

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 2011-2014	Grand Prairie ISD Organization Name	057-910 County-District#
		Adams Middle School Campus Name	057-910-041 Campus Number
		75-6001697 9-Digit Vendor ID#	10 ESC Region
		116107047110016 NOGA ID# (Assigned by TEA)	_____ Amendment #

Texas Title I Priority Schools Grant, Cycle 2

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: 08/01/2011

Project Ending Date: 06/30/2014 2012

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

Tier I Tier II Tier III

Part 1: Index to the Application

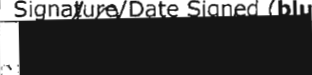
An X in the "New Application" column indicates those schedules that **must** be submitted as part of the application. The applicant must place an X in this column for each additional schedule submitted to complete the application. For amendments, the applicant must place an X in the Amendment Application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

Certification and Incorporation

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

Authorized Official

Typed First Name	Initial	Last Name	Title
Susan	S.	Hull	Superintendent
Phone	Fax	Email	Signature/Date Signed (blue ink preferred)
972-237-5300	972-237-5440	Susan.simpson@gpsid.org	 6/20/11

Only the legally responsible party may sign this application.

6 complete copies of the application, at least 3 with original signature(s), must be received by 5:00 p.m. **Tuesday, June 21, 2011:**

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

701-11-105-102

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Texas Title I Priority Schools Grant, Cycle 2

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 application has been submitted. Attach all required attachments to the **back** of the application as an appendix.

Proof of Nonprofit Status

1 **Open-enrollment charter schools operated by a nonprofit organization** must have the proper proof of nonprofit status on file with the TEA Division of Charter School Administration.
Check box to indicate that the open-enrollment charter school is in compliance with the proof of nonprofit status.

Assurance of Compliance with Annual Financial Audit (applies to federally funded grants)

2 **Required for all independent school districts, open-enrollment charter schools, and education service centers:**
Check box to indicate assurance that audit requirements have been met. All public school districts, open-enrollment charter schools, and education service centers must be in compliance with submitting the required annual audit for the immediate prior fiscal year to TEA in the time and manner requested by TEA, and the audit must be determined by the TEA Division of Financial Audits to be in compliance with the applicable audit standards.

Proof of Financial Stability (applies to federally funded grants)

3 For this particular RFA, TEA reserves the right not to award a grant to an entity that is not financially stable at the time the determination is made by TEA.
 Financial stability will be considered before a grant award is issued for each year of subsequent continuation funding, and TEA reserves the right to make it a pre-condition for award.
 a. A school district or open-enrollment charter school shall demonstrate financial stability if the district's or charter school's FIRST rating for at least one of the two most recent years rated is Standard Achievement, Above Standard, or Superior Achievement.
 Check box to indicate that the school district or open-enrollment charter school is in compliance with the FIRST rating demonstrating proof of financial stability.
 b. New organizations or new charter schools that have not yet had their first annual audit or are not yet rated under FIRST may submit alternate documentation as described in Part 1: General and Fiscal Guidelines, Conditions for Submission of Applications.
 Check box to indicate that a copy of the most recent audit or compilation report is attached as applicable. (See Part 1: General and Fiscal Guidelines for details.)

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Texas Title I Priority Schools Grant, Cycle 2					
Schedule #1—General Information					
Part 3: Applicant Information					
Local Educational Agency (LEA) Information					
LEA Name Grand Prairie Independent School District					
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code	
2602 S. Belt Line Rd.		Grand Prairie	TX	75052	
U.S. Congressional District Number	Primary DUNS Number	Central Contractor Registration (CCR) CAGE Code		NCES Identification Number	
TX-024	079332763	37ML5		482142002143	
Campus Name			County-District Campus Number		
Adams Middle School			057-910		
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code	
833 W. Tarrant Rd.		Grand Prairie	TX	75050	
Applicant Contacts					
Primary Contact					
First Name	Initial	Last Name		Title	
Christy		Hanson		TTIPS Shepherd	
Telephone	Fax	Email			
972-237-5324	972-237-5365	Christy.hanson@gpisd.org			
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code	
2602 S. Belt Line Rd.		Grand Prairie	TX	75052	
Secondary Contact					
First Name	Initial	Last Name		Title	
MeShelley		White		Principal	
Telephone	Fax	E-mail			
972-262-1934	972-522-3099	Meshelley.white@gpisd.org			
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code	
833 W. Tarrant Rd.		Grand Prairie	TX	75050	

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Texas Title I Priority Schools Grant, Cycle 2

Schedule #4—Program Summary and Application Requirements

Part 1: Grant Program Information;

Summary of Program: Purpose and Goals

School Improvement Grants (SIG), authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants through the Texas Education Agency (TEA) to local educational agencies (LEAs) 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 students in their lowest-performing schools. Under the final requirements published in the *Federal Register* in October 2010 school improvement funds are to be focused on each State's "Tier I" and "Tier II" schools.

Tier I schools are the lowest-achieving 5 percent of a State's Title I schools in improvement, corrective action, or restructuring, Title I secondary schools in improvement, corrective action, or restructuring with graduation rates below 60 percent over a number of years, and certain Title I eligible (and participating) elementary schools that are as low achieving as the State's other Tier I schools ("newly eligible" Tier I schools). Tier II schools are the lowest-achieving 5 percent of a State's secondary schools that are eligible for, but do not receive, Title I, Part A funds, secondary schools that are eligible for, but do not receive, Title I, Part A funds with graduation rates below 60 percent over a number of years, and certain additional Title I eligible (participating and non-participating) 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 ("newly eligible" Tier II schools). An LEA also may use school improvement funds in Tier III schools, which are Title I schools in improvement, corrective action, or restructuring that are not identified as Tier I or Tier II schools and , certain additional Title I eligible (participating and non-participating) schools ("newly eligible" Tier III schools).

In the Tier I and Tier II schools an LEA chooses to serve, the LEA must fully 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. 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.
- Tier III grantees may select and expend grant funds for the Texas Tier III Transformation model, or the Texas Designed Model for Early College High Schools (ECHS), Texas Science, Technology, Engineering and Math (T-STEM), or College for All reform initiatives. Grantees selecting one of these models may expend grant funds to support the program requirements listed below.
- 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.

The Texas Designed Model for Tier III contains the applicant's option of the Texas Early College High School (ECHS), Texas Science, Technology, Engineering and Math (T-STEM) or College for All initiatives which all focus on the basic principles and the key elements as required by the TEA Designed Model for Transformation described above. These three models are described below in further detail.

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<p>by telephone/e-mail/FAX on _____ by _____ of TEA.</p>		

Texas Title I Priority Schools Grant, Cycle 2

Schedule #4—Program Summary and Application Requirements

Part 1: Grant Program Information:

Allowable Activities Cont.

- Early College High Schools (ECHS) are autonomous, small schools designed to create a seamless transition between high school and college. ECHS provide a course of study that enables students to receive both a high school diploma and either an associate's degree or at least 60 credit hours towards a baccalaureate degree. Strong collaborative partnerships between schools and the IHE are developed to ensure the ECHS design elements are met. Schools implementing the ECHS model must apply for designation status through the Early College High School designation process. The pre-implementation period is required to design, develop and prepare for implementation with the guidance of the state approved technical assistance provider.
- Texas Science, Technology, Engineering and Math (T-STEM) academies are rigorous secondary schools focusing on improving instruction and academic performance in the STEM areas. T-STEM Academies use the Design Blueprint to build and implement STEM schools that address the seven benchmarks: 1) mission driven leadership; 2) school culture and design; 3) student outreach, recruitment, and retention; 4) teacher selection, development and retention; 5) curriculum, instruction, and assessment; 6) strategic alliances; and 7) academy advancement and sustainability. Schools implementing the T-STEM model must apply for designation status through the T-STEM designation process. The pre-implementation period is required to design, develop and
- College for All infuses college-ready reforms into an LEA model that enables every student to graduate with a minimum of 12 college-level credits and prepared to earn a post-secondary credential or degree. Design elements/strategies for this model include the following: 1) comprehensive district approach; 2) college-ready curriculum and instruction program; 3) strong P-16 partnerships; 4) comprehensive academic and social supports; 5) intensive summer academy for rising ninth graders including administration of a Texas Success Initiative assessment to determine level of readiness for college-level courses; and 6) college-going culture. The pre-implementation period is required to design, develop, and prepare for implementation with the guidance of the state approved technical assistance provider.

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, Cycle 2

Schedule #4—Program Summary and Application 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	Comprehensive Needs Assessment
2	The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each campus.	Project Management—Activity Timeline
3	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
4	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
5	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
6	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
7	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
8	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
9	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
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

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.

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Texas Title I Priority Schools Grant, Cycle 2

Schedule #4—Program Summary and Application Requirements

Part 3: Statutory Assurances

#	Statutory Assurance Description
1	The LEA 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	The LEA provides assurance that it will use its School Improvement/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	The LEA 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	The LEA 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.
5	The LEA provides assurance that it will report to the TEA the school-level data required under section III of the final federal requirements.
6	The LEA 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.

Statutory assurance #7 continues on next page

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Texas Title I Priority Schools Grant, Cycle 2

Schedule #4—Program Summary and Application Requirements

Part 3: Statutory Assurances

#	Statutory Assurance Description
7	<p>If the LEA/campus selects to implement the turnaround model, the campus must implement the following federal requirements.</p> <ul style="list-style-type: none"> A. Replace the principal and grant the new 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; <ul style="list-style-type: none"> 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.
8	<p>If the LEA/campus selects to implement the turnaround model, the campus may implement the following federal requirements.</p> <ul style="list-style-type: none"> A. Any of the required and permissible activities under the transformation model; or B. A new school model (e.g., themed, dual language academy).
9	<p>If the LEA/campus selects to implement the school closure model, the campus must implement the following requirement.</p> <ul style="list-style-type: none"> 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.
10	<p>If the LEA/campus selects to implement the restart model, the campus must implement the following federal requirements.</p> <ul style="list-style-type: none"> 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.

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Texas Title I Priority Schools Grant, Cycle 2

Schedule #4—Program Summary and Application Requirements

Part 3: Statutory Assurances

#	Statutory Assurance Description
11	<p>If the LEA/campus selects to implement the transformation model, the campus must implement the following federal requirements.</p> <ol style="list-style-type: none"> 1. Develop and increase teacher and school leader effectiveness. <ol style="list-style-type: none"> (A) 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-- <ol style="list-style-type: none"> 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. <ol style="list-style-type: none"> (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. <ol style="list-style-type: none"> (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. <ol style="list-style-type: none"> (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).
12	<p>An LEA may also implement other strategies in the transformation model to develop teachers' and school leaders' effectiveness, such as--</p> <ol style="list-style-type: none"> (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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Texas Title I Priority Schools Grant, Cycle 2

Schedule #4—Program Summary and Application Requirements

Part 3: Statutory Assurances

#	Statutory Assurance Description
13	<p>An LEA may also implement comprehensive instructional reform strategies in the transformation model, such as--</p> <ul style="list-style-type: none"> (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-- <ul style="list-style-type: none"> (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.
14	<p>An LEA may also implement other strategies that extend learning time and create community-oriented schools in the transformation model, such as--</p> <ul style="list-style-type: none"> (A) Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs; (B) Extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff; (C) Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or (D) Expand the school program to offer full-day kindergarten or pre-kindergarten.
15	<p>The LEA may also implement other strategies for providing operational flexibility and intensive support in the transformation model, such as--</p> <ul style="list-style-type: none"> (A) Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or (B) Implement a per-pupil school-based budget formula that is weighted based on student needs.
16	<p>An LEA with nine (9) or more Tier I and Tier II schools, including both schools that are being served with Cycle 1 TTIPS funds and schools that are eligible to receive Cycle 2 TTIPS funds, may not implement the Transformation Model in more than 50 percent of those schools. For purposes of the Cycle 2 competition, the number of Tier I and Tier II schools an LEA has is based on the number of Tier I and Tier II schools the LEA <u>served</u> through the Cycle 1 competition and the number of additional Tier I and Tier II school in the LEA that are identified as <u>eligible</u> Tier I or Tier II on the State's Cycle 2 eligibility lists.</p>

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

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by telephone/e-mail/FAX on _____ by _____ of TEA.		

Texas Title I Priority Schools Grant, Cycle 2

Schedule #4—Program Summary and Application Requirements

Part 4: TEA Program Assurances

#	TEA Assurance Description
1	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.
2	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Texas School Improvement Conference, and sharing of best practices.
3	For the LEAs selecting the TEA Designed Models the applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA, SIRC, and/or its subcontractors.
4	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.
5	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
6	The applicant will provide access for onsite visits to the LEA and campus by TEA, SIRC and its contractors.
7	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.
8	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.
9	<p>If the LEA/Tier III campus selects to implement the transformation model, the campus assures that it will implement the following federal requirements:</p> <ol style="list-style-type: none"> 1. Develop and increase teacher and school leader effectiveness. <ol style="list-style-type: none"> A. Evaluate the effectiveness of the current principal and use the results of the evaluation to determine whether the principal should be replaced, be retained on the campus, or be provided leadership coaching or training. B. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so; C. Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and D. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school based on rigorous, transparent, and equitable evaluation systems for teachers and principals: <ol style="list-style-type: none"> 1. Takes into account data on student growth as a factor as well as other factors such as multiple observation-based assessments of student performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and 2. Are designed and developed with teacher and principal involvement

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Texas Title I Priority Schools Grant, Cycle 2

Schedule #4—Program Summary and Application Requirements

Part 4: TEA Program Assurances

#	TEA Assurance Description
9	2. Comprehensive instructional reform strategies. <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> 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).
10	An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as-- <ul style="list-style-type: none"> (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.
11	An LEA may also implement comprehensive instructional reform strategies, such as-- <ul style="list-style-type: none"> (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-- <ul style="list-style-type: none"> (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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by telephone/e-mail/FAX on _____ by _____ of TEA.	School Years 2011-2014	_____ Amendment No.

