

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	Fort Worth ISD Organization Name	220-905 County-District#
		Glencrest 6 th Grade Campus Name	064 Campus Number
by telephone/e-mail/FAX on _____		756001613 9-Digit Vendor ID#	11 ESC Region
by _____ of TEA.		116107047110015 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**

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	X	<input type="checkbox"/>
5C	Professional and Contracted Services 6200	X	<input type="checkbox"/>
5D	Supplies and Materials 6300	X	<input type="checkbox"/>
5E	Other Operating Costs 6400	X	<input type="checkbox"/>
5G	Capital Outlay 6600/15XX (Exclusive of 6619 and 6629)	X	<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	X	<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
Hank		Johnson	Chief Financial Officer
Phone	Fax	Email	Signature/Date Signed (blue ink preferred)
817.814.2281	817.814.2285	Tracy.marshall@fwisd.org	 6/6/2011

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

15:11WV 02 NOV 11 701-11-105-031
 TEA DOCI

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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.

1 <input type="checkbox"/>	<p style="text-align: center;">Proof of Nonprofit Status</p> <p>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.</p>
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2 <input checked="" type="checkbox"/>	<p style="text-align: center;">Assurance of Compliance with Annual Financial Audit (applies to federally funded grants)</p> <p>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.</p>
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3 <input checked="" type="checkbox"/>	<p style="text-align: center;">Proof of Financial Stability (applies to federally funded grants)</p> <p>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.</p> <p>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.</p> <p>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.)</p>
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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				
Fort Worth Independent School District				
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code
100 N. University Drive	SW 204	Fort Worth	TX	76107
U.S. Congressional District Number	Primary DUNS Number	Central Contractor Registration (CCR) CAGE Code	NCES Identification Number	
12 26	073177776	1CKT2	4819700	
Campus Name			County-District Campus Number	
Glencrest 6 th			220905064	
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code
4801 Eastline		Fort Worth	TX	76119

Applicant Contacts

Primary Contact

First Name	Initial	Last Name	Title	
Tracy		Marshall	Executive Director	
Telephone	Fax	Email		
817.814.2283	817.814.2285	tracy.marshall@fwisd.org		
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code
100 N. University Drive		Fort Worth	TX	76107

Secondary Contact

First Name	Initial	Last Name	Title	
Rodney		White	Principal	
Telephone	Fax	E-mail		
817-815-8400	817-815-8450	rodney.white@fwisd.org		
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code
4801 Eastline		Fort Worth	TX	76119

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**Texas Title I Priority Schools Grant, Cycle 2
 Schedule #3—Purpose of Amendment**

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

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

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

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

Part 2: Revised Budget - Please describe the budget changes requested in this amendment.

Describe the budget changes requested in this amendment. Ensure the following are addressed in your description.

- Year of the Budget change,
- Class-object coded to be changed, indicating any increase or decrease in amounts budgeted, and
- Reason for the budget change

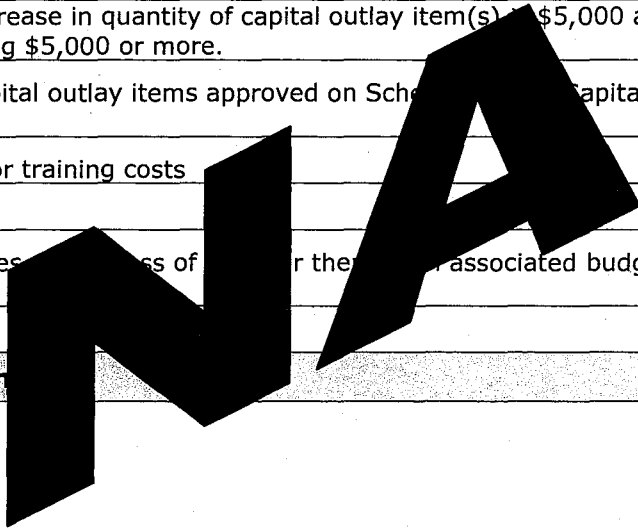
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**Texas Title I Priority Schools Grant, Cycle 2
Schedule #3—Purpose of Amendment**

Part 3: Reason for Amendment Request. For all grants, regardless of dollar amount, check the appropriate box to indicate reason for amendment request.

