
7 – A.	Increase Teacher Quality – Locally Developed Appraisal Instruments	Teacher evaluation systems must be well understood by teachers – teachers having input in the development of the evaluation instrument will increase the teachers understanding of the evaluation process – and should result in the identification of genuine differences in performance.	<i>Teacher Evaluation: To enhance professional practice.</i> Danielson & McGreal. (2000). <i>Observations of teachers' classroom performance.</i> Milanowski, Prince & Koppich. (2007).	March 2011	June 2013
7 – B.	Increase Teacher Quality – On-going Job-embedded Professional Development.	To effect positive change in instructional practices, professional development should be ongoing and job-embedded as opposed to one-time events such as one-day workshops.	<i>Examining context and challenges in measuring investment in professional development: A case study of six schools in the Southwest Region.</i> Chambers, Lam & Mahitivanichcha. (2008).	June 2011	June 2013
7 – C	Increase Teacher Quality – Recruitment/Retention Strategies	Methods such as providing performance-based incentives, "signing bonuses" for attracting the best teacher to the most challenging classroom assignments, providing authentic and performance-based career growth opportunities, and improving campus climate are all proven methods for recruiting and retaining the most highly-qualified teachers.	Paying for Performance: Strategies and conditions for success. National Comprehensive Center for Teacher Quality. (2007). Tips & tools, key issue: Increasing teacher retention to facilitate the equitable distribution of effective teachers. National Comprehensive Center for Teacher Quality. (2009). <i>Supporting teacher effectiveness: The view from Generation Y.</i> Coggshall, Ott, Behrstock & Lasagna. (2009).	June 2011	June 2013
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Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 4: Waiver Requests		
Applicants must check the waivers in which the LEA/campus intends to implement.		
☒ Extending the period of availability of school improvement funds. <i>This waiver extends the "life" of the funds for two additional years; allowing the state to fund the grant period for three years to the LEA on behalf of the eligible campus, as long as the campus meets the requirements of implementation of the grant program.</i> Note: Since TEA has requested and received a waiver of the period of availability of these school improvement grant funds, this waiver automatically applies to all LEAs in the State and must be checked. ☐ "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model. <i>Under this waiver, the LEA with an eligible Tier I or Tier II campus implementing the turnaround model or restart model may have their School Improvement status reset regardless of the actual AYP status and other school improvement interventions, such as School Choice and Supplemental Education Services (SES) would not be applicable. This waiver allows the campus two years to effectively implement the selected turnaround or restart model of reform without additional statutory school improvement interventions being required.</i> ☐ Implementing a school wide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold. <i>This waiver allows a Tier I Title I campus that otherwise does not qualify to operate a Schoolwide program to do so in order to implement the Tier I reform model selected.</i>		

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Texas Title I Priority Schools Grant		
Schedule #4C—Performance Assessment and Evaluation		
Part 1: Component Description. By submitting this application, the applicant agrees to comply with any reporting and evaluation requirements that TEA may establish and to submit the reports in the format TEA requests. (Response limited to one page each, font size no smaller than 9 pt, Arial or Verdana)		
Section A: Ongoing Monitoring/Continuous Improvement - Describe the LEA/campus' process for providing on-going monitoring of grant activities to ensure continuous improvement		
Fidelity of implementation is the crucial factor in the successful implementation of the TEA Transformation Model on the Bonham Elementary School Campus. The level of clarity and detail in the planning portion of the school improvement process will determine the level of fidelity of implementation. As such, a significant amount of time, effort and resources will be dedicated to the Planning Year and the development of the Model Implementation Report. AISD and Bonham Elementary School will rely extensively on the technical assistance, guidance and training provided by SIRC during the Planning Year. The district is confident that a thorough, deliberate and detailed Model Implementation Report will enable the School Improvement Officer, the campus program manager, the Bonham Elementary School principal and the Teacher Leaders to ensure fidelity of the implementation of the TEA Transformation Model. AISD and the Bonham Elementary School administration will invest significant time and resources in the preparation of all TTIPS related staff prior to the beginning of the Planning Year. Great attention will be provided in the formation of the Comprehensive Needs Assessment Team and the TTIPS Decision Making Team, which will add substantially to the success of the Planning Year process. Another key aspect of ensuring the fidelity of implementation will be <u>continuous</u> "program checks" and assessment of all aspects of the Critical Success Factor Milestones to ensure the implementation is progressing appropriately. Continuous in the regard that each area is given a "spot check" at least once each week for obvious signs of difficulties, and a more in-depth review on a monthly basis. These program checks will occur primarily through systematic data collection (review of the 90-day action plans and student data, for example) and classroom observations. The results of these data sources will reveal which components of the implementation program are successfully on track, and which areas need improvement. When an area is identified as failing to progress as planned, the campus program manager, the Bonham Elementary School Principal, the SI Officer and the appropriate Teacher Leaders will collaborate to develop a specific intervention to address the area in question and will create a "focused action plan" for the area in need of intervention. The campus program manager will then track the process of the specific area in meeting the "focused action plan" to ensure correction of the deficiencies. Other areas that will be under continual review by the campus program manager, with collaboration from the School Improvement Office, will be student benchmarks in core curriculum classes, student attendance rates, and discipline referrals, progress in meeting the goals of placing social services on campus, teacher evaluations and parental involvement. Each of these areas will be provided a "focused action plan" if it is determined at any time that an area is failing to meet the stated implementation goals.		