Texas Title I Priority Schools Grant, Cycle 2

Schedule #4—Program Summary and Application Requirements

Part 4: TEA Program Assurances

#	TEA Assurance Description
12	<p>An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as--</p> <ul style="list-style-type: none"> A. Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs; B. Extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff; C. Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or D. Expand the school program to offer full-day kindergarten or pre-kindergarten.
13	<p>The LEA may also implement other strategies for providing operational flexibility and intensive support, such as--</p> <ul style="list-style-type: none"> A. Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or B. Implement a per-pupil school-based budget formula that is weighted based on student needs.
14	<p>The LEA/campus assures TEA that data to meet the following federal requirements will be available and reported as requested.</p> <ul style="list-style-type: none"> A. Number of minutes within the school year. B. Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup.(ethnicity, sex, disability status, LEP status, economically disadvantaged status, migrant status) C. Number and percentage of students completing advanced coursework (e.g., AP/IB) early-college high schools, dual enrollment classes, or advanced coursework and dual enrollment classes. (High Schools Only) D. College enrollment rates. (High Schools Only) E. Teacher Attendance Rate F. Student Attendance Rate G. Student Completion Rate H. Student Drop-Out Rate I. Locally developed competencies created to identify teacher strengths/weaknesses J. Types of support offered to teachers K. Types of on-going, job-embedded professional development for teachers L. Types of on-going, job-embedded professional development for administrators M. Strategies to increase parent/community involvement N. Types of strategies which increase student learning time O. Number of teachers and principals at each performance level (proficient/non-proficient) used in the district evaluation systems for assigning teacher and principal performance ratings.
<p>By submitting the application and signing Schedule #1, the applicant is certifying it will comply with the above assurances.</p>	

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Texas Title I Priority Schools Grant, Cycle 2
Schedule #4A—Program Abstract

Part 1: Grant Eligibility

Tier I Eligible Campus Tier II Eligible Campus Tier III Eligible Campus

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).

Model: Adams middle school will implement a Transformation model that is research based for the purpose of improving teaching and learning, as well as provide the opportunity for teachers and school leaders to engage in professional development that will support and perpetuate the model for future success.

Goals:

- Goal 1 - Increase state test scores in Mathematics, English Language Arts, and Science
 - Objective 1 – Increase test scores in Mathematics
 - Objective 2 - Increase test scores in English Language Arts
 - Objective 3 - Increase test scores in Science
 - Objective 4 - Increase Commended scores by a minimum of 10% for each of the Cycle 2 grant years.
- Goal 2 – Increase state test scores for each of the groups representing achievement gaps at Adams Middle School.
 - Objective 1 - Increase African American students' test scores in Mathematics, English Language Arts, and Science.
 - Objective 2 - Increase Hispanic students' test scores in Mathematics, English Language Arts, and Science.
 - Objective 3 - Increase Economically Disadvantaged students' test scores in Mathematics, English Language Arts, and Science.
 - Objective 4 – Increase commended scores for each of the targeted student populations
- Goal 3 – Achieve Adequate Yearly Progress – Based on projections, AMS will not meet AYP for 2010-2011 due to student performance in all indicators except "white". AMS goals are reflected in the student performance above. AMS is committed to meeting AYP standards for 2011-2012 and thereafter.

Rationale: Assessment results from AEIS reports reveal a need to close a widening achievement gaps in Hispanic, African American and eco. disadvantaged student groups in comparison to Caucasian populations on state-wide assessments in the areas of reading, math, science, and increase performance on locally developed and state assessments for all students. Specifically, according to the spring 2011 state assessment preliminary results, in English language arts, math and science respectively, the percentage of the achievement gap that exists between the student African American and Hispanic subpopulations in comparison to their Caucasian peers, is as follows: African American scored lower than Caucasians by 6%, 24%, 23%, Hispanic students scored lower than their Caucasian peers by 4%, 12%, 18%. The fundamental goal is to increase student achievement in all subpopulations and position students to be successful in high school; while preparing the students for post secondary opportunities. Eco. Disadvantaged totals are: 72, 69, 64% in ela, math and science.

Barriers: Adams Middle School serves a population that presents barriers related to socioeconomic status, single parent families, high population of second language learners, lack of teacher preparation to teach to depth and complexity required to maximize student achievement, technology, time and lack of resources to provide extended learning time and scheduling to address student weaknesses. In addition, even though parents are invited to attend school events, they are reluctant to attend. There is also a lack of meaningful communication between the staff and the community; implementation of the transformation model will assist in addressing these barriers by providing the means for implementation of research based strategies, continued professional development and LEA supports required to successfully implement change.

Overview of Strategies: Specifically, strategies will include: increased parent and community involvement, home visits by the staff and establishment of off-site tutorial venues while forming and sustaining partnerships, the implementation of increased learning time, Project Based Learning (PBL) and Science, Technology, Engineering and Math (STEM) initiative implementation with required staff professional development, summer Bridge institute to assist students' transition from middle to high school as well as address summer regression for returning students, "Game On" discipline/attendance support initiatives, creative scheduling to support student learning, strategies to improve school culture and climate, implementation of student and teacher portfolios in addition to data notebooks which track teacher created common assessments as well as locally developed formative assessments, screening procedures for the hiring of personnel utilizing (Flippen Leadership, professional portfolios, PDAS and walkthrough data, as well as review of certification requirements), teacher mentoring, ongoing, and job embedded professional development for staff.

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Texas Title I Priority Schools Grant, Cycle 2
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								280	266	273					819
Open-Enrollment Charter School															0
Total Students:	0	0	0	0	0	0	0	280	266	273	0	0	0	0	819
**Current Total Instructional Staff														65	
**Current Total Support Staff														8	

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

1	Academic Performance: Performance and review of AEIS Reports, 6 week district formative assessment results; 6/9 weeks grade reports; Campus formative assessment results; CSCOPE formative assessment results; TAKS (10-11 data) (STAAR starting in 2012), TELPAS; RTI documentation.
2	Quality Data to Drive Instruction: District formative assessments; State Assessments – TAKS (10-11 results), TELPAS; District formative assessment results.
3	Leadership Effectiveness: Review of Professional Development Training Rosters; Flex Scheduling reviewed for Training and Planning needs; Classroom walk-throughs; Performance Records; Documentation of data meetings with individual teachers; District Assessments, TAKS and/or STAAR results; Disciplinary Reports; Parent Responses.
4	Increase Learning Time: Review of Flex Schedules; PD in-service; Logs of external Region ESC and other training; Documentation and summaries of Professional Learning Community meetings; Blogs; Chat Rooms; logs of SE's and Lessons Plans for special instructional sessions offered to students.
5	Parent and Community Involvement: Review of the following: PTA logs; Parent Conferences; Parent Training Sessions: ARD Meetings (attendance and participation); Award Ceremonies; RTI Meetings (parent attendance and participation); Attendance and participation at GPC meetings; Attendance and participation at Campus Improvement meetings; Participation on Site Based Decision Making Committee; Attendance and Participation at Meet the Teacher Night, Parent Conferences, and Open House Visits.
6	School Climate: Staff participation as club sponsors; Staff attendance reports; Walk-through data (positive reinforcement); Observations during staff meetings, common planning, PLC's, and in-service training; Observations of interactions between students and staff members, teachers and staff members, campus leaders and staff members; Observations during ARD and RTI meetings.
7	Teacher Quality: PDAS Appraisal Instrument; AEIS Report; AYP Report; 9 Week scores on district formative assessment; Walk-through data; RTI referrals and implementation documentation; Participation in ARD Meetings and RTI Meetings, including efficiency and thoroughness of documentation, recommendations, and implementation plans; Documentation of compliance with IEP's and 504 Accommodations; Lesson Planning Document – pacing and sequencing in accordance with CScope; Rigor of questioning and instruction during walk-throughs
8	Campus Improvement Plan: updating as needed, including plan for TTIPS program
9	Administrative Procedures: including program results evaluations
10	

*2010 October Snapshot student numbers

**Enter Current number of Instructional and Support Staff

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by telephone/e-mail/FAX on _____ by _____ of TEA.	School Years 2011-2014	_____ Amendment No.

Texas Title I Priority Schools Grant, Cycle 2

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 to identify the needs of the campus.

Process: Adams Middle school staff reviewed qualitative and quantitative data to devise the Comprehensive Needs Assessment. A review of the 2009-2010 AEIS report, along with preliminary 2011 TAKS, TELPAS, and AYP data indicates a need for swift intervention in the Hispanic and African American subpopulations to close achievement gaps and improve academic success for all student populations, including commended scores, aligned with yearly increased state passing standards on assessment. Additionally, an over identification of Special Education student who take the modified version of the state assessment must be examined. Surveys were distributed to students and parents and were posted on the campus web site, which posed questions regarding: the level of parent involvement, level of campus safety and security, review of programs available, satisfaction with level of service, communication and student progress.

A survey was completed by Campus Administration, SBDM committee, and parents. The results indicate (a) a need to address school culture and climate; (b) improve academic performance in all student groups; (c) use data more effectively to impact student achievement; (d) implement the district curriculum (CScope) with more fidelity; (e) increase teacher leader effectiveness; (f) extend learning time; (g) increase student attendance; (h) decrease truancy and discretionary placement to AEP; (i) increase parent and community involvement;

A survey was completed by students. The results indicate (a) a desire for real world and interesting projects in the classroom; (b) a desire for more interesting lessons; less lecturing; (c) that most students feel connected to the school; (d) a desire for more extracurricular and after school activities; (e) a desire for a safer environment where learning is the priority.

Informal interviews with parents revealed a need for services which could support parents in helping their students with several aspects of home life. Parents show a level of interest in assisting students in these areas, but oftentimes they are not sure of how to help their child. Parents would benefit from workshops that address the needs of Adams' student population in regard to discipline, helping with homework, technology proficiency, and English Language acquisition. Teacher individual conferences indicate a need for more fidelity in curriculum delivery. There is also a need for increased teacher training in SE deconstruction and disaggregation of the data to drive results.

Student and staff attendance reports were reviewed to get a better understanding of how attendance of both teachers and students has a direct impact on student achievement. A high correlate exists between high student and staff attendance and student performance. Students who were often absent generally did not master the curriculum, while students whose teachers were often absent had lower pass rates on assessments than those who did not. The student attendance rates by targeted populations are as follows: Hispanic, 2.67%, African American .82%, White .74%.

A review of discipline reports reveal a continuing need to offer student incentives to keep students interested and involved in school. There were a total of 2,076 disciplinary infractions during the 2010-2011 academic year involving students across the three grade levels. Sixth grade students comprised 138 of the total amount of violations, 7th grade had a total of 866 violations, and 8th grade had a total of 589. The bulk of the infractions, 1,513, consisted of general code of conduct violations. The goal is to increase student participation in extra-curricular activities and advanced course offerings in order to help students feel more belonging and attachment to Adam Middle School. In addition, research indicates that when students have an attachment to school, and participate in higher level courses, they are more apt to progress well in school and stay on track for college.

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Texas Title I Priority Schools Grant, Cycle 2
Schedule #4B—Program Description

Part 1: Comprehensive Needs Assessment Cont.	
Section D: Groups of Participants Contributing to the Needs Assessment Process, ensuring Parents and Community Groups were involved in the process.	
1	District Leadership
2	Campus Leadership
3	Campus Staff (Teachers, Paraprofessionals, Support Staff)
4	TTIPS Grant Committee Members
5	Parents and PTO Representation
6	Students
7	Community Support Member (including law enforcement, higher education, youth services organizations, community and business leaders)
8	
9	

Part 1: Comprehensive Needs Assessment Cont.	
Section E: List the major needs (not to exceed the top 10) identified by the committee that will be addressed by the selected grant program.	
1	Increase in student performance in Mathematics, ELA, and Science, to include an increase in commended scores.
2	Increase in achievement of targeted populations: African American, Hispanic, Economically Disadvantaged
3	Achievement of Adequate Yearly Progress for 2011-2012
4	Fidelity to the district adopted curriculum CScope
5	Decrease student discipline referrals
6	Increase student and teacher attendance
7	Increase engagement and rigor in lessons and instruction
8	Provide a campus culture of collaboration, consideration, and academic excellence for all students
9	Increase parent and community support
10	

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by telephone/e-mail/FAX on _____ by _____ of TEA.		

Texas Title I Priority Schools Grant, Cycle 2
Schedule #4B—Program Description

Part 2: Project Management

Section A: LEA (District) Capacity Responses are limited to *one page*, 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 selected.

The level of involvement and commitment to the project of all participants, including management, staff, collaborators, and partners, is sufficient to ensure the successful implementation of the project goals, objectives, and activities.

As per Federal Statutory Requirement #2: The district and staff feel confident that they have the capacity and commitment to provide adequate resources and related services to the campus to implement, fully and effectively, the required activities of the school intervention model.

During the implementation phase, staff will continue to utilize the support of the school, principal, teacher, parents, and community to fully integrate the proposed project.

Campus Support: Adams MS will form the TTIPS campus committee, comprised of teachers, counselors, parents, paraprofessionals, and campus leaders to support the grant efforts and interventions. The campus will appoint a TTIPS Project Coordinator / Shepherd to manage all activities, participate in staff development on topics determined from the CNA improvement plan, enlist district support for the initiative, and participate in both the Summer Conference and Leadership Conference. All campus faculty and administrators will participate in all staff development held at the school.

Teacher and Principal Support: As part of the TEA Design Transformation Model, SIRC will provide teachers and administrators with quality materials, research, and coaching to effectively implement actions to address key practices. The Site Development Workshop and Orientation Workshop will provide all school personnel with an opportunity to actively develop improvement plans, review current school data, and determine next steps. The campus will visit high-performing sites with similar demographics to determine strategies likely to impact student achievement. SIRC school improvement consultants will provide continuous on-site, electronic and telephone support.

Superintendent and School Board Support: The School Board will provide support through policy and budgetary decisions to support the flexibility of the implementation of the transformation design. The superintendent will support the implementation of the program design by advocating for flexibility in programing, scheduling, staffing, and evaluation processes. The GPISD Board of Trustees approved a letter of commitment and support at their regular meeting June 9, 2011.

Financial Capacity: The district has a history of coordinating funds to better serve the needs of the students of GPISD. The district will maximize the following funding campus and district resources. As per Federal Statutory Requirement #12 and Statutory Assurance #1: The district 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.

- Title 1 Part A – Improving the Academic Achievement for the Disadvantaged
- Title 1 Part C – Migrant
- Title II Part A – Teacher and Principal Training and Recruitment
- Title III - LEP
- Carl D. Perkins – Career and Technology Education

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**Texas Title I Priority Schools Grant-CYCLE 2
 Schedule #4B—Program Description**

Part 2: Project Management Cont.