- 1. Addition of a class/object code not previously budgeted on Schedule #5—Budget Summary
- 2. Increase or decrease the amount approved in any class/object code on Schedule #5—Budget Summary (i.e., 6100-6600) by more than 25% of the current amount approved in the class/object code
- 3. Addition of a new line item on any of the supporting budget schedules (i.e., Schedules #5B-5G)
- 4. Increase or decrease in the number of positions budgeted on Schedule #5B—Payroll Costs
- 5. Addition of a new item of computer hardware/equipment (not capitalized) approved on Schedule #5C—Supplies and Materials
- 6. Addition of a new item or increase in quantity of capital outlay item(s) of \$5,000 approved on Schedule #5G—Capital Outlay for articles costing \$5,000 or more.
- 7. Addition of a new item of capital outlay items approved on Schedule #5G—Capital Outlay for articles costing less than \$5,000.
- 8. Reduction of funds allotted for training costs
- 9. Additional funds needed
- 10. Change in scope of objectives or process of implementation for the grant, associated budget revision requiring prior approval
- 11. Other (Specify)

Part 4: Amendment Justification



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

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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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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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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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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).

Glencrest 6th is Stage 2 Adequate Yearly Progress School Improvement Program (SIP) inner-city urban school with 396 students: 36.6% African American, 58.1% Hispanic, 3.5% white and 1.7% other; and 89.4% of the families are economically disadvantaged, 12.4% have limited English proficiency (LEP), and 14.6% of students are Special Education students (SPED). TAKS scores are low in most areas, with as low as 46% passing all tests in grade 6, with only 9% of SPED students passing and only 18% of LEP students passing all portions of the TAKS. Parent and teacher surveys showed mixed attitudes toward campus climate, possibly due to the many changes that have already taken place on this campus that has for two years been involved in turnaround through the **SIP** and the **Texas Turnaround Leadership Academy**. Glencrest has 7 feeder elementary schools, all with similar demographics and needs.

Staff turnover has been low, but with this grant and new requirements for instructional effectiveness monitoring, a recommitment process was completed in May 2011 with all staff. With the high level of poverty and high immigrant population at the school, it is essential that every minute of instructional time be used at the optimal level, and all data and leadership resources be focused on improving instruction.

Glencrest 6th has chosen the **TAP™ System for Student and Teacher Achievement** as its comprehensive system of reform. The TAP Model has four elements of success: **Multiple Career Paths, Ongoing Applied Professional Development, Performance Based Compensation and Instructionally Focused Accountability.**

The Tier III Transformation model for campus turnaround has been chosen because of its alignment to the key FWISD and campus **goal** of emphasis on **adult behavioral change** that will provide capacity for long-term academic growth and **student success**. Specific campus objectives developed to address gaps, barriers and weaknesses and project responses, aligned to the required and permitted activities of the transformation model include:

1. **Improve student performance:** All classes will be worksheet free zones, classes will offer differentiated instruction based on student need.
2. **Increase student-centered learning time:** Extended day/year programs will target students lagging behind in achievement, with specialized learning tools and low student/teacher ratios to ensure academic success for students not achieving at grade level.
3. **Improve fidelity of implementation of existing programs and systems:** Systems exist within the district for various needs such as data use, Response to Intervention, Curriculum Framework, Staff Evaluation, Value-Added Incentives, but results have not been as great due to issues with faithful execution of interventions.
4. **Improve Data Systems and Student Tracking:** The Data Analyst, Data Clerk, and Dean of Instruction will support alignment of services with the individual students needs through the use of data based decision making.
5. **Increase planning and professional development:** This grant will provide extended hours and days for targeted campus level professional development, data-based planning, and weekly grade-level and core content meetings to ensure maximum academic gains. Staff contracts will be extended by 5 days in order to offer intensive professional development for all staff.
6. **Improve parent participation:** This grant will provide funding for a full-time Parent Liaison to assist with targeted programs to improve family participation.
7. **Implement Recruiting and Retention Incentives:** The district has been piloting the use of financial incentives to attract and retain highly effective teachers to traditionally hard-to-staff campuses.
8. **Implement School Safety Initiatives:** The campus will contract with an Anti-Bullying program to create student leaders on the campus and hire 2 Campus Monitors to cover the entire school from 8AM—6PM while students are on campus.
9. **Improve Technology and Software Systems:** Appropriate technology will be supplied for greater student-centered learning.
10. **Positive Behavior Supports and Mental Health Services:** Glencrest 6th will contract with Capturing Kids Hears to create a welcoming climate for all students, a Social Worker will be hired, and Glencrest 6th will contract with a local mental health provider to provide services to both students and their families.