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Section B: Formative Evaluation- Describe the LEA/campus' process for formative evaluation, including how the results of the evaluation will be used to improve the grant program		
The School Improvement Office, through a series of rubrics developed by the district, and campus with the assistance of SIRC, will be responsible for collecting all information to conduct regular formative evaluations on the following aspects of the TTIPS program on the Bonham Elementary School campus: • The Comprehensive Needs Assessment – a survey of the Team participants will be provided at the beginning, middle and the end of the needs assessment process to determine if the purpose of the Team is being fulfilled, and if any adjustments need to be made to the Comprehensive Needs Assessment process. The final survey of the Team members will be reviewed to determine the level of success of each activity; this information will be utilized to improve the remaining activities in the TTIPS Bonham Elementary School Transformation. • TTIPS Decision-Making Team – a survey of the Team participants will be provided at the beginning, middle and the end of the model selection process to determine if the purpose of the Team is being fulfilling, and if any adjustments need to be made to the methods being followed to select the TTIPS model. The final survey of the Team members will be reviewed to determine the level of success of each activity and what areas were did not meet expectations during the process; this information will be utilized to improve the remaining activities in the TTIPS Bonham Elementary School Transformation. • Development of principal/teacher evaluation: a survey of campus staff will be conducted prior to the development of the principal/teacher evaluation tool to gauge campus perception of the transformation process. This information will be utilized, along with specifically requested input from staff, during the development of the evaluation tool. Following the presentation of the finalized evaluation tool, a survey will be provided to further gauge the effectiveness of the development process; results from the final survey will be used during years 2 and 3 to strengthen the principal/teacher evaluation process. • Identifying Teacher Leaders – prior to the selection of the Teacher Leaders, a survey will be presented to all campus teachers requesting their description of what an "effective Teacher Leader for change" should posses. Campus teachers will not be asked to identify any specific person, rather, the purpose of the survey will be to provide the campus program manager and the principal with clarifying information regarding leadership qualities the teachers will respond most favorably to. Each school year, campus teachers will be provided the opportunity to share via survey their impressions on the project's leadership, including Teacher Leaders, and to identify what actions they believe campus leadership could undertake to increase the likelihood of success of the project. • For all-faculty and staff, a survey will be conducted regarding all SIRC training, both online and the Summer Seminar. The results of these surveys will be shared with SIRC staff. • A rubric will be developed in association with each 90-day action plan to allow AISD TTIPS staff to analyze the progress made over the course of the 90 days. The information from this rubric will be used to improve the action and activities conducted in subsequent 90-day action periods. • Following all professional development sessions, teachers will be asked to complete short surveys to identify strengths and weaknesses of the professional development. This information will be reviewed prior to the next scheduled professional development to ensure that appropriate adjustments are made to strengthen the training. • Prior to the implementation of school-wide Positive Behavior Support Interventions, teachers and staff will be surveyed to gauge their perceptions on PBS; this information will be used to tailor the implementation of PBS to increase its effectiveness. Surveys will be conducted at least twice each school year to ensure that PBS is functioning as anticipated and adjustments will be made as appropriate. • Student surveys will be conducted at least once each school year on a school-wide basis to determine the impact of the TTIPS activities to date. Group-specific student surveys will be conducted after each activity effecting select students (i.e., students receiving social services on campus) to determine strengths and weaknesses in each activity. Adjustments to all areas will be made as appropriate based on survey results. • Parent surveys will be conducted at least once each school year on a school/community-wide basis to determine the impact parents perceive of the TTIPS activities to date. Groups-specific student surveys will be conducted during student-specific activities (i.e., students – and by extension, their families – receiving social services on campus) to determine strengths and weaknesses in each activity. Adjustments to all areas will be made as appropriate based on survey results.		

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Section C: Qualitative and Quantitative Data Collection Methods- Describe the LEA/campus' process for data collection methods to be implemented and 1) how the data will be disaggregated; 2) used to improve instruction; and 3) obtain continuous improvement results		
Student data will be tracked through benchmarking and TAKS scores; this data will be entered into Eduphoria! and disaggregated by student populations including economically disadvantaged, Hispanic, African American, and White. The campus program manager will be the primary campus leadership in the review of this data and the communication with the Teacher Leaders and the classroom teachers on the evaluation of this data. The campus program manager and the Teacher Leaders will be responsible for working with classroom teachers to adjust instructional practice as the data indicates. A rubric will be utilized by the campus program manager and the Teacher Leaders to determine the extent to which instructional practice had been impacted by the use of student data. Qualitative data will be obtained via classroom observations; this qualitative data will be reviewed along with quantitative data from student benchmarks and TAKS scores. Several tracking and identification systems will be enacted at the start of the TTIPS program; "early warning" systems to identify students at risk for failing in school (i.e., students transitioning from 8th grade to their freshman year of high school) will be used to provide students with targeted, differentiated instruction to ensure their academic success. Response to Intervention (RTI) processes will be ongoing and student data driven; at all grade levels served, student data derived from benchmarking and test scores, as well as alternative student assessments, will be used to identify areas of need for each student, and differentiate instruction as needed. Operational data will be collected and analyzed to improve instruction, including rubric derived information on teachers' instructional planning, teachers development and alignment of curriculum (via CSCOPE), and teacher team planning time. Also reviewed will be operational data related to services performed outside of the classroom including campus-based social services. Student data will be tracked to determine the effect of the additional services to students as they impact student academic performance. This data will also be used to adjust campus operations to improve the TTIPS transformation process over the course of the grant period. All data, student, instructional and operational, will be disaggregated as appropriate by ethnicity, economically disadvantaged, first-generation college student, Limited English Proficient and special education, to ensure that all student groups are measured for improvement in academic achievement.		

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Schedule # 4C—Performance Assessment and Evaluation		
Part 2: Process for Development of Performance Goals		
Describe the process to be implemented to develop the campus' performance goals. Include the groups participating in the development of the goals.		
Responses are limited to two pages , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Both the processes for the development of the TTIPS Bonham Elementary School Performance Goals, as well as the processes for determining the progress in meeting these goals are of critical importance in the success of the transformation process. Both the development and the monitoring of the campus' program goals will involve a broad group of participants (see the Decision-Making Team participant list) including campus administration and teachers.		
In the process of developing the campus performance goals, participants in the process will be directed to the results of the Comprehensive Needs Assessment – and the gaps or areas of weakness identified in the assessment. These needs will be the fundamental basis for the campus performance goals under the TTIPS program. Part 1, Section 3, lists the multiple data sources that will be assessed in determining the Comprehensive Needs Assessment; these data sources will also be reviewed for the establishment of the campus' TTIPS performance goals. A fundamental performance goal for the campus will be that by the end of the 3-year grant period, Bonham Elementary School will meet Adequate Yearly Progress (AYP), as determined by federal standards. In Part 3 of this application, anticipated performance goals are listed based on the currently identified campus needs; these performance goals will be reviewed and adjusted in their entirety by the Decision-Making Team, campus/district administration and campus faculty, based on the conclusions of the Comprehensive Needs Assessment.		
Once the core performance goal development group has arrived at the finalized goals for the Bonham Elementary School TTIPS transformation, these goals will be posted on the AISD website and shared with teachers, administration and other stakeholders for input. Input will be collected for fourteen calendar days, after which point the Decision-Making Team will approve the final list of Bonham Elementary School TTIPS Performance Goals for the Model Implementation Plan for submission to TEA.		
Each area addressed in the campus' performance goals will be incorporated into each 90-day action plan developed by the campus program manager. As identified in Schedule 4C, Part 1 – A, B, & C – all methods of evaluation (ongoing monitoring/continuous improvement, formative evaluation, and qualitative/quantitative evaluation) are incorporated into each 90-day action plan. As all of the performance goals (with their corresponding critical success factor/milestones) will comprise the basis for each 90-day action plan, every TTIPS performance goal will be monitored through a substantial range of review with the results being utilized to adjust program performance to ensure the program maintains momentum in reaching the TTIPS program goals. As noted in Schedule 4C, Part 1, Section A – for any area of the 90-day action plan that the campus program manager or the SI Officer identifies as failing to make adequate progress, a "focused action plan" will be immediately enacted for that specific activity or program area. The "focused action plan" will receive additional intervention to adjust the appropriate program area to ensure that progress is made toward meeting or exceeding the established program goals.		
The campus program manager and the SI Officer will provide bi-monthly updates to the district Superintendent regarding progress made towards the TTIPS program goals; the campus program manager and the SI Officer will provide bi-monthly updates to the TTIPS Decision-Making Team regarding progress made towards the TTIPS program goals.		
Finally, the campus program manager, along with the campus principal and the Teacher Leaders, will conduct ongoing needs assessments to determine if areas of need have changed on campus, or if new areas of need have emerged. Ongoing and/or new campus needs will be integrated into the campus' performance goals thereby being integrated into each 90-day action plan.		