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

Pre-Implementation Activities and Timeline - Identify activities that the LEA will carry out using TTIPS funds beginning on the NOGA date through August 1, 2011, when the grantee begins full implementation.

GPISD has already organized the TTIPS Grant Committee to begin investigations and gather data for the application process. This committee will continue to meet and provide support to Adams MS as they transition to the TTIPS programs beginning August 1, 2011. These meetings have included:

- Budget and financial discussions, ~~arrangements, and allocations;~~
- Programmatic discussions, ~~arrangements,~~ and descriptions;
- Examination of multiple model programs available to GPISD and Adams MS;
- ~~Negotiations with model program entities;~~
- Placing the "building blocks" in place for the grant program, including:
 - Improved academics in the targeted areas;
 - Improved assessments in the targeted areas;
 - Campus Improvement Plan updates for 2011-2012 to include the above;
 - District Improvement Plan updates for 2011-2012 to include support for the TTIPS program at Adams;
- Board approval of commitment letter on June 9, 2011;
- A Community Meeting for Adams MS parents and community members held June 13, 2011; and
- Completion of the grant application and plans/timelines for future activities

Grant funds will be used to pay only for activities occurring between beginning and ending dates of the grant as specified on the Notice of Grant Award.

See more information on the following pages.

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Texas Title I Priority Schools Grant, Cycle 2
Schedule #4B—Program Description

Part 2: Project Management Cont.

Section A: LEA (District) Capacity Responses are limited to *one page*, 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 the school intervention model.

As per Federal Statutory Requirement #11: The district/campus consulted with relevant stakeholders regarding this application and proposed implementation of a school intervention model as well as how it will implement reform efforts to support the campus/ school improvement efforts

In mid April a TTIPS Grant Committee was established by the Superintendent of Grand Prairie ISD, Dr. Susan Simpson Hull and The Associate Superintendent of Educational Support, Sandra De La Cruz. The goal of the TTIPS Grant Committee was to explore the possibility of grant application.

Committee members were assembled to begin to review historical student achievement data according to AEIS, district formative assessment data, and campus formative assessment data.

In mid April Adams Middle School staff reviewed qualitative and quantitative data to devise the Comprehensive Needs Assessment. SBDM subcommittee members collaborated to review and create a Comprehensive Needs Assessment to include Parent surveys; student surveys; analyzing of historical achievement, discipline, and attendance data. The following issues were thematic in the CNA: technology, parent involvement, student achievement, culture and climate, demographics, curriculum and instruction.

By mid May a meeting was held with teachers and staff members of Adams Middle School to discuss the results of the CNA, and grant options; district/campus leaders members then began to solicit input regarding improvements to the campus regarding technology, parent involvement, student achievement, culture and climate, curriculum and instruction, and demographics. It was decided by the staff that demographics and curriculum were not elements that were within the control of intervention systems. So the list of issues specific to Adams Middle School were narrowed to:

- Technology
- Parent Involvement
- Student Performance
- Climate and Culture
- Instruction
- Curriculum Fidelity

Follow up meetings were held with TTIPS committee, staff members, and parents to discuss the vision for the campus and specific ideas for intervention, review of TTIPS models, and suggestions as to how to best proceed. Staff input was gathered through structured responses to questions. These ideas were analyzed and synthesized to add specificity to the transformation plan set forth in this grant proposal.

On June 9, the GPISD School Board was briefed regarding the potential for grant proposal and a letter of commitment was secured from the School Board at that time.

A Parent and Community meet was held on June 13 to discuss issues specific Adams Middle School, the CNA results, and the grant proposal. Parents were given opportunities to ask questions and serve on the TTIPS Campus Grant Committee in 2011-2012.

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2011-2014	057-910 County-District-Campus No. _____ Amendment No.
by telephone/e-mail/FAX on _____ by _____ of TEA.		

Texas Title I Priority Schools Grant, Cycle 2
Schedule #4B—Program Description

Part 2: Project Management Cont.

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

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

The LEA is committed to implementing the Transformation Model effectively and with fidelity; as such, the District and the Adams Middle School will rely on the guidance and technical assistance provided by SIRC regarding the level to which the district and campus will need to modify district/campus practices and/or policies. Pending the SIRC/TEA technical assistance, the district and the Campus have currently identified the following areas as critical in practice and policy for the successful implementation of the Transformation Model.

As per Federal Statutory Requirement #8: The campus and LEA will modify its practices/policies to ensure implementation of the intervention in totality. Activities considered for modifying include:

1. Provide developing and increasing teacher and school leader effectiveness.
 - a. Participate in the District Snapshot process to determine the District needs, enhance the use of formative, interim, and summative assessments;
 - b. Provide additional training for principal who has been in place since August of 2009; through SIRC and other leadership academies;
 - c. Through the newly established office of District Shepherd and an Instructional Coach on campus, facilitate the monitoring of existing school staff toward improved instruction at Adams Middle School;
 - d. Use a rigorous, transparent, and equitable evaluation systems for teachers and principals that are developed collaboratively with teacher and principal input;
 - e. LEA will support the principal in her efforts to improve instruction by holding teachers and staff accountable for student performance;
 - f. Provide incentives for teachers, school leaders, and other staff who, through the implementation of this model, increase student performance; while identifying and removing those who, after ample opportunities, do not improve their performance;
 - g. Provide high quality, ongoing, job embedded professional development;
 - h. Implement strategies to provide incentives, job opportunities, and career growth that are designed to recruit and retain high quality staff; and
 - i. Assure that the District Shepherd and relevant District Staff will attend all required SIRC/TEA trainings.
2. Implement comprehensive instructional reform strategies
 - a. Conduct periodic reviews to ensure the district curriculum is implemented with fidelity;
 - b. Implement a school wide Response to Intervention Model;
 - c. Provide additional support and professional development to teachers and principals;
 - d. Integrate technology-based supports and interventions as part of the instructional program;
 - e. Conduct monthly data sessions with teachers, reviewing district and campus formative assessments that guides instruction to meet the individual academic needs of EACH student
 - f. Identify, intervene, and monitor fragile students to ensure appropriate RTI and support systems are in place
 - g. Assure that the District Shepherd and relevant District Staff will attend all required SIRC/TEA trainings.
3. Increase learning time and create community-oriented schools.
 - a. Establish schedules that increase the minutes per day of Math, Reading and Science instruction;
 - b. Provide a "Bridge" program for struggling students to attend during the summer;
 - c. Provide Parent Education Programs both on campus and within the neighborhoods for easy accessibility;
 - d. Increase co-curricular, extra-curricular, and after school programs to increase student, teacher, and parent involvement
 - e. Establish counseling programs that provide for the social/emotional health of students
4. Provide operational flexibility and sustained support
 - a. Through position of District Shepherd, allow the school to be run under a new governance arrangement
 - b. Assure that the District Shepherd and relevant District Staff will attend all required SIRC/TEA trainings.

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by telephone/e-mail/FAX on _____ by _____ of TEA.		

**Texas Title I Priority Schools Grant, Cycle 2
 Schedule #4B—Program Description**

Part 2: Project Management Cont.

Section A: LEA (District) Capacity Responses are limited to *one page*, 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.

GPISD and Adams MS utilize many components and resources aligned together to support the TTIPS program. These include (but are not limited to):

CSCOPE Curriculum: GPISD, through local funds, will provide the TEKS/vertically aligned CSCOPE curriculum that meets TTIPS Transformation model requirement for standardized, vertically aligned curriculum. The CSCOPE curriculum provides regular benchmark assessment that will allow Adams MS a rich student data source for use during the TTIPS Transformation process for the development of differentiated instruction and the selection of professional development.

Title I, Part A Services: Adams MS is a Title I Schoolwide campus, and as such has been allocated \$181,397 for the 2011-2012 school year (of which \$4,112 is to be spent on parental involvement activities). The bulk of these funds have been used to employ highly qualified and highly effective supplemental teachers in math and science to reduce class sizes and provide effective differentiated teaching strategies within the classroom.

D2SC Data Services: GPISD utilizes D2SC data management services to provide additional differentiated support and RTI data for teachers on each individual student, based on state test scores and benchmark scores. These data results allow teachers to pinpoint instruction specific to each student's needs. Data notebooks are maintained for each teacher's classes to assist them in developing targeted instruction for all students.

Lead Your School: GPISD just finished a two-year contract with Lead Your School to provide intense staff development for teachers and teacher leaders to improve engaging instruction in the classrooms. Leadership staff was trained in walk-through techniques to target engaging instruction and provide feedback for teachers to improve instruction for all students. GPISD is committed to continuing and sustaining this project.

Facilitators, Strategists, and Teacher Coaches: Through district Title II, Part A funds and District Title I, Part A funds, district facilitators, strategists, and coaches are made available to all campuses, including Adams MS, to provide instructional and curricular leadership. Facilitators are available for consultation in all four core areas (ELA, Math, Science, and Social Studies), as are strategists (including ESL strategists). Coaches are available for teachers in need of improvement and new teachers (see below).

Beginning Teacher Improvement and Mentoring (BTIM) Grant Program: As part of the Educator Quality Consolidated Grant Program, GPISD provides up to three years mentoring for new teachers to the profession, as well as new teachers to the district (as needed). These mentors are retired Master Teachers who spend at least one hour weekly with all new teachers to provide feedback and advice regarding curriculum, classroom management, data disaggregation, and other aspects of the craft.

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Texas Title I Priority Schools Grant, Cycle 2
Schedule #4B—Program Description

Part 2: Project Management Cont.

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

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

The LEA, in the development of the Office of the District Shepherd, will designate a central staff member to serve as a liaison to ensure responsiveness of LEA departments to the Adams Middle School transformational efforts, provide a direct line of communication to the superintendent, and monitor the Principal's progress on 90-day strategies to assist with Quarterly Implementation Reports. The District Shepherd will be required to attend all SIRC/TEA trainings. Specifically, the District Shepherd will:

- Regularly monitor progress of 90-day strategies and Quarterly Implementation Reports;
- Provide feedback to Principal when needed and/or requested;
- Respond promptly to principal requests for assistance;
- Hold scheduled meetings with transformation principal;
- Assist principals in problem solving;
- Serve as a liason between the LEA and the TTLA Program and Program Representative;
- Ensure the Campus is provided operational flexibility;
- Monitor the progress of 90-day action plan;
- Provide regular communication with the Campus by providing a direct line of communication to the Superintendent;
- Facilitate the removal of District-level barriers that may hinder the transformation process;
- Provide support and feedback to the Principal and the Master Teacher;
- Assist in the replacement and recruitment of qualified staff;
- Support the placement of social service resources at the campus;
- Partner with the Campus to generate a positive school culture; and
- Attend required trainings.

The District has identified the ideal candidate for this role and anticipates having the Office of District Shepherd established before the beginning of the 2011-12 school year.

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**Texas Title I Priority Schools Grant, Cycle 2
 Schedule #4B—Program Description**

Part 2: Project Management Cont.

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

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

Sustainability of the transformation has been considered during the initial planning of the grant process. The LEA has engaged a wide representation of the community in the planning process as a way to help ensure long-term viability of the reform. The participation of community stakeholders through the Parent Training Center, surveys, meetings, communication initiatives, and other strategies is integral to the Implementation Phase of the TTIPS Transformation Model for Adams Middle School. In addition, the District has committed to ensuring that adequate and necessary resources are available to sustain the transformation and requests for assistance in securing community support for those resources.

Throughout the Transformation Process, the GPISD Administration, the Adams Middle School Administration, District Shepherd, Grand Coordinator, Instructional Coach, and the Teacher Leaders will ensure that each success achieved by the TTIPS program is acknowledged and celebrated within the community of Grand Prairie. By demonstrating the success of the Transformation Model, GPISD Administrators 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 unnecessary practices, the District will realize cost savings that will be directed to the sustainability of the transformation process.

To ensure the success of the sustainability plan for the TTIPS Program, GPISD will take the following steps:

- Invite teacher, staff, and community input in the planning stage and subsequently seek continued support and involvement of all stakeholders to ensure continuity of the reform effort;
- Provide priority/preferential status in HR practices of recruiting, selecting, hiring, supporting and retaining quality administrative staff, and teachers for Adams Middle School;
- 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; and
- Provide job-embedded professional development to educators on how to engage in ongoing problem solving, thereby establishing a culture geared toward continuous improvement.

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Texas Title I Priority Schools Grant, Cycle 2
Schedule #4B—Program Description

Part 2: Project Management Cont.

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

External Providers -- Describe how the LEA will recruit, screen, and select external providers to ensure their quality.

If, following the Comprehensive Needs Assessment and following guidance and technical assistance from SIRC and TEA, it is determined that GPISD and the Adams Middle School has a need for an external service provider for any of the components of the TEA Transformation Model implementation, the GPISD TTIPS program will follow the procedures outlined in the *Handbook on Effective Implementation of School Improvement Grants* (Perlman & Redding, 2010):

- Identify unambiguous reasons for hiring an external provider;
- Engage stakeholders about the need to hire external providers and ensure the entire process is transparent and fair;
- Articulate specific goals of the relationship with the external provider, including measurable expectations and criteria for selection of external partners to meet these goals;
- 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 process);
- Budget adequate funding to support relationships with the external partner during the duration of the contract;
- Develop a rigorous process to select an external partner whose experience and qualifications match the specified goals (e.g., a written application, due diligence to confirm a track record of success and financial stability, an in-person interview with the external provider's leadership team, and if appropriate due to scope, a site visit to schools receiving services from the external partner);
- Negotiate a contract outlining roles and responsibilities of the external partner as well as the District and relevant schools, and if applicable, state department of education, as well as explicit and measurable outcomes, including interim indicators of growth;
- Provide support as needed and appropriate, but do not micro-manage external partner;
- Evaluate the external partner's progress towards goals; and
- Define consequences for failure (e.g., termination or modification of contract).

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Texas Title I Priority Schools Grant, Cycle 2
Schedule #4B—Program Description

Part 2: Project Management Cont.

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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/s.

Site visits to other campuses successfully implementing the TEA Transformation Model would be highly beneficial in the development and planning of the Adams Middle School TTIPS Transformation plan. GPISD administration, Adams Middle School administration and staff and teachers 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.