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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	0	0	0	0	0	0	0	396	0	0	0	0	0	0	396
Open-Enrollment Charter School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Students:	0	0	0	0	0	0	0	396	0	0	0	0	0	0	396

**Current Total Instructional Staff 28

**Current Total Support Staff 8

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

1	Annual TAKS data for all content areas and subgroups
2	Campus Needs Assessment (CNA)
3	Comprehensive Education Improvement Plan (CEIP)
4	Curriculum Based Assessments (CBAs)
5	Class Grades
6	Student & Staff Attendance data
7	PEIMS data
8	Discipline data
9	Teacher mobility data
10	School Climate data—teacher, parent and student surveys
11	Learning Walk Records
12	Parent Involvement Activity Records
13	Staff In-Service Records (Type of In-Service, Attendance, Evaluation)

*2010 October Snapshot student numbers

**Enter Current number of Instructional and Support Staff

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**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.

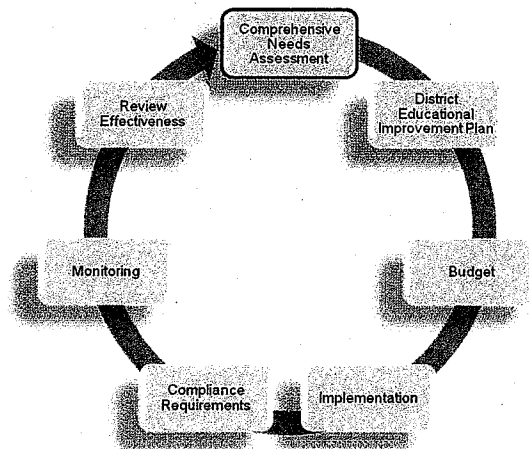
FWISD had adopted the No Child Left Behind Comprehensive Needs Assessment (CNA) process as developed by the Region 20 ESC for both the district level CNA and the campus-based CNA process. The purpose of the CNA is to examine multiple sources of data to identify the priority needs and direction for the school. When conducted thoroughly, the CNA tool provides Glencrest 6th, staff with identified strengths and weaknesses and specifies priorities for addressing student achievement and meeting challenging academic and performance standards. Conducting a CNA is a process, not an event. Glencrest 6th staff used the CNA tool to focus on several areas:

- demographics;
- student achievement;
- school culture and climate;
- staff quality, recruitment and retention;
- curriculum, instruction and assessment;
- family and community involvement;
- school organizations; and
- technology

Glencrest 6th staff organized into teams to focus on gathering data for their assigned category area. The teams are comprised of members that are required under NCLB to carry out the campus plan: parents and other members of the community, **all teachers on campus**, principals, administrators, and technical assistant providers. The school profile began with collecting baseline information so the teams could identify "statements of need" for each respective area. Once the data was reviewed by each team, members determined whether additional data should be collected and analyzed. **Students were interviewed** by campus and grants staff to ensure that student input was a large part of their improvement plan for the upcoming school year. By using multiple data sources to compare the data, priority needs emerged to support informed decisions for continuous improvement, the development of the campus education improvement plan, and decisions regarding how NCLB funds will be used to ensure that all students meet challenging academic and performance standards. The steps were:

1. Reviewed the purpose and outcomes of for conducting the CNA
2. Established teams for each area of the CNA
3. Determined which types of data would be collected and analyzed by the teams to develop the school profile
4. Determined areas of priority and summarize needs
5. **Next Step: connect the CNA to the CEIP and review process**

FWISD completed the district CNA process in March 2011 and shared the priority needs with both district and school leadership staff assure there is alignment and shared information about both district and campus needs. School principals received training on how to conduct the CNA and use the CNA tool in April 2011. Glencrest staff completed the CNA on May 31st. Documentation of the CNA process is maintained in a central SharePoint site along with the campus educational improvement plans. See Part 1, Section E for the outcomes of this analysis.



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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	Transformation Team
2	District Leadership
3	Campus Principal
4	Campus Assistant Principals
5	Teachers
6	Counselors
7	Campus Consultants
8	Parents
9	Students

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	Improved Reading Scores among all subgroups
2	Improved Math Scores among all subgroups
3	Improved Library based AR circulation and tests passed
4	High Quality Parent Engagement
5	Job Embedded Professional Development
6	Anti-Bullying Programs
7	School Safety Initiatives
8	Support systems for transition between Glencrest 6 th and Forest Oak MS
9	Improved technology resources and usage among students and parents
10	Increased data utilization

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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 vision of the Fort Worth Independent School District (FWISD) is to create and support a high performing learning organization in which all students achieve proficiency in rigorous standards of intellectual thought and knowledge. The FWISD's **Office of Transformational Leadership and School Improvement (OTLSI)** will provide overall leadership and capacity to ensure the resources and related services and support are made available to Glencrest 6th campus staff to fully and effectively implement the required activities of the **Tier III Transformation Model**. The Office of Transformational Leadership and School Improvement's departmental goals are designed to directly support the district goals and performance objectives to increase student achievement, to build leader and educator capacity, and to provide timely and relevant support and operational flexibility.

District Capacity for Supporting Transformation: FWISD is implementing the Texas Turnaround Leadership Academy (TTLA) at eleven campuses in the district. Glencrest 6th is one of the eleven campuses and campus leadership has already started the transformational work by participating in training to further their leadership skills to build campus-level talent and expertise to increase student achievement via effective teaching. The turnaround leaders of these campuses were screened through an extensive process. The eleven principals, including Glencrest 6th campus principal, Rodney White, are currently involved in the Partnership for Leaders in Education Program through the University of Virginia. The extensive summer program for principals provided a framework and tools for turning around schools to better meet the needs of students. They were presented with the goal of changing campus climate and student achievement through strong leadership and guidance. Each campus is required to complete 90-day action plans setting forth their goals and action steps for the following quarter as well as updates on their progress.

At FWISD over the past several years, all student groups have experienced significant improvements in student achievement. Like other large, urban school districts, gaps in student achievement are still present. Eliminating the achievement gap, identified as a FWISD targeted priority initiative, is an accelerated, comprehensive district-wide focus built upon specific, research-informed strategies. Numerous efforts are monitored under the umbrella of this initiative including the following:

- TEKS-aligned curriculum in an online system with aligned six-week assessments
- Adoption of a full Special Education Inclusion Model for special needs students
- Redesign of ESL/Bilingual education delivery systems
- Integration of Response to Intervention (RTI) model within the Curriculum Frameworks
- New data disaggregation systems which allow improved access to student level achievement information
- Revised Campus Educational Improvement Plans, which have a specific focus on the achievement gap
- Multiple student, parent, and community engagement activities
- District-wide professional development and data studies targeted to address the achievement gap in FWISD