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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 (Economically Disadvantaged)	TAKS	71%	76%	81%	86%
2	Improve Student Achievement in Mathematics (Economically Disadvantaged)	TAKS	73%	78%	83%	88%
3	Improve Student Achievement in Science (Economically Disadvantaged)	TAKS	80%	83%	87%	90%
4	Increase Data Driven Instruction/Curriculum Alignment	LEA assessment rubric of CSCOPE & Eduphoria! use; classroom observations to assess differentiated instruction	DNA	100% of math and science teachers utilizing CSCOPE, including vertical/horizontal alignment & use of collaborative planning time.	100% of math, science and Reading/ELA teachers utilizing CSCOPE, including vertical/horizontal alignment & use of collaborative planning time.	100% of all campus teachers using CSCOPE, including vertical/horizontal & use of collaborative planning time.
5	On-going monitoring of instruction	LEA rubric assessment of lesson plans & classroom observation; benchmark data & TAKS data	DNA	100% of teachers receive professional development on lesson plans, the use of benchmark data and TAKS data to drive	100% of math and science teachers provide data driven lesson plans and utilize benchmark data to drive differentiated	100% of math, science and Reading/ELA teachers provide data driven lesson plans and utilize benchmark data to drive

				instructi on.	instructi on.	differenti ated instructio n.
Increase the Use of Quality Data to Drive Instruction – Enter the annual goals for increasing the use of quality data to drive instruction, to which the LEA is holding the campus accountable.						
#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Data Disaggregation/Training	LEA rubric assessment of teachers' participation in professional development regarding data disaggregation. Second rubric of teachers' use of data disaggregation via Eduphoria!.	DNA	100% of teachers will participate in professional development regarding data disaggregation.	100% of math, science & Reading/ELA teachers will participate in classroom specific data disaggregation professional development. 100% of math & science teachers will be able to demonstrate their ongoing use of disaggregated student data.	100% of math, science & Reading/ELA teachers will participate in classroom specific data disaggregation professional development. 100% of math, science & Reading/ELA teachers will be able to demonstrate their ongoing use of disaggregated student data.
2	Data-driven decisions	TTIPS Comprehensive Needs Assessment & TTIPS TEA Transformation Model Implementation report. 90-day action plans that are adjusted based on on-going	DNA	100% of TTIPS Planning Year activities will be data driven.	100% of TTIPS Implementation Year 1 activities will be data driven.	100% of TTIPS Implementation Year 2 will be data driven.

		needs assessment, student benchmark data and TAKS data.				
3	On-going communication	LEA assessment rubric of collaborative planning time.	DNA	100% of teachers receive professional development on lesson plans, the use of benchmark data and TAKS data to drive instruction and the value of collaborative planning.	100% of math, science and Reading/ELA teachers will use collaborative planning time for the disaggregation of data to differentiate instruction.	100% of math, science and Reading/ELA teachers will use collaborative planning time for the disaggregation of data to differentiate instruction.
4						
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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	On-going job-embedded professional development	LEA rubric assessment of administrator/teacher participation in job-embedded professional development.	DNA	100% of campus leadership (including Teacher Leaders) will participate in job-embedded professional development.	100% of campus leadership, Teacher Leaders and math & science teachers will participate in job-embedded professional development.	100% of campus leadership, Teacher Leaders, math, science & Reading/ELA teachers will participate in job-embedded professional development.
2	Operational Flexibility	LEA rubric assessment of the level of operational flexibility as compared to the identified needs per the Comprehensive Needs Assessment. Follow up survey of campus personnel on the effectiveness of the operational practices each year.	DNA	Comprehensive needs assessment will evaluate 100% of campus operations.	80% of operational needs identified through the Comprehensive Needs assessment will be met.	90% of operational needs identified through the Comprehensive Needs assessment will be met.

3	Resource/Data Utilization	LEA rubric assessment of the adjustments made campus-wide based on data driven decisions.	DNA	100% of the Comprehensive Needs Assessment will be data driven.	100% of the campus-wide decisions will be data driven.	100% of the campus-wide decisions will be data driven.
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	Flexible scheduling	LEA rubric assessment of class master schedule relating to increased instructional time.	DNA	The Comprehensive Needs Assessment will determine the scheduling flexibility required for Implementation Years 1 & 2.	80% of flexible scheduling needs for math & science will be provided for as identified in the Comprehensive Needs Assessment.	100% of flexible scheduling needs for math & science and 80% for Reading/ ELA will be provided for as identified in the Comprehensive Needs Assessment.
2	Instructionally-focused Calendar	LEA rubric assessment of AISD academic calendar related to increased instructional time.	DNA	The Comprehensive Needs Assessment will determine the changes to the AISD academic calendar required for Implementation Years 1 & 2.	80% of the changes identified as necessary for the AISD academic calendar will be implemented.	90% of the changes identified as necessary for the AISD academic calendar will be implemented.
3	Staff Collaborative Planning	LEA rubric assessment of staff collaborative planning	DNA	The Comprehensive Needs Assessment	100% of staff collaborative planning,	100% of staff collaborative planning,