It is important that site visits include the leadership team and other critical staff members as determined by the GPISD and Adams Middle School administration. The TTIPS Grant Committee as well as the TTIPS Campus Committee will be involved in such visits. Schools with similar demographics and test issues would be considered first for visitations. Including in the visits would be examination of curriculum, assessment, campus improvement plan, administrative procedures, organizational components, and best practices. These would be considered in terms of how to be a "fit" for Adams Middle School to achieve the goals listed earlier.

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Texas Title I Priority Schools Grant, Cycle 2

Schedule #4B—Program Description

Part 2: Project Management Cont.

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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. If the LEA is applying to serve all Tier I campuses or the LEA has no Tier I campuses, enter 'N/A'

N/A

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**Texas Title I Priority Schools Grant, Cycle 2
Schedule #4B—Program Description**

Part 3: Intervention Model

Section A: Intervention Model Selection Process

1. Tier I or Tier II Intervention Model to be Implemented – Indicate the model **selected** by the LEA/campus for implementation. (For Tier I and Tier II campuses only. Tier III campuses leave blank.)

- Transformation
- Turnaround
- Restart
- Closure

2. Tier III Intervention Model to be Implemented – Indicate the model **selected** by the LEA/campus for implementation. Choose one of the 8 options below. (For Tier III campuses only. Tier I and Tier II campuses leave blank.)

- | | |
|---|---|
| <input type="checkbox"/> Transformation (Full Implementation) | <input type="checkbox"/> Tier III Transformation |
| <input type="checkbox"/> Turnaround | <input type="checkbox"/> Texas Early College High School (ECHS) |
| <input type="checkbox"/> Restart | <input type="checkbox"/> Texas Science, Technology, Engineering and Math (T-STEM) |
| <input type="checkbox"/> Closure | <input type="checkbox"/> College for All |

3. Model Implementation Option -- Indicate below whether the LEA/campus will participate in the TEA Approved Model with Technical Assistance provided by the TEA-funded School Improvement Resource Center (SIRC) or other TEA approved technical assistance provider or the LEA/campus will implement its own intervention design within the final requirements of the grant program. (For all campuses.)

- TEA Designed Model with Technical Assistance Provided by the School Improvement Resource Center or other TEA approved technical assistance providers for Tier III grants
Note: Applying to implement the TEA Designed Model with Technical Assistance Provided by the School Improvement Resource Center or other TEA approved technical assistance providers in no way implies or guarantees funding.
- OR**
- The LEA/campus will implement its own intervention design, within the parameters required by the final federal regulations released by USDE

4. Incorporate or Expand SES Services on Campus -- Selection of SES will require the LEA/campus to meet all federal requirements for providing SES on the campus including, but not limited to, implementation of EZSES system, parent selection of providers, student enrollment procedures, student learning plans, and invoicing procedures. If checked below, campuses not required to implement SES under Title I would be required to add SES to their grant program and campuses currently implementing SES under Title I would be required to expand SES services on the campus by expending additional funds, either through serving additional students or providing additional tutoring to existing students beyond the student's PPA under Title I. Grant funds should be budgeted for SES services if selected. (For all campuses)

- Supplemental Education Services (SES) incorporated into the intervention model
Note: Selecting SES in no way implies or guarantees funding.

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**Texas Title I Priority Schools Grant, Cycle 2
Schedule #4B—Program Description**

Part 3: Intervention Model

Section B: Model Selection Process –Describe in detail:

1. The process the LEA and campus followed to select a school intervention model that aligns to the identified needs of the campus.

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

Grand Prairie ISD will follow a multi-step process to select a school intervention model that aligns to the identified needs of Adams Middle School.

District administration facilitated the formation of the TTIPS Committee. The team is comprised of the groups listed in Part 3, Section C of this application. The TTIPS Committee considered a series of "narrowing questions" specific to the transformational model being considered, the TEA-Modified Transformation Model.

- o Is GPISD administration willing to grant Adams Middle School operation flexibility (e.g. staffing, calendar, budget)?
- o Is GPISD administration willing and able to increase and provide ongoing mechanisms for parent/community engagement?
- o Is GPISD administration willing to develop and utilize rigorous, transparent, and equitable evaluation systems for teacher and principal involvement?
- o Will GPISD administration ensure that Adams Middle School receives ongoing intensive technical assistance from SIRC or other designed providers?
- o Will GPISD administration support strategies (financial incentives, increased opportunities for promotions, and flexible work conditions) designed to recruit and retain staff?
- o Is GPISD administration willing and able to establish schedules and implement strategies to provide increased learning time?

Adams Middle School will follow the TEA Designed Model that aligns to the identified needs of the campus with assistance from the SIRC, TEA's Title I funded technical assistance provider for campuses staged in intervention status in both the state and federal accountability systems. Activities include:

- I. Support and assistance from the SIRC will consist of:
 1. Training on grant intervention options;
 2. Training, assistance, and support in implementing the model and the Tier III program;
 3. On-site technical assistance via Professional Service Provider (PSP);
 4. Pre-assessment of the LEA's readiness, capacity, and commitment to implement the grant program;
 5. Needs assessment of the LEA's systems of support, formative assessment processes, use of data and professional development;
 6. Assistance with awareness and communications around the grant; and
 7. On-going technical assistance to LEA and campus, including, but not limited to, phone communication, online resources, face to face mentoring/training, webinars, teleconferencing or discussion boards.
- II. The TEA Designed Model for Transformation will be based on three principles:
 1. Improving student achievement and increasing college and career readiness by building the capacity of campus leaders and teachers;
 2. Improving campus climate through social and emotional supports; and
 3. Utilizing district support to transform systems.
- III. Key elements on Professional Development will include:
 1. Extensive training on using data and evaluation systems effectively;
 2. Job-embedded professional development models;
 3. Comprehensive needs assessment and campus processes;
 4. Positive Behavior Support
 5. Utilization of community partners; and
 6. Maximizing extended learning time.

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**Texas Title I Priority Schools Grant, Cycle 2
Schedule #4B—Program Description**

Part 3: Intervention Model

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

- IV. Tier II Transformation Model Evaluation of the Effectiveness of the Principal:
The district administration along with the assistance from SIRC staff will participate in professional review and develop a growth plan for the campus principal. Since the principal has been replaced within the last two years, the principal will not be replaced. She will receive professional development on how to improve instruction on low performing campuses.
- V. Performance Goals and Evaluations:
The district and campus administration will hold themselves accountable for meeting the LEA's Annual Performance Goals and TEA's Performance Assessment and Evaluation targets. Benchmarks with target timelines that are realistic to the implementation timeline will be set for each of the three years of the funding cycle.
- Monitoring will occur at the campus site by both internal and external consultants. In addition, the district and campus administration agree to provide access to onsite monitoring visits conducted by TEA, SIRC and its contractors. These annual site visits will help validate the implementation reports submitted by the campus. Administrators understand that interviews and complete implementation checklists to measure the progress towards critical success factors and milestones will be reviewed internally as well as by TEA and SIRC staff.
 - A data collection team will be developed to track quarterly activities that show appropriate evidence of implementation, evaluation of implementation, and evaluation of timeline. The following data will be tracked for each activity. A Critical Success Factor Code (s) will be entered in a table report provided by TEA with a brief description of the activity, and the proposed beginning and ending date of each activity addressed.
1. Improve Academic Performance, Including But Not Limited To, Reading/ELA And Mathematics
 - 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 Collaboration Planning
 5. Increase Parent/Community Involvement
 - a. Increased Opportunities For Input
 - b. Effective Communication
 - c. Accessible Community Services
 6. Improve School Climate
 - a. Increase 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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<p>by telephone/e-mail/FAX on _____ by _____ of TEA.</p>		

Texas Title I Priority Schools Grant, Cycle 2
Schedule #4B—Program Description

Part 3: Intervention Model

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

Project Activity	Position Responsible	Other Staff Required	Date to be completed
Pre Award Steps Taken			
Form TTIPS Committee and begin discussing appropriate model	Superintendent	Ex Director of Federal Funds; Assoc Supt of Ed. Support	Mid April
Meet with all campus staff	Principal	District Administrators, Counselors, Assistant Principals	Second week in May
Collect data identified in Part 1, Section B and perform the CNA	Principal	TTIPS Committee	Third Week in May
Review the answers to the "narrowing questions" as well as analyze results of the CNA for consideration of viable options	TTIPS Committee	Superintendent	Last Week in may
Identify project Manager (School Improvement Director)	Superintendent	Principal, Assoc.Supt. of Ed.Support	Last week of May
Participate in Tech. Assistance Overview Sessions; Four Models; and Application Review	TTIPS Committee		Last week of May
Collaborating with district personnel to collect additional or missing data	TTIPS Committee		Last week of May
Selecting a school intervention option for Adams Middle School.	TTIPS Committee	Superintendent	Last week of May
Research third-party providers	Director of Comp. Grants	Principal	Last week of May
Select third-party providers	TTIPS Committee		First week of June
Present information to the Board for commitment and approval.	TTIPS Committee	Superintendent	Second Week of June
Post Award Steps to Take			
District works with TEA to negotiate awarded grant	Exe Director of Federal Funds	School Improvement Director (SID)	July 2011
Revise current budget to include TTIPS grant	Director of Finance	Superintendent, SID; Principal	Last week of July
Orient staff to TTIPS implementation	Principal	SID	Last week of July
Review data and implement CNA	SID	Principal; Lead teachers	Summer of 2011
Attend SIRC Summer Sessions	TTIPS Campus Team	SID	August 2011
Hire Instructional Coach	Principal	SID	First week of August
Hire At Risk Counselor(s)	Principal	SID; Director of Counseling	First week of August
Professional Development Schedule and Calendar	TTIPS Campus Team	SID	First Week of August 2011
Create teacher evaluation rubric	TTIPS Campus Team	SID	First Week of August
Decide on Technology implementation calendar	Principal, SID; Ex Dir of Instructional and Media Services		Second Week of August
Implement Intervention Model	Principal; SID	Campus staff; Instructional Coach; At – Risk Counselors; TTIPS Campus Team	Continuous throughout grant period and after.

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Texas Title I Priority Schools Grant, Cycle 2
Schedule #4B—Program Description

Part 3: Intervention Model

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

1	Superintendent – (a) relays concerns of school board members, community members, and parents related to Adams Middle School. (b) considers district and campus personnel issues. All concerns from parents and community members along with district and campus personnel were factors considered when determining school intervention model.
2	Executive Director of Secondary Education and Executive Director of Teaching and Learning – (a) conduct meetings and conferences with Principal, parents, teachers, community members, and parents on various academic and infrastructure campus needs; (b) meets with Principal to review academic needs, review instructional materials and assessments, and holds training meetings with teachers on various instructional strategies and methods. During these visits, much of the needs identified and discussed were considered when deciding on an intervention model.
3	Principal – (a) has conferences with student parents and staff members as well as conducts appraisals and walk-throughs; (b) communicates through emails, newsletters, and flyers to have an up-to-date assessment of needs; (c) reviews various data reports to desegregate the student and teacher gaps, barriers, and weaknesses. Assistant Principals – (a) has first-hand knowledge of disciplinary needs, academic needs, nurse identified health issues, cafeteria issues, transportation issues, and parent needs. Input of campus leadership is essential when considering the intervention model appropriate.
4	Teachers – (a) serve as faculty, parents, and community members. (b) consider their class, campus, student, and parents' needs when designing a plan to increase performance for the next 3 years and thereafter. (c) helped design the teacher quality section of the CNA and this proposal and assisted with the model selection. Paraprofessionals – (a) communicate directly to the parents, teachers, and students.
5	Counselors – (a) reviews the grades, class availability, scheduling issues, student and parent personal and academic needs, along with college readiness needs; (b) academic and social needs and their impact on the overall campus success was also considered in the model design and intervention selections.
6	Students – (a) assisted the committee in determining the needs of the campus; (b) student survey as well as informal student interviews, and concerns that arose throughout the year directly guided the design of the program to best address the needs of students in the CNA.
7	Parents – Parent surveys, interviews, and formal and informal conversations with parents and community members allowed the grant committee to better address the concerns of the parents in the CNA: Parent meetings were conducted to discuss grant models and illicit ideas and suggestions.
8	Various Central Administration Staff – Other Central Administration staff were consulted regarding the implementation of the TTIPS grant, the support capabilities of the LEA, and the sustainability of interventions after the grant cycle ends. Examples include: Deputy Superintendent of Business Operations, Associate Superintendent of Maintenance and Operations; Executive Director of Human Resources; Associate Superintendent of Educational Support; Executive Director of Special Education; and Executive Director of Communications.
9	School Improvement Director (District Shepherd) – The School Improvement Director participated in all TTIPS Committee Meetings; many parent and faculty meetings; and small and individual meetings with key decision makers within the district.
10	

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by telephone/e-mail/FAX on <u>10/24/11</u> by <u>305</u> of TEA.		

Texas Title I Priority Schools Grant, Cycle 2

Schedule # 4C—Model Requirements and Timeline

Reform/Improvement Activity Timeline for Implementation

Instructions –Complete the charts below using the Model Requirement Numbers and the Critical Success Factor (CSF)/Milestone Codes from *Part 3: Schedule Instructions* of the RFA for the intervention model selected. Briefly list the reform/improvement activities to be implemented in the grant program and enter the beginning and ending dates for the activity. Activities should be entered in relative date order to reflect the order in which the activities will be implemented (to the extent possible). Note that all Model Requirements must be addressed and each CSF must be addressed, although not each milestone must be addressed.

Reform/Improvement Activity	Begin Date MM/YY	End Date MM/YY	Model Requirement Number	CSF/ Milestone Code
<i>Example: Screen existing staff using district determined competencies to determine which staff will be replaced due to lack of student performance.</i>	3/10	6/10	TU-2	7A, 7C

Grant funds will be used to pay only for activities occurring between beginning and ending dates of the grant as specified on the Notice of Grant Award.