In the 2007-2008 school year, FWISD began the implementation of the PEAK program as supported by the District Awards for Teaching Excellence (DATE) grant. The funds provided in this grant were matched by the district to reward teachers based on school-wide, subject area, and grade-level performance growth. This pilot program will be extended and refined with funds from the Teacher Incentive Fund (TIF) grant. The TIF grant is funded for five years (2010-2015) and allows the district to use funds to develop and improve systems and tools for evaluating teacher effectiveness and measuring student growth. A Teacher Individual Development and Evaluation (ID&E) scorecard will be created to supplement the current state teacher performance measure, Professional Development and Appraisal System (PDAS). FWISD has extensive experience in the efficient and effective implementation of grant-funded programs. Since 1999, FWISD has received over \$250,000,000 in grant awards and manages over 125 active grant projects. Each district grant project is managed on a day-to-day basis by its management committee, a group composed of administrative, campus-based, and community stakeholders. This management committee develops an action plan for project activities; problem solves implementation difficulties, and monitors efficient and effective expenditure of funds.

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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.

N/A

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**Texas Title I Priority Schools Grant, Cycle 2
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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.

There are a number of established stakeholder engagement and communication vehicles across the district, which has provided important input for this planning grant. These forums are intended to solicit feedback, concerns and recommendations from a wide range of interested parties on an on-going basis throughout the year. In our efforts around continuous improvement, these vehicles have provided critical input and feedback for district and campus planning and evaluation:

- **District Advisory Committee:** The District Advisory Committee is a group of interested individuals who meet about six times per year to advise the Superintendent and Board on educational plans, goals, performance objectives, and major classroom instructional programs. Established by law, the committee is made up of representatives from the professional staff of the district, parents of students enrolled in the district, and business and community members. This committee has reviewed the district Comprehensive Needs Assessment and receives regular opportunities for input regarding transformational strategies resulting from TTIPS, Cycle 1 recipient campuses.
- **Site Based Decision Making Committee (SBDM):** The SBDM is a collaborative group at Glencrest 6th with representative voices from administrators, teachers, parents, business/community members and central office staff. The purpose of the site-based decision-making in FWISD is to make informed decisions which will ultimately improve the level of student achievement for all students in all schools. The role and responsibility of the SBDM is to provide input to the principal. By law, the SBDM must review and sign off on the campus' educational improvement plan which is completed annually.
- **TTIPS Cycle 1, TIF and TTLA:** These three grant programs are currently in implementation at twenty five FWISD campuses with a common purpose to improve student achievement via transformational strategies and activities. The input, planning and best practices garnered from the first year of implementation have informed and supported the plan for Glencrest 6th's Transformational Model proposed in this application. Considerable input from various working teams have provided valuable information on a locally developed teacher evaluation instrument as well as pay for performance models.
- **90 Day Action Plans:** For the past year, Glencrest 6th's school leadership, teachers, parents, and community have been planning together 90 Day Action Plans to address the comprehensive needs of the campus. These action plans have been shared at parent meetings and consultation meetings with community organizations. TTLA principals meet monthly with district leadership to review plans as well as receiving technical assistance from School Improvement Resource Center (SIRC).
- **Campus Climate Surveys:** Annually at each campus in the district a survey is given to all professional staff as well as students (grades 6-12) to gauge the climate of the campus. This survey measures strengths and weaknesses in a campus as perceived by these critical stakeholders. There is critical analysis of the levers of respect, support, effective leadership and recommendations for improvement. Additionally, there is a parent survey which also gauges their important feedback.
- **District Instructional Survey (DITS):** The DITS survey is also conducted annually with principals. The focus of the DITS is to inform both campus and district leadership of teacher perceptions of the impact and quality of instructional strategies. Principals and key district staff review the results of the DITS to adjust investments, enhance implementation plans and to develop appropriate ongoing supports.

The feedback and priorities defined by the planning tools above were considered and reviewed to develop priority areas of investment. The principal then assembled a planning team from Glencrest 6th to determine individual transformation plans.

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Part 2: Project Management Cont.

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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.