		needs, participation and results.		ent will identifie d the type and amount of staff collabora tive planning necessar y for campus transfor mation.	as identifie d in the Compreh ensive Needs Assessm ent for math & science, will be impleme nted.	as identified in the Compreh ensive Needs Assessm ent for math, science & Reading/ ELA will be impleme nted.
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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	Increased opportunities for input	LEA assessment rubric of the quantity and quality of parental involvement opportunities. Annual parent survey of perception of involvement.	DNA	70% of parents surveyed will state they either "agree" or "strongly agree" that they have opportunities for input.	75% of parents surveyed will state they either "agree" or "strongly agree" that they have opportunities for input.	80% of parents surveyed will state they either "agree" or "strongly agree" that they have opportunities for input.
2	Effective Communication	LEA assessment rubric of the implementation of parental communication measures. Annual parent survey of the satisfaction with campus/parent communication	DNA	70% of parents surveyed will state they are either "satisfied" or "very satisfied" with the effectiveness of communication with their child's campus.	75% of parents surveyed will state they are either "satisfied" or "very satisfied" with the effectiveness of communication with their child's campus.	80% of parents surveyed will state they are either "satisfied" or "very satisfied" with the effectiveness of communication with their child's campus.
3	Accessible Community Services	LEA assessment rubric on the number of and participation in community services on campus.	DNA	The Comprehensive Needs Assessment will determine what community	65% of the community services identified by the Comprehensive	80% of the community services identified by the Comprehensive

				ty services are needed on campus.	Needs Assessment will be provided on campus.	Needs Assessment will be provided on campus.
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	Increased attendance	LEA student data base (LUCY)	95%	96%	97%	98%
2	Decreased Discipline Referrals	LEA student data base – suspensions (LUCY)	0	0	0	0
3	Increased involvement in Extra/Co-Curricular Activities	LEA rubric assessment of student participation in Extra/Co-Curricular Activities	DNA	Comprehensive Needs Assessment will survey the available Extra/Co-Curricular Activities available and make recommendations for additional activities as needed. The Comprehensive Needs assessment will also determine the current level of student involvement.	Implementation of 50% of identified extracurricular needs (not previously available); 25% increase in student participation over the student percentage determined in the Comprehensive Needs Assessment.	Implementation of 70% of identified extracurricular needs (not previously available); 50% increase in student participation over the student percentage determined in the Comprehensive Needs Assessment.

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Schedule # 4C—Performance Assessment and Evaluation						
Part 3: Annual Performance Goals						
Increase Teacher Quality – Enter the annual goals for increasing teacher quality by measures identified by the LEA, to which the LEA is holding the campus accountable.						
#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Locally Developed Appraisal Instruments	Quantitative measurement of teachers evaluated with locally developed appraisal instrument	DNA	During the planning year, the TTIPS AISD staff and campus leadership and Teacher Leaders – along with the TTIPS Decision-Making Team, with technical assistance from SIRC, will develop the appraisal instrument.	100% of math, science and Reading/ ELA teachers will be evaluated with the locally developed appraisal instrument.	100% of campus teachers /administrators will be evaluated with the locally developed appraisal instrument.
2	On-going job-embedded professional development	LEA rubric assessment of teacher participation in job-embedded professional development.	DNA	100% of campus leadership (including Teacher Leaders) will participate in job-embedded professional	100% of campus leadership, Teacher Leaders and math & science teachers will participate in job-embedded	100% of campus leadership, Teacher Leaders, math, science & Reading/ ELA teachers will participate in job-embedded

				develop ment.	professio nal develop ment.	d professio nal develop ment.
3	Recruitment/Retention Strategies	LEA Rubric assessment linking newly developed Personnel Policies regarding "signing bonuses" for teachers accepting challenging classroom assignments and "retention bonuses" for teachers accepting a 2 nd + year of challenging classroom assignments to improved economically disadvantaged student TAKS scores.	Reading/ELA - 71% Math - 73% Science - 80%	Reading/ELA - 76% Math - 78% Science - 83%	Reading/ELA - 81% Math - 83% Science - 87%	Reading/ELA - 86% Math - 88% Science - 90%
4	Teacher Incentive Pay	LEA Rubric assessment linking newly developed Personnel Policies regarding teacher incentive pay for improving student academic achievement to improved economically disadvantaged student TAKS scores.	Reading/ELA - 71% Math - 73% Science - 80%	Reading/ELA - 76% Math - 78% Science - 83%	Reading/ELA - 81% Math - 83% Science - 87%	Reading/ELA - 86% Math - 88% Science - 90%

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						

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

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

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

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

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

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Texas Title I Priority Schools Grant Schedule #5—Program Budget Summary					
Program Authority: P.L. 107-110, Section 1003(g), as amended by ARRA, P.L. 111-5 CFDA # 84.388A & 84.377A		Fund Code ARRA (CFDA# 84.388A): 286 Regular (CFDA# 84.377A): 276			
Project Period: August 1, 2010 through June 30, 2013					
Class/Object Code and Description	Campus Grant Costs	LEA Admin Grant Costs	Pre-Award Cost	Total Grant Funds Budgeted	
Payroll Costs	5B 6100 \$ 1,526,000	\$	\$ 80,000	\$ 1,526,000	
Professional and Contracted Services	5C 6200 100,000		10,000	100,000	
Supplies and Materials	5D 6300 685,500		17,500	685,500	
Other Operating Costs	5E 6400 60,000		10,000	60,000	
Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only)	5G 6600/15XX				
	Total Direct Costs	2,371,500		117,500	2,371,500
	1.686% Indirect Costs				\$39,983
Grand Total					
Total Budgeted Costs:		\$	\$	\$	\$ 2,411,483
Administrative Cost Calculation					
Enter total amount from Schedule #5 Budget Summary, Last Column, Total Budgeted Costs				2,411,483	
Multiply by 2,411,483 (5% limit)				X .05	
Enter Maximum Allowable for Administration, including Indirect Costs				\$ 120,574	