Reform/Improvement Activity	Begin Date MM/YY	End Date MM/YY	Model Requirement Number	CSF/ Milestone Code
Screen existing staff utilizing locally adopted evaluation instruments to assess skill level as well as identify areas of growth. Remove non qualified staff.	March 2012	May 2012	TR-6	7A
Work with HR to recruit additional qualified staff (as many as six (6)). Hire as many as six (6) additional teachers, as needed.	January 2012	May 2012	TR-8	7C
Review progress reporting guidelines and schedule of deadlines in regard to progress report submission.	October 2011	January 2012	TR-3	3C,1C
Schedule visits to Cycle 1 Transformation campuses	September 2012	December 2012	TR-7	7B
Screen and hire an Instructional Coach to assist with the implementation of the PD and improve instruction. Grant funds will be used to pay only for activities occurring between beginning and ending dates of the grant as specified on the Notice of Grant Award.	August 2011	June 2014	TR-2	1B, 1C, 3A, 7B
Screen and hire two(2) At Risk Counselors or Social Workers to work with social/emotional needs of campus and parents.	October 2011	June 2014	TR-5	5B, 5C, 6A, 6B
TTIPS Campus Committee (to include stakeholders) will create evaluation system for teachers and principals to include multiple-observation based assessments, portfolio system, student performance, and ongoing collection of professional practice and compliance with grant interventions. Reward, incentives, flexible scheduling and other avenues of recruiting and retaining high performing staff will be established. Rubric and performance monitoring schedule of staff will be developed.	January 2012	May 2012	TR-6	7A, 7C
Attend School Improvement Summer Institute as required annually by Region 13 SIRC	September 2011	June 2014	TR-4	3A, 7B
Attend Texas School Improvement Conference annually provided by Region 13 SIRC.	October 2011	June 2014	TR-4	3A, 7B
Participate in District Institute, District Snapshot, and Campus Snapshot	November 2011	February 2012	TR-4	2A

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Schedule # 4C—Model Requirements and Timeline

Reform/Improvement Activity Timeline for Implementation-continued.

Reform/Improvement Activity	Begin Date MM/YY	End Date MM/YY	Model Requirement Number	CSF/Milestone Code
TTIPS Campus Committee will create and design a professional development plan based on the CNA to include but not limited to <i>RTI</i> by Region 10 and/or district personnel; <i>CKH</i> by the Flippen Group; <i>Lesson Plan Design</i> by District personnel; <i>CScope Training</i> by Region ; <i>PBSI – Region10</i> ; <i>Effective Instructional Pedagogy</i> to be determined; <i>Project Based Learning</i> by the BIE; <i>Differentiation in the Classroom</i> by (TBD); <i>ARD Decision Making</i> by Region 10 and/or District Personnel; <i>How to disaggregate data and use the data to improve instruction</i> by District Personnel	January 2012	May 2012	TR-7	1A, 3A, 7B
Assess instructional technology needs at Adams Middle School.	January 2012	May 2012	TR-3	1A
Make adjustments to the master schedule to address deficiencies (block scheduling in cores), support extended learning time, and support student learning by extending instructional time during the day for Mathematics, Reading, and/or Science(STEM initiatives)	August 2012	June 2014	TR-4	4B, 4C
Support extended learning time for identified students by extending the day 2 or 3 times per week.	February 2012	June 2014	TR-4	4B, 4C
Support extended learning time: BRIDGE Program during the summer for incoming 5 th graders who are identified as needing additional support.	June 2012, June 2013	June 2014	TR-4	4B,4C
Support extended learning time: Summer Camps for 6 th and 7 th graders who are identified as needing additional support	June 2012 June 2013	June 2014	TR-4	4B,4C
Review of CNA by district and campus leadership to devise an action plan for community notification of grant award and blueprint of services offered to students and school community to support reform	September 2011	January 2012	TR-5	5A, 5B
All staff will review student performance data and identify students who will be targeted for immediate interventions based on historical data (TAKS, TELPAS, Grade Reports, Discipline Reports; INOVA).	November 2011	June 2014	TR-2	1A, 2B, 2C, 3C
Student Intervention plans will be established, implemented, monitored and revised a minimum of once per 9-week grading period.	December 2011	June 2014	TR-2	1A, 2B, 2C, 3C
Implementation of ARD Decision Making training to understand how to make instructional and assessment decisions for special needs students..	July 2012	January 2013	TR-3	1B, 2B, 2C,
Review AEIS, AYP, and District Data related to participation in special programs.	May 2012	January 2013	TR-2	1A, 2B
Teachers will be trained and implement an effective RTI Model.	July 2012	June 2014	TR-2	1B, 3B,
Campus leadership will ensure a system of identifying and monitoring student progress; ensuring appropriate interventions; and progress monitoring are occurring.	November 2011	June 2014	TR-3	2C,3C

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Schedule # 4C—Model Requirements and Timeline

Reform/Improvement Activity Timeline for Implementation-continued.

Reform/Improvement Activity	Begin Date MM/YY	End Date MM/YY	Model Requirement Number	CSF/Milestone Code
Implement Common Planning as a PLC to purposefully design and plan effective lessons.	August 2011	June 2014	TR-4	3B, 4C
Implement with fidelity the district adopted scope and sequence, CSCOPE. Campus leadership will ensure progress monitoring; pacing and instructional alignment with CSCOPE	August 2011	June 2014	TR-3	1B
CSCOPE fidelity and implementation of Lesson Design incorporated into evaluation rubric	March 2012	June 2014	TR-6	1C, 7A
Implement PBSI focusing on student and teacher participation in ongoing positive incentives for increased attendance, decreased discipline referrals, increased academic performance, and increased positive involvement in school activities.	August 2012	June 2014	TR-6	6A, 6B, 6C
Devise responsive action plans based on the data procured from common assessments, locally developed benchmarks, teacher qualitative observations, and community surveys	January 2012	June 2014	TR-8	1A,1B,1C,2A,2B,2C,4C
Implement parent/student/community surveys to assess level of service and ascertain areas of needed improvement	May 2012	June 2014	TR-5	5A
Staff to attend curriculum overviews once per grading period as determined by district personnel	October 2011	June 2014	TR-3	1B,3A
Implement incentive, retention strategies that were determined by the TTIPS Campus Committee. Reward, incentives, flexible scheduling and other avenues of recruiting and retaining high performing staff will be established.	August 2012	June 2014	TR-8 / TR-9	7A, 7B
Screen and Hire a Parent Liaison to bridge the gap between home and school. Parent Liaison will create, coordinate, and monitor the Parent Training Center. Parent Liaison will provide home visits and assist the parents in procuring community assistance when necessary.	November 2012	August 2014	TR-5	5B, 6A, 6C
Principal was replaced in the last two years. Provide extensive leadership and instructional training for Transformation Principal. Including SIRC, Flippen Leadership, CSCOPE training, PLC, and PBL	September 2011	June 2014	TR-1	1A,1B,2A,2C,4C
Send out parent newsletter and update website	January 2012	June 2014	TR-5	5B
Meet and collaborate with community agencies to bridge the gap and form partnerships between the school and the greater community to gain and solidify resources	January 2012	June 2014	TR-5	5C, 6C

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by telephone/e-mail/FAX on by <i>SOS</i> <u>10/24/11</u> of TEA.		

Schedule # 4C—Model Requirements and Timeline

Reform/Improvement Activity Timeline for Implementation-continued.

Reform/Improvement Activity	Begin Date MM/YY	End Date MM/YY	Model Requirement Number	CSF/Milestone Code
Implement evaluation system for teachers and principals to include multiple-observation based assessments, portfolio system, student performance, and ongoing collection of professional practice and compliance with grant interventions in accordance with rubric and performance monitoring schedule developed by TTIPS Campus Committee.	August 2012	June 2014	TR-6	1C, 7A, 7C
Train teachers and implement a student portfolio system that includes, but is not limited to, work samples, achievement data, and other pertinent information that would allow teachers to understand the "whole" child.	July 2012	June 2014	TR-2	1A, 1B, 1C
Train staff on the use of Project Based Learning as an effective model for engaging students in relevant and rigorous learning; including the integration of 21 st Century Skills necessary for employability and college readiness.	September 2011	December 2012	TR-7	7B,1C
Implement Project Based Learning campus wide as an effective model for engaging students in relevant and rigorous learning; including the integration of 21 st Century Skills necessary for employability and college readiness.	August 2012	June 2014	TR-4	4B
Train and implement, with fidelity, Capturing Kids Hearts and Rachel's Challenge. Both aimed at improving campus culture and enabling students and staff to build relational capacity with peers and adults based on mutual respect.	October 2011	June 2014	TR-5	7B,6A,6B
Upgrade instructional technology abilities at Adams Middle School. To include but not limited to laptop carts for student use; instructional computers, projectors, and document viewers in each classroom; sets of classroom clickers for formative assessment; upgrade and/or replacement of computer lab equipment to make it accessible to students and parents (Parent Training Center); subscriptions to instructional programs and software that would improve instruction and increase engagement; hardware and/or software that would encourage extra-curricular activities; technology needs that would provide remediation in Mathematics, Reading/ELA, Science – both during school hours and during extended learning time.	July 2012	June 2014	TR-3	1B, 1C, 2B, 4A, 5A/5B, 6D, 7B,
Programmatic review of data by the staff from surveys (assess leadership, teacher effectiveness, culture/climate) to assess how we are doing	May 2012	June 2014	TR-6	3C,5C,
Attend PLC common plan time DAILY and reflect on job-embedded professional development activities	August 2011	June 2014	TR-7	3A,4C,7B
Implement parent/student/community surveys to assess level of service and ascertain areas of needed improvement	May 2012	June 2014	TR-5	5A

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by telephone/e-mail/FAX on _____ by _____ of TEA.		

Texas Title I Priority Schools Grant, Cycle 2

Schedule #4D—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, 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

Planning for school improvement at Adams Middle School has already begun. The LEA, school administrators, and stakeholders understand the need for fidelity in implementation of the transformation model and the model's impact on necessary school improvement. Extensive reliance upon the SIRC/TEA professional development activities and implementation of research-based strategies that lead to results will be evidenced.

Implementation of the transformation model will begin immediately upon receipt of the award notification, beginning with putting in place the master schedule design to accommodate the program design; consequently, day one of the school year and transformation model design will be off to a successful start. In addition, immediately upon notification, the LEA/campus staff will meet again to refresh about the timeline of program activities as well as discuss program implementation "progress checks". Community members and all stakeholders will receive a communication regarding the grant award when received.

Progress checks will occur weekly through reflections in the PLC meetings and team leader/administrative meetings. After reflections, immediate changes will be implemented as needed. Monthly progress checks utilizing quantitative and qualitative data will provide a means of documenting the success of the program as well as provide continuous data for the 90 day progress check and program evaluation required.

Action plans for improvement will be kept on file and updated as necessary, depending on the needs determined by continuous monitoring. Action plans will address student performance on locally developed common assessments, teacher performance and attendance, disciplinary infraction rates, attendance rates, community involvement attendance rates and rosters from the parent leadership academy, as well as data regarding frequency of visits to school counselors and social workers. Any issues that arise will be immediately addressed in order to fully ensure fidelity of implementation with grant requirements.

The Process for performance assessment and evaluation utilized by the LEA and campus is as follows:

- The campus improvement team will take part in the SIRC professional development and assess the implementation of the grant model through a series of surveys; any adjustments to the implementation of the model will then be made. Surveys will be conducted at the beginning, middle and end of program implementation utilizing information from formative and summative data and 90 day progress reports.
- Continuous comprehensive needs assessment evaluation and progress monitoring by the school improvement team will be conducted to determine if the implementation of the model is being carried out as intended; survey data will be conducted during 9 week progress checks, 90 day progress reporting periods and at the beginning, middle and end of yearly program implementation. Any needs that arise as a result of review will receive immediate attention from the LEA/campus improvement team.
- Principal/teacher evaluation rubrics will be developed to determine and maintain a high level of performance effectiveness. Teacher leaders will be identified as a result of this rubric as well as other formative and summative data (performance appraisals, Flippen Leadership profiles, walk through data, reflective interviews, and teacher portfolios). LEA and campus leadership, along with the campus program manager will review and evaluate the data.

TEXAS EDUCATION AGENCY
Standard Application System (SAS)

057-910
County-District-Campus No.

by telephone/e-mail/FAX on _____
by _____ of TEA.

School Years 2011-2014

Amendment No. _____

Texas Title I Priority Schools Grant, Cycle 2

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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 Process for formative evaluation utilized by the LEA and campus is as follows:

- Continuous attention to formative common assessments, district benchmarks, teacher walk through data, and AEIS trend data will be the data force behind evaluation of instructional programs on a continual basis.
- Activities will be aligned with the Critical Success factors to ensure that reform activities are on track and deficiencies in implementation are corrected efficiently.
- Continuous feedback and input from staff and stakeholders will assess the program implementation. Teams will assess what is working and what needs to be modified as a result of reflections, information from weekly progress checks, and subsequently 90 day formative progress reports.
- Students will have an opportunity to respond to surveys designed to assess TTIPS program implementation at the close of each semester. This process will serve to provide feedback on the level of student engagement as well as their perception of student-centered initiatives.
- Parents will have an opportunity to respond to surveys designed to assess program implementation and provide input about the TTIPS grant activities in order to better assess parent concerns and needs at the close of each semester.
- Teachers and administrators will evaluate professional development activities at the end of each session and reflect on implementation and develop plans of action to utilize the information presented.
- Campus climate initiatives will be evaluated to assess the effectiveness of positive behavior support initiatives and determine what adjustments need to be made to cultivate and maintain a positive and progressive culture and climate.

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by telephone/e-mail/FAX on _____ by _____ of TEA.		

Texas Title I Priority Schools Grant, Cycle 2

Schedule #4D—Performance Assessment and Evaluation

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Section C: Qualitative and Quantitative Data Collection Methods- Describe the LEA/campus' process for data collection methods to be implemented. Explain the following in the space provided:

1) How the data will be disaggregated; 2) How the results will be used to improve instruction; and 3) How continuous improvement will result from ongoing data analysis.