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Texas Title I Priority Schools Grant		
Schedule #5—Program Budget Summary		
Budget Request by Grant Year: Enter the amount of grant funds requested for each year of the three year grant period.		
Year 1: SY 2010-2011 \$608,500 Year 2: SY 2011-2012 \$901,492 * Year 3: SY 2012-2013 \$901,491 * * Any Budget Request entered for funds in Year 2 and/or Year 3 constitutes the LEA/campus requesting approval of the waiver for extending the period of availability of these grant funds, whether indicated on Schedule #4B—Program Description: Waiver Requests or not.		
Provide any necessary explanation or clarification of budgeted costs		
<u>Teachers</u> – two (3) full time Response to Intervention teachers (Science, Reading & Math) will be recruited to teach challenging, specifically designed classes to assist students struggling in math, reading and science. <u>Project Director</u> – at the campus level (Administrator of Instruction) manages all aspects of the campus TTIPS program. <u>Community Liasion/Parent Coordinator</u> – serves dual role as both the campus coordinator for all counseling services as well as a social worker to enlist community services on campus to serve students and facilitate parental involvement events and communication. <u>School Improvement Officer</u> - coordinate campus/district activities and facilitate campus flexibility; facilitate District Decision-Making Team, facilitate the Comprehensive Needs Assessment Process, ensure all TEA reports submitted; ongoing monitoring of the progress of the program and communication with all stakeholders. Provides direct line of communication with district Superintendent. <u>SIO Administrative Assistant</u> - Assists the School Improvement Officer in program coordination. <u>Instructional Technology Specialist</u> – provides technical assistance with all instructional technology; provides job-embedded training regarding the use of classroom technology to improve instruction. This is a part-time position. <u>Substitute Pay</u> – allows teachers to attend professional development/collaboration meetings. <u>Professional Staff Extra Duty Pay</u> – provides Teacher Incentive Pay for student academic excellence and recruitment/retention pay to secure the most highly qualified teachers for the most challenging teaching assignments; extended instructional time pay. <u>Employee Benefits</u> – basic employee benefits for TTIPS employed positions. <u>School Improvement Resource Center (SIRC)</u> – Provides technical assistance and professional development in the implementation of the TTIPS. <u>Advisory Council supplies</u> – Provides \$10,000 in the Planning Year, and \$1,000 in each Implementation Year for the supplies necessary for the Comprehensive Needs Assessment Team and the District Decision-Making Team. <u>ActivClassroom technology</u> – each ActivClassroom will include a Promethean Board, a projector, a class set (25) of student interactive hand-helds, a document camera, and a replacement bulb. <u>Student Computers</u> – 4 desktop computers in each classroom. <u>Laptop Carts</u> – each cart has 25 laptops that students can use for classroom work, research and writing. Two carts will be provided for class use. <u>Desktop Computer Lab</u> – as part of the extended instructional time, as well as parental outreach (the campus will remain open in the evenings to allow parents without access to technology at home to come to the campus and check their child's progress academically, and correspond with their child's teacher). <u>Technology Software</u> – for the purchase of a highly dynamic student data system and a customized performance management system. <u>Other Operating Costs</u> – required travel for TTIPS program staff and campus teachers to professional development.		

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Texas Title I Priority Schools Grant Schedule #5B—Payroll Costs (6100)						
Budgeted Costs						
Employee Position Titles		Justification	#Full-Time Effort	#Part-Time Effort	Pre-Award	Amount Budgeted
Instruction						
1	Teacher	Improve student/teacher ratio in targeted core subjects of math, science & reading.	3		\$	\$ 240,000
2	Educational Aide					
3	Tutor					
Program Management and Administration						
4	Project Director	Direct all campus level TTIPS activities and program progress.	1		17,000	150,000
5	Project Coordinator					
6	Teacher Facilitator					
7	Teacher Supervisor					
8	Secretary/Administrative Assistant	Assists the School Improvement Officer in program coordination.	1		10,000	97,000
9	Data Entry Clerk					
10	Grant Accountant/Bookkeeper					
11	Evaluator/Evaluation Specialist					
Auxiliary						
12	Counselor					
13	Social Worker					
14	Child Care Provider					
15	Community Liaison/Parent Coordinator	Coordinates all campus counseling services; establishes community services on campus; coordinates parental involvement events and improvement activities.	1		13,500	127,000
16	Bus Driver					
17	Cafeteria Staff					
18	Librarian					
19	School Nurse					
Other Employee Positions						
22	Title:	School Improvement Officer – coordinate campus/district activities and facilitate campus flexibility; facilitate District Decision-Making Team, facilitate the Comprehensive Needs Assessment Process, ensure all TEA reports submitted; ongoing monitoring of the progress of the program and communication with all stakeholders. Provides direct line of communication with district Superintendent.	1		25,000	237,000
23	Title:	Instructional Technology Specialist – provides technical assistance with all instructional technology; provides job-embedded training regarding the use of classroom technology to improve instruction.		1		67,000
24	Title:					
25	Title:					
26	Subtotal Employee Costs				\$ 65,500	\$ 918,000
Substitute, Extra-Duty, Benefits						
27	6112	Substitute Pay			\$	\$ 20,000
28	6119	Professional Staff Extra-Duty Pay			6,000	450,000
29	6121	Support Staff Extra-Duty Pay				

30	6140	Employee Benefits	8,500	138,000
31	Subtotal Substitute, Extra-Duty, Benefits Costs		\$ 14,500	\$ 608,000
32	Grand Total Payroll Budget (line 26 + line 31)		\$ 80,000	\$ 1,526,000

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Texas Title I Priority Schools Grant							
Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval							
Expense Item Description				Pre-Award	Total Amount Budgeted		
6212	Audit Costs (other than audits required under OMB Circular A-133)			\$	\$		
	Specify purpose: _____						
6269	Rental or Lease of Buildings, Space in Buildings, or Land						
	Specify purpose and provide calculation: _____						
6299	Contracted Publication and Printing Costs (specific approval required only for nonprofit charter schools)						
	Specify purpose: _____						
6299	Scholarships and Fellowships (not allowed for nonprofit charter schools)						
	Specify purpose: _____						
Subtotal							
6200 – Professional and Contracted Services Cost Requiring Specific Approval							
Professional and Consulting Services (6219/6239) Less than \$10,000							
#	Topic/Purpose/Service			Total Contracted Amount	Pre-Award	Total Amount Budgeted	
1.				\$	\$	\$	
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
Subtotal							
Professional and Consulting Services Less than \$10,000				\$	\$		
Professional and Consulting Services (6219) Greater than or Equal to \$10,000							
1. Description of Professional or Consulting Service (Topic/Purpose/Service):							
Contractor's Cost Breakdown of Service to be Provided				# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs				1	\$ 100,000	\$ 20,000	\$ 100,000
Title: School Improvement Resource Center							
Subgrants, Subcontracts, Subcontracted Services							
Supplies and Materials							
Other Operating Costs							
Capital Outlay (Subgrants Only)							
Indirect Cost (%)							
Total Payment:					\$ 100,000	\$ 20,000	\$ 100,000

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____ by telephone/e-mail/FAX on _____ of TEA, _____ by _____	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	221901 County-District No. Amendment No. _____		
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Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval (cont.)				
Professional and Consulting Services (6219) Greater than or Equal to \$10,000 (cont.)				
2. Description of Professional or Consulting Service (Topic/Purpose/Service):				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$	\$	\$
Title: _____				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$	\$	\$
3. Description of Professional or Consulting Service (Topic/Purpose/Service):				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$	\$	\$
Title: _____				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$	\$	\$
4. Description of Professional or Consulting Service (Topic/Purpose/Service):				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$	\$	\$
Title: _____				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$	\$	\$
Subtotal: Professional and Consulting Services Greater Than or Equal to \$10,000:		\$	\$	\$
Subtotal of Professional and Contracted Services Costs Requiring Specific Approval:				
Subtotal of Professional and Consulting Services or Subgrants Less than \$10,000:				
Subtotal of Professional and Consulting Services Greater than or Equal to \$10,000:		100,000	20,000	100,000
Remaining 6200- Professional and Contracted Services that do not require specific approval:				
Grand Total:		100,000	20,000	100,000

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Schedule #5D - Itemized 6300 Supplies and Materials Costs Requiring Specific Approval						
Expense Item Description				Pre-Award	Total Budgeted	
6399	Technology Hardware- Not Capitalized			\$ 8,500	\$ 125,000 \$60,000 \$60,000 \$8,500	
	#	Type	Purpose			Quantity
	1	ActivClassroom	Technology integrated classroom instruction			25
	2	Laptop Carts (25 laptops per cart)	Allows Science and Reading student to research and write in the classroom.			2
	3	Desktop Computer Lab (25 desktop computers)	Allows for student use during extended instructional time/ evening parental involvement opportunity.			1
	4	TTIPS staff laptops	Allows TTIPS program staff to function effectively			5
5						
6399	Technology Software- Not Capitalized				400,000	
6399	Supplies and Materials Associated with Advisory Council or Committee			4,000	12,000	
Total Supplies and Materials Requiring Specific Approval:				12,500	655,500	
Remaining 6300- Supplies and Materials that do not require specific approval:				5,000	30,000	
Grand Total				\$ 17,500	\$ 685,500	

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Schedule #5E - Itemized 6400 Other Operating Costs Requiring Specific Approval					
Expense Item Description				Pre-Award	Total Budgeted
6411	Out of State Travel for Employees (includes registration fees)			\$	\$
	Specify purpose: _____				
6412	Travel for Students (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools)				
	Specify purpose: _____				
6413	Stipends for Non-Employees (specific approval required only for nonprofit charter schools)				
	Specify purpose: _____				
6419	Travel for Non-Employees (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools)				
	Specify purpose: _____				
6411/ 6419	Travel Costs for Executive Director (6411), Superintendents (6411), or Board Members (6419) (Includes registration fees)				
	Specify purpose: _____				
6429	Actual losses which could have been covered by permissible insurance				
6490	Indemnification Compensation for Loss or Damage				
6490	Advisory Council/Committee Travel or Other Expenses (explain purpose of Committee on Schedule #4B-Program Description: Project Management)				
6499	Membership Dues In Civic or Community Organizations (Not allowable for University applicants)				
	Specify name and purpose of organization: _____				
	Publication and Printing Costs- if reimbursed (specific approval required only for nonprofit charter schools)				
	Specify purpose: _____				
Total 64XX- Operating Costs Requiring specific approval:					
Remaining 6400 - Other Operating Costs that do not require specific approval:				10,000	60,000
Grand Total				\$ 10,000	\$ 60,000

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

SCHEDULE #6A GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>221901</u> County-District No.
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Statement of provisions and assurances for the program(s) in this application:

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

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

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

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

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

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>221901</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.