The Process for qualitative and quantitative data collection utilized by the LEA and campus is as follows:

- Data will be disaggregated according to subpopulation, economically disadvantaged, at-risk, as well as students participating in special programs (GT, pre-AP, special education, 504, RTI process rolls). The district database d2sc will be utilized to sort and disaggregate to pull reports for data analysis, leading to data-driven decision making.
- Teacher leaders, mentors, campus leadership and the campus program manager will review and evaluate student progress based on data disaggregated in D2SC to determine how teachers can adjust instruction on a daily basis and focus common plan time to ensure quality lesson design and ultimately student success; campus leadership and program managers will use data on all student populations to drive instructional practices.
- Continuous improvement will result from data collection due to the fact that data will not only be collected, but reflected upon, driving decision making and action. Teachers will be able to objectively look at the data that they have on their students and determine where immediate interventions can occur, quite feasibly from the common plan period, leading into the next class period. Constant reflective practice and conversation with accountability teams leads to positive groupthink and problem solving. A sustainable culture of growth and achievement is inherent in the practice of ongoing data collection, reflection, and program implementation.

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by telephone/e-mail/FAX on _____ by _____ of TEA.		

Texas Title I Priority Schools Grant, Cycle 2
Schedule # 4D—Performance Assessment and Evaluation

Part 2: Process for Development of Performance Goals

Describe the process used 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 Adams Middle 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 TTIPS Campus Team) including district administration, campus administration, teachers, and parents.

In the process of developing the campus performance goals, the most critical factor will be the results of the Comprehensive Needs Assessment. The CNA highlighted areas of weaknesses and gaps in instruction and achievement that will be the fundamental basis for the campus performance goals under the TTIPS program. Part 1, Section 3 lists the multiple data sources assessed in the CNA. These data sources will be carefully reviewed and data will be disaggregated by the TTIPS Committee to establish the campus performance goals.

A fundamental performance goal for the campus will be that by the end of year 1 of the grant cycle, Adams Middle School will meet AYP as determined by the federal standards. Essential to the improvement of Adams Middle School is increased student performance in Mathematics, Reading/ELA, and Science with a reduction in the achievement gap between African American students and their student peer groups.

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 TTIPS Campus Team, campus administration, district administration and campus faculty, based on the conclusions of the Comprehensive Needs Assessment.

Once the core performance goals are developed for Adams Middle School for the TTIPS transformation, these goals will be posted on the GPISD website and shared with teacher, parents, administration and other stakeholders for input. Parent meetings, staff meetings (both individually and in groups), and meetings with district administration will be held and input will be taken for 14 calendar days, after which point the TTIPS Team will approve the final list of Adams Middle School TTIPS Performance Goals for the Transformation 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 and submitted by the Program Manager. As identified in Schedule 4C, Part 1A, 1B, and 1C, all methods of evaluation (ongoing monitoring/continuous improvement, formative evaluation, and qualitative/quantitative evaluations) are incorporated into each 90-day action plan. As all of the performance goals (with their critical corresponding critical success factors/milestones) will comprise the basis for each 90-day action plan. Every TTIPS performance goal will be monitored through substantial range of review with the results being utilized to adjust program performance to ensure the fidelity to the intent and direction of the transformation process. . If the School Improvement Director, or program manager determines any area that is failing to make adequate progress in the 90-day action plan, immediate intervention will be established for that specific activity or program area. The intervention will receive additional support and adjustment to that area of concern toward meeting or exceeding the established program goals. The SID will provide monthly updates to the district Superintendent and TTIPS Campus Committee regarding progress made toward the TTIPS program goals. The TTIPS Committee 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 assessment will be integrated into the campus performance goals, thereby being integrated into the 90-day action plan.

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

057-910
County-District-Campus No.

School Years 2011-2014

Amendment No.

Texas Title I Priority Schools Grant, Cycle 2

Schedule # 4D—Performance Assessment and Evaluation

Part 2: Process for Development of Performance Goals (cont.)

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

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 Standard Application System (SAS)**

057-910
 County-District-Campus No.

School Years 2011-2014

Amendment No.

Texas Title I Priority Schools Grant, Cycle 2

Schedule # 4D—Performance Assessment and Evaluation

Part 3: Annual Performance Goals – Performance goals should be tied to the activities identified in Schedule # 4C – Part 2-Reform/Improvement Activity 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. Each year's progress goal must increase from the prior year. Goals may not be amended or modified at a later date. Each column must be completed.

1. 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. Each year's progress goal must increase from the prior year. Goals may not be amended or modified at a later date.

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance (2010)	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Improve Student Achievement in Reading/ELA (Required)*	Benchmark	74%	80%	85%	90%
2	Improve Student Achievement in Mathematics (Required)*	Benchmark	71%	80%	85%	90%

*The first 2 measures above are federal requirements and MUST be completed. These measures may not be altered.

3	Improve student achievement in Science for all student groups	Benchmark	66%	80%	85%	90%
4						
5						

2. 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 (2010)	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase the number of research based teacher improvement action plans implemented from data review and student performance	Lesson Frames and Walk throughs	0%	6	10	15
2	Increase the percentage of teachers who analyze performance data at least once per nine week period to address individual student needs.	Progress Monitoring Form	5%	33%	65%	95%
3	Increase the percentage of teachers who plan and implement CSCOE consistently through planning and instructional implementation.	PLC forms and Walkthrough forms	< 10%	25%	70%	90%
4	Decrease the percentage of students who are failing a course(s) in the core areas through implementation of campus RTI	Progress Monitoring Form	45%	30%	20%	15%

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by <i>11/17/11</i> telephone/e-mail/FAX on <i>10/24/11</i> by <i>805</i> of TEA.		

Texas Title I Priority Schools Grant, Cycle 2

Schedule # 4D—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

3. 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 (2010)	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase hours of training and professional development for campus leadership (Administrators, Dept Heads) through SIRC, Regional Service Centers, and/or District	Documentation of participation in SIRC, Regional Service Center, and District PD	12 hours	25 hours	30 hours	50 hours
2	Increase the average contact hours between campus leadership and staff related to data analysis.	Contact Logs	<1 hours per month	4 hours per month	6 hours per month	10 hours per month
3	Increase the average number of instructional coaching hours between leadership and staff to improve instruction.	Contact Logs	< 3 hours per month	10 hours per month	20 hours per month	30 hours per month
4						
5						

4. 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 (2010)	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase the number of minutes per week identified students participate in Math, Science, & ELA.	Master schedule; Student schedules	150 250 min per week per in the subject S	300 300 per week in 4 of 3 subject areas.	300 300 per week in 2 of 3 subject areas	300 300 per week in 3 of 3 subject areas
2	Increase the number students participating in before and after school and/or Saturday school instructional activities	Sign in rosters	< 25 students	50 students	75 students	100 students
3	Decrease the number of students in disciplinary placements which negatively impact students' time on task and in class learning	Discipline reports	>500 out of classroom placements	400 out of classroom placement	300 out of classroom placement	< 200 out of classroom placements
4	Increase the number of students participating in extended year services.	Student Rosters	0	25 students	50 students	100 students

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Texas Title I Priority Schools Grant, Cycle 2

Schedule # 4D—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

5. 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 (2010)	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase number of Parent Training sessions	Agendas and Training Handouts	3 hours	7 hours	10 hours	15 hours
2	Increase minutes devoted to review of Campus Needs Assessment with parents, parent committees, and community groups.	Agenda and dates of meetings	45 minutes	90 minutes	120 minutes	150 minutes
3	Increase the number of surveys to stakeholders or assess progress and levels of service being offered by Adams MS.	Copies of surveys	0	1	2	4
4	Increase the number of community contacts made in order to encourage partnerships.	Logs of contacts, Agendas of meetings and events	< 10	25	30	50
5	Increase number of home visits to address student needs as needed	Home visit logs	< 20	50	100	150

6. 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 (2010)	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Decrease number of discretionary disciplinary referrals and alternative placements	Discipline report	73%	36%	18%	0%
2	Implement number of teachers who are trained in Capturing Kids Hearts and Rachel's Challenge.	Training documentation	25%	33%	60%	90%
3	Increase number of students involved in extracurricular activities	Program/club Rosters, event registration	36%	50%	75%	100%
4	Increase attendance rates among students and staff	Skyward data	95%	96%	97%	98%
5						

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

School Years 2011-2014

057-910
 County-District-Campus No.

Amendment No.

Texas Title I Priority Schools Grant, Cycle 2

Schedule # 4D—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

7. 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 (2010)	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase number of teachers who are meeting minimum instructional standards as outlined in the evaluation rubric.	Score on the evaluation rubric created by TTIPS campus Committee and approved by LEA	0%	50%	75%	90%
2	Increase the hours of job-embedded professional development activities.	Sign in Sheets	12 hours	30 hours	50 hours	60 hours
3	Increase the number of teachers who participate in leadership opportunities.	Sign in sheets	< 1% of staff	10%	20%	30%
4	Increase the number of teachers who participate in research based Professional Development development activities.	Documentation of participation in SIRC, Regional Service Center, and District PD	0%	25%	60%	90%
5	Increase the number of staff members who are screened utilizing locally developed competencies to identify strengths, weaknesses and areas where improvement is needed.	TTIPS Campus Committee Evaluation System	0%	30%	60%	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 (2010)	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1						
2						
3						
4						
5						

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Standard Application System (SAS)**

057-910
County-District-Campus No.

School Years 2011-2014

Amendment No.

Texas Title I Priority Schools Grant, Cycle 2

Schedule #4E—Program Waivers

Waiver Requests

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

- Extending the period of availability of school improvement funds.

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

Notes: 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. In addition, if funds are requested for a second and third year on the budget schedule, the LEA/campus is requesting this waiver.

- "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.

Under this waiver, the LEA with an eligible Tier I or Tier II campus implementing the turnaround model or restart model may have their School Improvement status reset regardless of the actual AYP status and other school improvement interventions, such as School Choice and Supplemental Education Services (SES) would not be applicable. This waiver allows the campus two years to effectively implement the selected turnaround or restart model of reform without additional statutory school improvement interventions being required.

- Implementing a school wide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

This waiver allows a Tier I Title I campus that otherwise does not qualify to operate a Schoolwide program to do so in order to implement the Tier I reform model selected.

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Texas Title I Priority Schools Grant, Cycle 2

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

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

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

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

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

057-910
County-District-Campus No.

School Years 2011-2014

Amendment No. _____

Texas Title I Priority Schools Grant, Cycle 2

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

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

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

Barrier: Gang-Related Activities

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

Barrier: Drug-Related Activities

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

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Texas Title I Priority Schools Grant, Cycle 2

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

Barrier: Drug-Related Activities (cont.)

D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D08	Provide comprehensive health education programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D10	Establish school/parent compacts.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D11	Develop/maintain community partnerships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institution of higher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, & parents to deal with drug-related issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D15	Seek Collaboration/assistance from business, industry, or institution of higher education.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide Program materials/information in Braille.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E03	Provide program materials/information in large type.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information on tape.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments	Students	Teachers	Others
F01	Provide early identification and intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

057-910
County-District-Campus No.

School Years 2011-2014

Amendment No. _____

Texas Title I Priority Schools Grant, Cycle 2

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

Barrier: Absenteeism/Truancy

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

Barrier: High Mobility Rates

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

Barrier: Lack of Support from Parents

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

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 Standard Application System (SAS)**

057-910
 County-District-Campus No.

School Years 2011-2014

Amendment No.

Texas Title I Priority Schools Grant, Cycle 2

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

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N03	Provide mentor program for new teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N04	Provide intern program for new teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide professional development in a variety of formats for personnel.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N06	Collaborate with colleges/universities with teacher preparation programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities & benefits.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P03	Provide announcements to local radio stations & newspapers about program activities/benefits.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation to Program Activities	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Q04	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barrier

#	Strategies for Other Barrier	Students	Teachers	Others
Z99	Other Barrier:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other Strategy:			

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 Standard Application System (SAS)**

School Year ~~2011-2014~~ 2012

057-910
 County-District - Campus No.
 Amendment No.

Texas Title I Priority Schools CYCLE 2

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, 2011 through June 30, 2014

			A	B	C	D	E	F	G	H
			Year 1			Year 2		Year 3		TOTAL
Class/Object Code and Description			Pre-Implementation	Program Costs	Admin	Program Costs	Admin	Program Costs	Admin	Total Budget
1	Payroll Costs	5B - 6100		\$1,072,197		\$1,143,397		\$1,182,697		\$3,398,291
2	Professional and Contracted Services	5C - 6200		\$225,500		\$229,500		\$224,500		\$679,500
3	Supplies and Materials	5D - 6300		\$30,900		\$40,000		\$40,000		\$110,900
4	Other Operating Costs	5E - 6400		\$68,000		\$68,000		\$68,000		\$204,000
5	Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only)	5G - 6600/15XX		\$428,000		\$294,700		\$260,400		\$983,100
6	Total Direct Costs		\$	\$1,824,597		\$1,775,597		\$1,775,597		\$5,375,7
7	2.167% Indirect Costs				\$34,064		\$34,064		\$34,064	\$102,192
8	Total Budgeted Costs		\$	\$1,824,597	\$34,064	\$1,775,597	\$34,064	\$1,775,597	\$34,064	\$5,477,983
9	Total Costs by Year			¹ \$1,858,661		² \$1,809,661		³ \$1,809,661		⁴ \$5,477,983
			1—Total Costs for Pre-Implementation and Year 1 may not exceed \$2,000,000.			2—Total Costs for Year 2 may not exceed \$2,000,000.		3—Total Costs for Year 3 may not exceed \$2,000,000.		4—The total requested may not exceed \$6,000,000.

Applicants may request any amount between \$50,000 and \$2,000,000 per year based on the model selected, the size of the campus, and the needs identified in the comprehensive needs assessment process. Guidance provided in the instructions by TEA is for example only.

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Texas Title I Priority Schools CYCLE 2
Schedule #5B—Payroll Costs (6100)

	Employee Position Titles	Justification	#Full-Time Effort	#Part-Time Effort	Pre-Implementation	Year 1 Costs	Year 2 Costs	Year 3 Costs	Total Budgeted Amount
Instruction									
1	Teacher	6 Teachers and 1 Instructional Coach/improve instruction—Hire "Master Teachers" to provide additional instructional services to students; modeling effective teaching strategies to teachers.	6		\$	\$ 240,000	\$ 255,000	\$ 270,000	\$ 765,000
2	Educational Aide								
3	Tutor								
Program Management and Administration									
4	Secretary/Administrative Assistant								
5	Data Entry Clerk								
6	Grant Accountant/Bookkeeper								
7	Evaluator/Evaluation Specialist								
LEA and Campus Level Positions									
8	District Shepherd								
9	Project Coordinator								
10	Teacher Facilitator/Supervisor/Leader								
11	Counselor								
12	Social Worker	implement the social/emotional requirements of the grant Conduct groups with students and parents; provide professional development for teachers aimed at meeting the social emotional needs of the student; provide leadership for improving school culture.	2			\$110,000	\$114,000	\$120,000	\$344,000
13	Community Liaison/Parent Coordinator	create, coordinate, and monitor parent training,communications In coordination with the Social workers; create parent and community partnerships.	1			\$33,000	\$34,000	\$36,000	\$103,000
Other Employee Positions (Add additional page if needed)									
14	Title:	Child Care Provider (3 hrs per day for 2-3 nights per week) Provide child care while parents attend Parent Education sessions and Parent Involvement activities.	1			\$6,000	\$7,500	\$7,500	\$21,000
15	Title:	Instructional Coach Provide additional layer of instructional support for teachers through job imbedded professional development; monitoring effective PLC implementation and fidelity to the	1			\$65,000	\$66,500	\$69,000	\$200,500

		curriculum.							
16	Title:								
17	Title:								
18	Subtotal Employee Costs				\$	\$ 454,000	\$ 477,000	\$ 502,500	\$ 1,433,500
Substitute, Extra-Duty, Benefits									
			Specify (rate, # of days, etc.)						
19	6112	Substitute Pay	\$100/day /5 day			\$30,000	\$25,000	\$20,000	\$75,000
20	6119	Professional Staff Extra-Duty Pay	\$25/hr/5 times week&Sat. school&summer bridge; Extra duty pay for technology specialists to install and maintain equipment purchased by the transformation efforts			\$113,100	\$110,700	\$110,000	\$333,800
21	6121	Support Staff Extra-Duty Pay	\$15 per hour/33 hours			\$5,000	\$5,000	\$5,000	\$15,000
22	6140	Employee Benefits	% of insurance, baseline pay provide benefits for employees to include a portion of insurance costs.			\$170,000	\$170,000	\$175,000	\$515,000
23	61XX	Incentive Pay	Minimum \$5000;criteria Based on teacher performance and evaluation rubric designed by the TTIPS campus committee. To be based on three criteria - student performance, professional development; campus climate and culture			\$300,097	\$355,697	\$370,197	\$1,025,991
24	Subtotal Substitute, Extra-Duty, Benefits Costs				\$	\$ 618,197	\$ 666,397	\$ 680,197	\$ 1,964,791
25	Grand Total Payroll Budget (line 18 + line 24)				\$	\$ 1,072,197	\$ 1,143,397	\$ 1,182,697	\$ 3,398,291

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Texas Title I Priority Schools CYCLE 2

Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval

	Expense Item Description	Pre-Implementation	Year 1 Costs	Year 2 Costs	Year 3 Costs	Total Budgeted Amount
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		\$	\$	\$	\$	\$

Professional and Consulting Services (6219/6239) Less than \$10,000

Line #	Topic/Purpose/Service				
1.	ESC Region 10 - PBSI Training, Coaching, and Cosultation		\$3,000	\$3,000	\$3,000
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
Professional and Consulting Services Less than \$10,000 Subtotal		\$	\$ 3,000	\$ 3,000	\$ 3,000

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

057-910
 County-District -Campus No.
 Amendment No.

School Year 2011-2014

Texas Title I Priority Schools CYCLE 2

Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval

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

1. Description of Professional or Consulting Service (Topic/Purpose/Service): *Include # of days/rate per day*
 ESC Region 13 School Improvement Resource Center - Technical assistance provider for required component of the grant. (4 day SIRC training, 3 Day District Team SIRC training, PSP services, etc.)

Contractor's Cost Breakdown of Service to be Provided		# Positions	Pre-Implementation	Year 1 Costs	Year 2 Costs	Year 3 Costs	Total Budgeted Amount
Contractor's Payroll Costs		TBD	\$				
Title: Educational Specialists/PSPs				\$30,000	\$30,000	\$30,000	\$90,000
Subgrants, Subcontracts, Subcontracted Services							
Supplies and Materials							
Other Operating Costs							
Capital Outlay (Subgrants Only)							
Indirect Cost (%)							
Total Payment to Contractor			\$	\$30,000	\$30,000	\$30,000	\$90,000

2. Description of Professional or Consulting Service (Topic/Purpose/Service): *Include # of days/rate per day*
 Buck Institute for Education - Training, Coaching, and Consultation for Project Based Learning. (\$6,400 per 3 day training; \$3,200 per one day coaching or consulting)

Contractor's Cost Breakdown of Service to be Provided		# Positions	Pre-Implementation	Year 1 Costs	Year 2 Costs	Year 3 Costs	Total Budgeted Amount
Contractor's Payroll Costs		3	\$				
Title: Trainers, Coaches, and Consultants				\$53,000	\$58,000	\$50,000	\$161,000
Subgrants, Subcontracts, Subcontracted Services							
Supplies and Materials PBL Handbooks and PBL Starter Kits (\$28 per Starter Kit; \$32 per Handbook, + Shipping and Handling costs)				6,000	4,000	2,000	12,000
Other Operating Costs							
Capital Outlay (Subgrants Only)							
Indirect Cost (%)							
Total Payment to Contractor			\$	\$59,000	\$62,000	\$52,000	\$173,000

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

057-910
 County-District -Campus No.

School Year 2011-2014

Amendment No.

Texas Title I Priority Schools CYCLE 2

Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval

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

3. Description of Professional or Consulting Service (Topic/Purpose/Service): *Include # of days/rate per day*

ESC Region 8 - CSCOPE Training, Coaching, and Consultation

Contractor's Cost Breakdown of Service to be Provided		# Positions	Pre-Implementation	Year 1 Costs	Year 2 Costs	Year 3 Costs	Total Budgeted Amount
Contractor's Payroll Costs		2	\$	\$5,000	\$5,000	\$5,000	\$15,000
Title: Trainers							
Subgrants, Subcontracts, Subcontracted Services							
Supplies and Materials Binders, flashdrives, and other curriculum needs				1,500	1,500	1,500	4,500
Other Operating Costs							
Capital Outlay (Subgrants Only)							
Indirect Cost (%)							
Total Payment to Contractor			\$	\$6,500	\$6,500	\$6,500	\$19,500

4. Description of Professional or Consulting Service (Topic/Purpose/Service): *Include # of days/rate per day*

ESC Region 8 and 10 Instructional Coaching, Training, and Consultation in the classroom for Mathematics, Science, and Reading

Contractor's Cost Breakdown of Service to be Provided		# Positions	Pre-Implementation	Year 1 Costs	Year 2 Costs	Year 3 Costs	Total Budgeted Amount
Contractor's Payroll Costs		3	\$	\$6,000	\$6,000	\$6,000	\$18,000
Title: Trainers & Content Specialist							
Subgrants, Subcontracts, Subcontracted Services							
Supplies and Materials Binders, teaching materials, and instructional coaching materials				\$1,000	\$1,000	\$1,000	\$3,000
Other Operating Costs							
Capital Outlay (Subgrants Only)							
Indirect Cost (%)							
Total Payment to Contractor			\$	\$7,000	\$7,000	\$7,000	\$21,000

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

School Year 2011-2014

057-910
 County-District -Campus No.
 Amendment No.

Texas Title I Priority Schools CYCLE 2

Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval

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

5. Description of Professional or Consulting Service (Topic/Purpose/Service): *Include # of days/rate per day*
Robin Schrode and/or Janet Swan Professional Learning Community Training, Coaching, and Consultation

Contractor's Cost Breakdown of Service to be Provided		# Positions	Pre-Implementation	Year 1 Costs	Year 2 Costs	Year 3 Costs	Total Budgeted Amount
Contractor's Payroll Costs		2	\$				
Title: Consultants & Trainers				\$8,000	\$6,000	\$6,000	\$20,000
Subgrants, Subcontracts, Subcontracted Services							
Supplies and Materials				1,000	1,000	1,000	3,000
Other Operating Costs							
Capital Outlay (Subgrants Only)							
Indirect Cost (%)							
Total Payment to Contractor			\$	\$9,000	\$7,000	\$7,000	\$23,000

6. Description of Professional or Consulting Service (Topic/Purpose/Service): *Include # of days/rate per day*
Rita Pierson positive behavioral support initiative systemic approach

Contractor's Cost Breakdown of Service to be Provided		# Positions	Pre-Implementation	Year 1 Costs	Year 2 Costs	Year 3 Costs	Total Budgeted Amount
Contractor's Payroll Costs		1	\$				
Title: Consultant				\$25,000	\$25,000	\$25,000	\$75,000
Subgrants, Subcontracts, Subcontracted Services							
Supplies and Materials Posters, Student Incentives, Game Boards, and bulliten boards				8,000	8,000	8,000	24,000
Other Operating Costs							
Capital Outlay (Subgrants Only)							
Indirect Cost (%)							
Total Payment to Contractor			\$	\$33,000	\$33,000	\$33,000	\$99,000

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

057-910
 County-District -Campus No.

School Year 2011-2014

Amendment No.

Texas Title I Priority Schools CYCLE 2

Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval

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

7. Description of Professional or Consulting Service (Topic/Purpose/Service): *Include # of days/rate per day*

Contract with Debbie Austin, to coordinate the grant efforts and ensure the fidelity and integrity of the programmatic and fiduciary elements of the grant. Ensure timely reporting, appropriate measurement of annual goals, and coordination of data and paper work.

Contractor's Cost Breakdown of Service to be Provided		# Positions	Pre-Implementation	Year 1 Costs	Year 2 Costs	Year 3 Costs	Total Budgeted Amount
Contractor's Payroll Costs		1	\$	65,000	68,000	73,000	206,000
Title: Grant Manager							
Subgrants, Subcontracts, Subcontracted Services							
Supplies and Materials							
Other Operating Costs Travel costs for Debbie Austin from home to district about once per month				5,000	5,000	5,000	15,000
Capital Outlay (Subgrants Only)							
Indirect Cost (____%)							
Total Payment to Contractor			\$	\$ 70,000	\$ 73,000	\$ 78,000	\$ 221,000

8. Description of Professional or Consulting Service (Topic/Purpose/Service): *Include # of days/rate per day*

Parent Involvement coach, consultant, and professional development

Contractor's Cost Breakdown of Service to be Provided		# Positions	Pre-Implementation	Year 1 Costs	Year 2 Costs	Year 3 Costs	Total Budgeted Amount
Contractor's Payroll Costs			\$	8,000	8,000	8,000	24,000
Title: Consultant							
Subgrants, Subcontracts, Subcontracted Services							
Supplies and Materials							
Other Operating Costs							
Capital Outlay (Subgrants Only)							
Indirect Cost (____%)							
Total Payment to Contractor			\$	\$ 8,000	\$ 8,000	\$ 8,000	\$ 24,000

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

			\$	222,500	226,500	221,500	670,500
Subtotal of Professional and Contracted Services Costs Requiring Specific Approval			\$	\$	\$	\$	\$
Subtotal of Professional and Consulting Services or Subgrants Less than \$10,000			\$	3,000	3,000	3,000	9,000
Subtotal of Professional and Consulting Services Greater than or Equal to \$10,000			\$	222,500	226,500	221,500	670,500
Remaining 6200- Professional and Contracted Services that do not require specific approval*			\$				
Grand Total			\$	\$ 225,500	\$ 229,500	\$224,500	\$ 679,500

*If more than 20% of the year's grant allocation is budgeted in this line item, TEA may require additional information.

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

School Year 2011-2014

057-910
 County-District -Campus No.

Amendment No.

Texas Title I Priority Schools CYCLE 2

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

Expense Item Description					Pre-Implementa-tion	Year 1 Costs	Year 2 Costs	Year 3 Costs	Total Budgeted Amount	
6321	Textbooks				\$	\$	\$	\$	\$	
6329	Reading Materials									
6330	Testing Materials									
6399	Technology Hardware- Not Capitalized					20,300	20,300	20,300	60,900	
	#	Type	Purpose	Quantity						Unit Price
	1									
	2	Cables for technology operations	Installation, Replacement, repair, and maintenance of new equipment. These will be installed at various times; invoice will not exceed \$5,000.	300						25
	3	Bulbs for projectors	Replacement and Repairs These will be purchased at various times; invoice will not exceed \$5,000.	300						100
	4	Robotics Kits	Robotics Teams These will be purchased at various times; invoice will not exceed \$5,000.	12						\$1,200
5	Robotics Supplies	Robotics Teams. These will be purchased throughout the year. Invoice will not exceed \$5,000	9	1000						
6399	Technology Software- Not Capitalized									
#	Type	Purpose	Quantity	Unit Price						
1										
2										
3										
4										
5										
6399	*									
Total Supplies and Materials Requiring Specific Approval					\$	\$20,300	\$20,300	\$20,300	\$60,900	
Remaining 6300- Supplies and Materials that do not require specific approval*					\$	\$10,600	\$19,700	\$19,700	\$50,000	
Grand Total					\$	\$ 30,900	\$ 40,000	\$ 40,000	\$110,900	

*If more than 20% of the year's grant allocation is budgeted in this line item, TEA may require additional information.

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Texas Title I Priority Schools CYCLE 2

Schedule #5E - Itemized 6400 Other Operating Costs Requiring Specific Approval

	Expense Item Description	Pre-Implementation	Year 1 Costs	Year 2 Costs	Year 3 Costs	Total Budgeted Amount
6410	In-state Travel for Employees (includes registration Fees)* Employees travel expenses for SIRC Institute; Employees travel expenses for District SIRC Training; Texas School Improvement Conference including registration; Travel expenses to Regional Service Centers for training; Travel expenses to Cycle 1 Schools for observations.; Other miscellaneous travel expenses for implementation of the grant. District Team Conference Annually	\$	\$5,000	\$5,000	\$5,000	\$15,000
6411	Out of State Travel for Employees (includes registration fees) Specify purpose: SIRC Conference LeadForward Annual Conference		40,000	40,000	40,000	120,000
6412	Travel for Students (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools) Robotics and STEM competitions Specify purpose:		\$2,000	\$2,000	\$2,000	\$6,000
6413	Stipends for Non-Employees (specific approval required only for nonprofit charter schools) Specify purpose:					
6419	Travel for Non-Employees (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools) Specify purpose: Sponsors for student competitions		1,000	1,000	1,000	3,000
Total 64XX- Operating Costs Requiring specific approval		\$	\$ 48,000	\$ 48,000	\$ 48,000	\$144,000
Remaining 6400 - Other Operating Costs that do not require specific approval**		\$	\$ 20,000	\$ 20,000	\$ 20,000	\$ 60,000
Grand Total		\$	\$ 68,000	\$ 68,000	\$ 68,000	\$ 204,000

*In-State Travel for Employees must be budgeted in 6410.