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	 <u>221901</u> County-District No.
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- L. Financial Management and Accounting:** Grantee assures it will maintain a financial management system that complies with federal standards established in 34 CFR 80.20 and 74.21 and that provides for accurate, current, and complete disclosure of the financial results of each grant project. The financial management system records will identify adequately the source and application of funds and will contain information pertaining to grant awards, authorizations, obligations, unobligated balances, assets, outlays (i.e., expenditures), income, and interest. Fiscal control and accounting procedures will permit the tracing of funds to a level of expenditure adequate to establish that funds have been used in accordance with the approved grant application. The applicant agrees to maintain effective control over and accountability for all funds, property, and other assets. Public school districts, open enrollment charter schools, and regional education service centers in Texas must comply with the accounting requirements in the Financial Accounting and Reporting (FAR) module of the *Financial Accountability System Resource Guide*, Texas Education Agency (34 CFR 74.21; 34 CFR 80.20; TEA *Financial Accountability System Resource Guide*).
- M. Expenditure Reports:** Contractor shall submit expenditure reports in the time and manner requested by Agency as specified in the instructions to the Standard Application System (SAS) which are incorporated by reference. Unless otherwise specified, interim reports are due to TEA within 15 days after the end of each reporting period. Unless otherwise specified, the final expenditure report is due within 30 days after the ending date of the grant. Revised expenditure reports, where the grantee is claiming additional expenditures beyond that originally requested, must be submitted within 60 days after the ending date of the grant, or as specified in the applicable Program Guidelines.
- N. Refunds Due to TEA:** If Agency determines that Agency is due a refund of money paid to Contractor pursuant to this contract, Contractor shall pay the money due to Agency within 30 days of Contractor's receipt of written notice that such money is due to Agency. If Contractor fails to make timely payment, Agency may obtain such money from Contractor by any means permitted by law, including but not limited to offset, counterclaim, cancellation, termination, suspension, total withholding, and/or disapproval of all or any subsequent applications for said funds.
- O. Records Retention:** Contractor shall maintain its records and accounts in a manner which shall assure a full accounting for all funds received and expended by Contractor in connection with the contract project. These records and accounts shall be retained by Contractor and made available for programmatic or financial audit by Agency and by others authorized by law or regulation to make such an audit for a period of not less than five years from the date of completion of the contract project or the date of the receipt by Agency of Contractor's final claim for payment or final expenditure report in connection with this contract, whichever is later. If an audit has been announced, the records shall be retained until such audit has been completed.
- Contractor understands that acceptance of funds under this contract acts as acceptance of the authority of the State Auditor's office, or any successor agency, to conduct an audit or investigation in connection with those funds. Contractor further agrees to cooperate fully with the State Auditor's Office or its successor in the conduct of the audit or investigation, including providing all records requested. Contractor will ensure that this clause concerning the authority to audit funds received indirectly by subcontractors through Contractor and the requirements to cooperate is included in any subcontract it awards.
- P. Time and Effort Recordkeeping:** For those personnel whose salaries are prorated between or among different funding sources, time and effort records will be maintained by Applicant that will confirm the services provided within each funding source. Applicant must adjust payroll records and expenditures based on this documentation. This requirement applies to all projects, regardless of funding source, unless otherwise specified. For federally funded projects, time and effort records must be in accordance with the requirements in the applicable OMB cost principles.
- Q. Forms, Assurances, and Reports:** Contractor shall timely make and file with the proper authorities all forms, assurances and reports required by federal laws and regulations. Agency shall be responsible for reporting to the proper authorities any failure by Contractor to comply with the foregoing laws and regulations coming to Agency's attention, and may deny payment or recover payments made by Agency to Contractor in the event of Contractor's failure so to comply.
- R. Intellectual Property Ownership:** Contractor agrees that all Works are, upon creation, works made for hire and the sole property of TEA. If the Works are, under applicable law, not considered works made for hire, Contractor hereby assigns to TEA all worldwide ownership of all rights, including the Intellectual Property Rights, in the Works, without the necessity of any further consideration, and TEA can obtain and hold in its own name all such rights to the Works. Contractor agrees to maintain written agreements with all officers, directors, employees, agents, representatives and subcontractors engaged by Contractor for the Contract Project, granting Contractor rights sufficient to support the performance and grant of rights to TEA by Contractor. Copies of such agreements shall be provided to TEA promptly upon request.

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	221901 County-District No.
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Contractor warrants that (i) it has the authority to grant the rights herein granted, (ii) it has not assigned or transferred any right, title, or interest to the Works or Intellectual Property Rights that would conflict with its obligations under the Contract, and Contractor will not enter into any such agreements, and (iii) the Works will be original and will not infringe any intellectual property rights of any other person or entity. These warranties will survive the termination of the Contract. If any preexisting rights are embodied in the Works, Contractor grants to TEA the irrevocable, perpetual, non-exclusive, worldwide, royalty-free right and license to (i) use, execute, reproduce, display, perform, distribute copies of, and prepare derivative works based upon such preexisting rights and any derivative works thereof and (ii) authorize others to do any or all of the foregoing. Contractor agrees to notify TEA on delivery of the Works if they include any such preexisting rights. On request, Contractor will provide TEA with documentation indicating a third party's written approval for Contractor to use any preexisting rights that may be embodied or reflected in the Works.

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

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

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

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

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

- T. Subcontracting:** Contractor shall not assign or subcontract any of its rights or responsibilities under this contract, except as may be otherwise provided for in this application, without prior formal written amendment to this contract properly executed by both Agency and Contractor.

- U. Use of Consultants:** Notwithstanding any other provision of this application, Applicant shall not use or pay any consultant in the conduct of this application if the services to be rendered by any such consultant can be provided by Applicant's employees.

- V. Capital Outlay:** If Contractor purchases capital outlay (furniture and/or equipment) to accomplish the objective(s) of the project, title will remain with Contractor for the period of the contract. Agency reserves the right to transfer capital outlay items for contract noncompliance during the contract period or as needed after the ending date of the contract. This provision applies to any and all furniture and/or equipment regardless of unit price and how the item is classified in Contractor's accounting record.

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	 <u>221901</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.
12. **Prohibition of Text Messaging and E-mailing while Driving during Official Federal Grant Business:** Personnel funded from federal grants and their subcontractors and subgrantees are prohibited from text messaging while driving an organization-owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using organization-supplied electronic equipment to text message or e-mail while driving. Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership On Reducing Text Messaging While Driving," October 1, 2009 (pursuant to provisions attached to federal grants funded by the U.S. Department of Education).

CC. Federal Regulations Applicable to All Federal Programs:

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

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>221901</u> County-District No.
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- LL. High-Risk Status, Special Conditions, and Enforcement Actions:** Pursuant to the provisions in 34 CFR 80.12 and 74.14, a grantee may be identified by TEA as high-risk if the grantee has a history of unsatisfactory performance; is not financially stable; has a financial management system that does not meet federal financial management standards or the requirements in TEA's Financial Accounting and Reporting (FAR) module; has not conformed to terms and conditions of previous awards; or is otherwise not responsible. TEA may impose one or more special conditions or restrictions on a high-risk grantee, including payment on a reimbursement basis; withholding authority to proceed to the next phase until receipt of evidence of acceptable performance within a given funding period; requiring additional, more detailed financial reports; additional project monitoring; requiring the grantee to obtain technical or management assistance; establishing additional prior approvals; or other conditions that may be legally available. A grantee identified as high-risk will be notified in writing by TEA of the special conditions imposed and the process for removing the high-risk status and special conditions.

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

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

Rev. 03/2010

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

SCHEDULE #6 B Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>221901</u> County-District No.
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This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.11.

Terms defined: As used in these Provisions and Assurances

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

SCHEDULE #6B Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 Required for all federal grants regardless of the dollar amount	221901 County-District No.
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6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled **Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions**, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Non-procurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

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

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

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

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

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

SCHEDULE #6C. Lobbying Certification	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 Required for all federally funded grants greater than \$100,000.	<u>221901</u> County-District No.
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Submission of this certification covers all federal programs in this application, is required by the U. S. Department of Education and Section 1352, Title 31, of the United States Code, and is a prerequisite for making or entering into a subgrant or subcontract over \$100,000 with any organization. (Read instructions for this schedule for further information.)

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

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

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

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

11/89
 03/90

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

SCHEDULE #6E NCLB ACT PROVISIONS & ASSURANCES		<u>221901</u> County-District No.
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The following special provisions apply to all programs funded under the Elementary and Secondary Education Act, as amended by P. L. 107-110, No Child Left Behind (NCLB) Act of 2001. By signing Schedule #1 of this SAS, the applicant is assuring it is in compliance with the following provisions:

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

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	221901 County-District No.
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- N. School Prayer:** The local educational agency certifies that it is in compliance with Section 25.901 of the Texas Education Code. In addition, as a condition of receiving funds under the No Child Left Behind Act, the local educational agency certifies that no policy of the local educational agency prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools, as detailed in the guidance provided by the U. S. Secretary of Education pertaining to such. The state educational agency shall report to the Secretary of Education each year a list of those local educational agencies that have not filed this assurance or against which complaints have been made to the State educational agency that the local educational agencies are not in compliance with this requirement (P. L. 107-110, section 9524(b)).
- O. Equal Access to Public Schools Facilities – Boy Scouts of America Equal Access Act:** No public elementary school, public secondary school or local educational agency that has a designated open forum or a limited public forum and that receives funds made available from the U. S. Department of Education shall deny equal access or a fair opportunity to meet, or to discriminate against, any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code (as a patriotic society), that wishes to conduct a meeting within that designated open forum or limited public forum, including denying such access or opportunity or discriminating for reasons based on the membership or leadership criteria or oath of allegiance to God and country of the Boy Scouts of America or of the youth group listed in Title 36 of the United States Code (as a patriotic society). For the purposes of this section, an elementary school or secondary school has a limited public forum whenever the school involved grants an offering to, or opportunity for, one or more outside youth or community groups to meet on school premises or in school facilities before or after the hours during which attendance at the school is compulsory. Nothing in this section shall be construed to require any school, agency, or a school served by an agency to sponsor any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code (as a patriotic society). Compliance with this provision will be enforced through rules and orders issued by the Office for Civil Rights. If the public school or agency does not comply with the rules or orders, no funds made available through the Department of Education shall be provided by a school that fails to comply with such rules or orders or to any agency or school served by an agency that fails to comply with such rules or orders (P. L. 107-110, section 9525).
- P. General Prohibitions:** None of the funds authorized under the No Child Left Behind Act shall be used to develop or distribute materials, or operate programs or courses of instruction directed at youth, that are designed to promote or encourage sexual activity, whether homosexual or heterosexual; to distribute or to aid in the distribution by any organization of legally obscene materials to minors on school grounds; to provide sex education or HIV-prevention education in schools that instruction is age appropriate and includes the health benefits of abstinence; or to operate a program of contraceptive distribution in schools (P. L. 107-110, section 9526).
- Q. Armed Forces Recruiter Access to Students and Student Recruiting Information:** In accordance with guidance issued by the U. S. Department of Education, each local educational agency receiving assistance under the No Child Left Behind Act shall provide, on a request made by military recruiters or an institution of higher education, access to secondary school students names, address, and telephone listings, upon prior written consent of a student or the parent of a student. A secondary school student or the parent of the student may request that the student's name, address, and telephone listing not be released without prior written parental consent, and the local educational or private nonprofit school shall notify parents of the option to make a request and shall comply with any request. Each local educational agency receiving assistance under the No Child Left Behind Act shall provide military recruiters the same access to secondary school students as is provided generally to post secondary educational institutions or to prospective employers of those students (P. L. 107-110, section 9528).
- R. Unsafe School Choice Option:** The local educational agency certifies that it shall establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the Texas Education Agency, or who becomes a victim of a violent criminal offense, while in or on the grounds of a public elementary or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school (P. L. 107-110, section 9532).
- S. Civil Rights:** Nothing in the No Child Left Behind Act shall be construed to permit discrimination on the basis of race, color, religion, sex (except as otherwise permitted under Title IX of the Education Amendments of 1972), national origin, or disability in any program funded under the No Child Left Behind Act (P. L. 107-110, section 9534).

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

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4. Highly Qualified:

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

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

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6. Professional Development includes activities that:

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

7. Scientifically Based Research:

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

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

8. Teacher Mentoring: Activities that-

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

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

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

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

Revised 03/03

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

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Federal Statutory Requirements

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

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

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individual students.

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

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

Statutory Program Assurances

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

TEA Program Assurances

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

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

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

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

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

Terms defined:

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

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

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

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

GRANTEE – the subrecipient of TEA and applicant of funds.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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4. **Use of Funds for Certain Expenditures Prohibited:** ARRA funds shall not be used for any casino or other gambling establishment, aquarium, zoo, golf course, or swimming pool (Section 1604).
 5. **Use of Funds for Construction Prohibited:** Unless specifically authorized in the applicable program statute, regulations, guidelines, Request for Application (RFA), TEA Standard Application System (SAS), the approved grant application, or other written authorization, none of the ARRA additional formula funds shall be used for construction, remodeling, or renovation.
 6. **Buy American - Use of American Iron, Steel, and Manufactured Goods:** If construction is allowed and approved pursuant to the previous paragraph pertaining to "Use of Funds for Construction Prohibited", none of the funds may be used for the construction, alteration, maintenance, or repair of a public building or public work unless all of the iron, steel, and manufactured goods used in the project are produced in the United States unless waived by the Secretary of Education (Section 1605).
 7. **Wage Rate Requirements for Contracted Laborers and Mechanics- Compliance with the Davis-Bacon Act:** Subject to further clarification issued by the Office of Management and Budget, and notwithstanding any other provision of law and in a manner consistent with other provisions of ARRA, all laborers and mechanics employed by contractors and subcontractors on projects funded directly by or assisted in whole or in part by and through the Federal Government pursuant to this award shall be paid wages at rates not less than those prevailing on projects of a character similar in the locality as determined by the Secretary of Labor in accordance with subchapter IV of chapter 31 of title 40, United States Code. With respect to the labor standards specified in this section, the Secretary of Labor shall have the authority and functions set forth in Reorganization Plan Numbered 14 of 1950 (64 Stat. 1267; 5 U.S.C. App.) and section 3145 of title 40, United States Code (Section 1606).
- M. Compliance with OMB Circular A-133 Audits and Schedule of Expenditures of Federal Awards:**
 Grantees agree to separately identify the expenditures for each grant award funded under ARRA as required by Office of Management and Budget Circular A-133, "Audits of States, Local Governments, and Non-Profit Organizations" and to comply with all other provisions of the Single Audit Act and OMB Circular A-133.

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