**If more than 20% of the year's grant allocation is budgeted in this line item, TEA may require additional information.

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

057-910
 County-District -Campus No.
 Amendment No.

School Year 2011-2014

Texas Title I Priority Schools, Cycle 2

**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	Justification	Unit Cost	Quantity	Pre-Implemen- tation	Year 1 Costs	Year 2 Costs	Year 3 Costs	Total Budgeted Amount
6699/15XX- Library Books and Media (capitalized and controlled by library)									
1			\$	\$	\$	\$	\$	\$	\$
66XX/1:5XX- Technology Hardware - Capitalized									
2	Mobil Carts w/ 15 computers	Increase technology instruction	30,000	11		120,000	120,000	90,000	330,000
3	Projectors, Elmos, Cameras	Increase technology instruction	2000	50		40,000	30,000	30,000	100,000
4	Presentation Cart w/ laptop; speakers; appropriate connections, etc.	Increased technology instruction	3000	12		12,000	12,000	12,000	36,000
5	Active Slates	Increased technology instruction for formative assessment	\$400	60		8,000	8,000	8,000	\$24,000
6	Employee Computer Stations	10 new staff units (6 new teachers, 2 social workers, 1 Grant Manager, and 1 instructional coach) will need computer to assess, evaluate, and implement student interventions	1,200	10		12,000			12,000
7	Interactive white boards	Improve interactive and engaging lessons in the classroom	5,000	38		90,000	50,000	50,000	190,000
8	Student Response Tools	Assessment/engagement	2,000	30		20,000	20,000	20,000	60,000
9	Miscellaneous Technology and Computer Peripherals (Bulbs, cables, wiring)	Installation, Replacment, repair, and maintenance of new equipment	100	651		40,000	14,700	10,400	65,1
10	Computers for the Computer lab	Instructional	700	52 30 ^{SOS}		21,000			21,000
66XX/15XX- Technology Software- Capitalized									
11	Reading, Mathematics, and Science Software ; and licenses	Example: Fast Forward, Apendia, Kid Biz for RTI interventions; Microsoft Licenses	\$250 per student	300		25,000	25,000	25,000	75,000
13									
14									
15									
16									
17									
18									
66XX/15XX- Equipment and Furniture									

19	Office equipment and furniture	10 new employees (6 new teachers, 2 social workers, 1 Grant Manager, and 1 instructional coach) Desk, Desk chair, floor mat, file cabinet, book case, etc.)	\$2,000	10		20,000			20,000	
20	Parent Community Center/ and Student Lab	Tables to set up Parent/Comm Center and Student Lab. Space will double as a parent center and student computer lab.	\$1,000	20		10,000	5,000	5,000	20,000	
21	Parent Community Center/ Student Lab	Chairs for Parent Community Center. Space will double as a parent center and student lab.	\$400	75		10,000	10,000	10,000	30,000	
22										
23										
24										
25										
26										
27	Capital expenditures for improvements to land, buildings, or equipment which materially increase their value or useful life.									
	Grand Total					\$	\$ 428,000	\$ 294,700	\$ 260,400	\$ 983,100

SCHEDULE #6A GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2011-2014	<u>057-910</u> County-District No. or Vendor ID.
Texas Title I Priority Schools, Cycle 2		

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 Year 2011-2014

057-910
County-District No. or Vendor ID.

Texas Title I Priority Schools, Cycle 2

- 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.

Texas Title I Priority Schools, Cycle 2

- 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.

Texas Title I Priority Schools, Cycle 2

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 Year 2011-2014

057-910
County-District No. or Vendor ID.

Texas Title I Priority Schools, Cycle 2

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

SCHEDULE #6A - cont.
GENERAL PROVISIONS &
ASSURANCES

TEXAS EDUCATION AGENCY
Standard Application System
School Year 2011-2014

057-910

County-District No. or Vendor ID.

Texas Title I Priority Schools, Cycle 2

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);

TEXAS EDUCATION AGENCY
Standard Application System
School Year 2011-2014

SCHEDULE #6A - cont.
GENERAL PROVISIONS &
ASSURANCES

057-910

County-District No. or Vendor ID.

Texas Title I Priority Schools, Cycle 2

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)).
 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.

TEXAS EDUCATION AGENCY
Standard Application System
School Year 2011-2014

SCHEDULE #6A - cont.
GENERAL PROVISIONS &
ASSURANCES

057-910

County-District No. or Vendor ID.

Texas Title I Priority Schools, Cycle 2

- 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.
- 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. 05/2010

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 2011-2014	<u>057-910</u> County-District-Campus No.
Texas Title I Priority Schools Grant, Cycle 2		

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 2011-2014

Required for all federal grants regardless of the dollar amount

057-910

County-District-Campus No.

Texas Title I Priority Schools Grant, Cycle 2

- 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 2011-2014 Required for all federally funded grants greater than \$100,000.	<u>057-910</u> County-District-Campus No.
Texas Title I Priority Schools Grant, Cycle 2		

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

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

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

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

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

11/89
 03/90

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

SCHEDULE #6D -

Disclosure of Lobbying Activities

TEXAS EDUCATION AGENCY
Standard Application System
School Years 2011-2014

057-910
County-District-Campus No.

Texas Title I Priority Schools Grant, Cycle 2

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

Federal Program: _____

Name: _____

1. Type of Federal Action <input type="checkbox"/> a. Contract <input type="checkbox"/> b. Grant	2. Status of Federal Action: <input type="checkbox"/> a. Bid/Offer/Application <input type="checkbox"/> b. Initial award <input type="checkbox"/> c. Post-award	3. Report Type: <input type="checkbox"/> a. Initial filing <input type="checkbox"/> b. Material change For Material Change Only: Year: _____ Quarter: _____ Date of last Report: _____
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4. Name and Address of Reporting Entity: <input type="checkbox"/> Subawardee Tier (if known): _____ Congressional District (if known): _____	5. If Reporting Entity in No. 4 is Subawardee, Enter Name and Address of Prime: Texas Education Agency 1701 N. Congress Avenue Austin, Texas 78701 Congressional District (if known): 21
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6. Federal Department/Agency:	7. Federal Program Name/Description: CFDA Number, if applicable: _____
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8. Federal Action Number, if known:	9. Award Amount, if known: \$ _____
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10. a. Name and Address of Lobbying Registrant <i>(if Individual, last name, first name, MI):</i>	10. b. Individuals Performing Services <i>(including address if different from No. 10a; last name, first name, MI):</i>
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(Attach Continuation Sheet(s), if necessary)

[ITEMS 11-15 REMOVED]

16. Information requested through this form is authorized by Title 31 U.S.C. Section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Signature: _____
	Name: _____
	Title: _____
	Telephone# _____
Date: _____	

Federal Use Only: _____ Standard Form LLL

TEXAS EDUCATION AGENCY

Standard Application System

School Years 2011-2014

SCHEDULE #6E

NCLB ACT PROVISIONS &
ASSURANCES

057-910

County-District-Campus No.

Texas Title I Priority Schools Grant, Cycle 2

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].

Texas Title I Priority Schools Grant, Cycle 2

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

SCHEDULE #6E - cont.
NCLB ACT PROVISIONS &
ASSURANCES

TEXAS EDUCATION AGENCY
Standard Application System
School Years 2011-2014

057-910
County-District-Campus No.

Texas Title I Priority Schools Grant, Cycle 2

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

SCHEDULE #6E - cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2011-2014	<u>057-910</u> County-District-Campus No.
Texas Title I Priority Schools Grant, Cycle 2		

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.

Texas Title I Priority Schools Grant, Cycle 2

6. Professional Development includes activities that:

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

7. Scientifically Based Research:

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

SCHEDULE #6E - cont.
NCLB ACT PROVISIONS &
ASSURANCES

TEXAS EDUCATION AGENCY
Standard Application System
School Years 2011-2014

057-910
County-District-Campus No.

Texas Title I Priority Schools Grant, Cycle 2

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

8. Teacher Mentoring: Activities that-

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

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

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

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

Revised 03/03

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

SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2014	057-910 County-District-Campus No.
Texas Title I Priority Schools Grant, Cycle 2		

Federal Statutory Requirements

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

SCHEDULE #6FPROGRAM-SPECIFIC PROVISIONS
& ASSURANCES**TEXAS EDUCATION AGENCY****Standard Application System****School Year 2010-2014**

057-910

County-District-Campus No.

Texas Title I Priority Schools Grant, Cycle 2

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

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

SCHEDULE #6FPROGRAM-SPECIFIC PROVISIONS
& ASSURANCES**TEXAS EDUCATION AGENCY****Standard Application System****School Year 2010-2014**057-910

County-District-Campus No.

Texas Title I Priority Schools Grant, Cycle 2

individual students.

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

SCHEDULE #6F

**PROGRAM-SPECIFIC PROVISIONS
& ASSURANCES**

TEXAS EDUCATION AGENCY

Standard Application System

School Year 2010-2014

057-910

County-District-Campus No.

Texas Title I Priority Schools Grant, Cycle 2

- (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.~~
- 1) 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.
- 2) 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.

N/A
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SCHEDULE #6FPROGRAM-SPECIFIC PROVISIONS
& ASSURANCES**TEXAS EDUCATION AGENCY****Standard Application System****School Year 2010-2014**

057-910

County-District-Campus No.

Texas Title I Priority Schools Grant, Cycle 2

- 3) 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.
- 4) 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.
- 5) The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
- 6) The applicant will provide access for onsite visits to the LEA and campus by TEA, SIRC and its contractors.
- 7) 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.
- 8) 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.
- 9) If the LEA/Tier III campus selects to implement the **transformation model**, the campus assures that it will implement the following federal requirements.
 1. Develop and increase teacher and school leader effectiveness.
 - A. Evaluate the effectiveness of the current principal and use the results of the evaluation to determine whether the principal should be replaced, be retained on the campus, or be provided leadership coaching or training.
 - B. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;
 - C. Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and
 - D. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school based on rigorous, transparent, and equitable evaluation systems for teachers and principals:
 1. Takes into account data on student growth as 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).
- 10) An LEA **may** also implement other strategies to develop teachers' and school leaders' effectiveness, such as--
 - A. Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;
 - B. Institute a system for measuring changes in instructional practices resulting from professional development; or
 - C. Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.

SCHEDULE #6FPROGRAM-SPECIFIC PROVISIONS
& ASSURANCES**TEXAS EDUCATION AGENCY****Standard Application System****School Year 2010-2014**

057-910

County-District-Campus No.

Texas Title I Priority Schools Grant, Cycle 2

- 11) 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.
- 12) 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.
- 13) 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.
- 14) 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

SCHEDULE #6FPROGRAM-SPECIFIC PROVISIONS
& ASSURANCES**TEXAS EDUCATION AGENCY****Standard Application System****School Year 2010-2014**057-910

County-District-Campus No.

Texas Title I Priority Schools Grant, Cycle 2

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). **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.**

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, 2014. 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:

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.

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.**

SCHEDULE #6FPROGRAM-SPECIFIC PROVISIONS
& ASSURANCES**TEXAS EDUCATION AGENCY****Standard Application System****School Year 2010-2014**057-910

County-District-Campus No.

Texas Title I Priority Schools Grant, Cycle 2

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 definitions of terms and data elements as used by the federal Office of Management and Budget (OMB) as related to reporting requirements under ARRA are incorporated by reference.

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. School-by-School Listing of Per-Pupil Educational Expenditures:** Each local educational agency that receives ARRA funds for use under Title I Part A funds (including Title I Part A Improving Basic Programs and Title I SIP Academy Grant) must file with the TEA, no later than December 1, 2009, a school-by-school listing of per-pupil educational expenditures from State and local sources during the 2008-2009 academic year. The format for collecting this information has not yet been determined by TEA. Subsequent instructions will be provided to grantees for reporting this information. By submitting this application, the grantee agrees to submit this information in the time, form, and manner requested by TEA. TEA must report the information to the Secretary of Education by March 31, 2010 (ARRA, Title VIII, Department of Education, Education for the Disadvantaged).
- 2. Separate Tracking and Monitoring of ARRA Funds:** ARRA funds must be separately tracked and monitored independently of any non-Recovery Act funding. Funds shall not be commingled with non-Recovery Act funds. 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.
- 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.

SCHEDULE #6FPROGRAM-SPECIFIC PROVISIONS
& ASSURANCES**TEXAS EDUCATION AGENCY****Standard Application System****School Year 2010-2014**057-910

County-District-Campus No.

Texas Title I Priority Schools Grant, Cycle 2

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>). By submitting this application, the grantee agrees to submit the information to TEA in the time, form, and manner requested.

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. (If applicable, 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 (pending final adoption by OMB):

- 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)

SCHEDULE #6FPROGRAM-SPECIFIC PROVISIONS
& ASSURANCES**TEXAS EDUCATION AGENCY****Standard Application System****School Year 2010-2014**057-910

County-District-Campus No.

Texas Title I Priority Schools Grant, Cycle 2

5. **Posting the Section 1512 Reporting 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 the Section 1512 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.

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).
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.

SCHEDULE #6FPROGRAM-SPECIFIC PROVISIONS
& ASSURANCES**TEXAS EDUCATION AGENCY****Standard Application System****School Year 2010-2014**057-910

County-District-Campus No.

Texas Title I Priority Schools Grant, Cycle 2

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. Combining ARRA Funds on a Schoolwide Program:** Unless otherwise stated in the Program Guidelines, 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).
- 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).

SCHEDULE #6F

PROGRAM-SPECIFIC PROVISIONS
& ASSURANCES

TEXAS EDUCATION AGENCY

Standard Application System

School Year 2010-2014

057-910

County-District-Campus No.

Texas Title I Priority Schools Grant, Cycle 2

7. **Wage Rate Requirements for Contracted Laborers and Mechanics- Compliance with the Davis-Bacon Act:**
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.