FWISD has a dedicated group of highly experienced and respected education leaders in the **Office of Transformational Leadership and School Improvement (OTLSI)** with primary responsibility for supporting the campus' school improvement efforts, staffed by the **District Shepherd and a Transformation Coordinator**, to foster the conditions and capacity for rapid school improvement. Twenty five campuses are part of the RISE initiative, which includes TTIPS, Teacher Incentive Fund (TIF) campuses, and Texas Turnaround Leadership Academy (TTLA) campuses. As part of the district commitment to transformation, each of the TTIPS campuses will

have an **Operations Manager** in their building to assure constant communication between stakeholders and district offices for full implementation of the activities to be performed in the grant. Each of these staff persons will be responsible not only for assisting with grant implementation, but with training and development of campus staff and infrastructure to ensure that transformation is maintained for the future. **RISE staff consistently present new activities and information to the district Superintendent, Board of Education, post updates on their website ensuring all stakeholders are aware of the transformation initiatives at FWISD.**

Implementation of district policies can at times be restrictive to attempts to foster rapid and transformative developments. Understanding that the most effective strategies for achieving higher student achievement involve needs-based, integrated improvement planning (Schmoker, 2006), FWISD is committed to providing schools with **flexibility in implementation of practices that facilitate transformation**, including the coordination of goals and objectives with all the resources available, **the autonomy of budgeting and expenditures, and streamlining processes such as purchasing, travel and recruitment and hiring. Campuses in the RISE initiative will be given precedence in hiring practices of recruiting, hiring, and retaining turnaround staff and principals.** Evidence that this approach is working can be found in first year outcomes of TTIPS, Cycle 1 in which campuses have been successful in extending the number of school days and changing the start and end time to meet the needs of the students. Specific practices for review and implementation personalized for the needs of each campus include the use of Consolidated Resource Management strategies. District Shepherd and Operations manager will use these tools to support school transformation with improved planning capabilities, especially integrating the schools' activities with all the funding resources available to the campus, providing an at-a-glance project tool that allows the Site Based Decision Making Team to regularly review the plan, funding sources and budget status. This greater emphasis on campus management will provide benefits far beyond the term of the grant, and result in true transformation of campus operations.

As an **integral part of consolidated resource management, transformation campuses will have greater autonomy in the use of budgets.** Principals have often been hampered in access to funds for activities implementation under the presumption that they cannot judge appropriate use of funds, particularly with Title I and other grant funds. With the use of consolidated management tools, and coordination support through the monthly grant management meetings with the transformation team, the principals and campus decision-making team will receive guidance to build capacity and give the school the flexibility and autonomy in the use of funds, with no prior or supervisor approval required up to \$5,000 per purchase.

In the planning process for the TTIPS Cycle 1 application campuses expressed great need for streamlining purchasing processes. For example, a more effective practice was needed to organize travel processes with the purchasing department for fund distribution and reconciliation procedures. The District Shepherd assisted the purchasing department with implementation of strategies to facilitate this and other procedures to improve campus capability for timely expenditure of funds and fulfillment of grant requirements to ensure campus transformation projects are carried out. Each of these initiatives, while district policy and business practice oriented, are based on the expressed need by campuses for greater autonomy in academic programs, professional development, class scheduling (including extended day and year), and other practices that can assure long-term gains in academic achievement. By changing the procedures related to planning and expenditures, campuses are better able to focus their resources on the specific needs of their students. At monthly grant management meetings, campus stakeholders will have the opportunity to review progress, express concerns and request assistance in areas of need, and plan for revisions and adaptations of district procedures to ensure fidelity of implementation of all grant initiatives.

It is important to note that the current TTIPS Cycle 1 campuses have had positive impact in district practices during their first year of implementation. The District Shepherd has successfully modified district policies and procedures and will continue to do so during the implementation of both the Cycle 1 and Cycle 2 TTIPS grant.

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Texas Title I Priority Schools Grant, Cycle 2
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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.

Any funding gap experienced by the District may be addressed through various methods by leveraging and reviewing funds from additional sources e.g., Title I funds, local budget, Special Education, Compensatory Education, and Teacher Incentive Funds. The grant team on the campus will review monthly the consolidate resource planning document to ensure that all funds are being maximized and spent in a timely manner.

A. Infrastructure Provided with Grant Funds	B. Sustainability from Other Fund Sources	
	(1) Major Activities/Expenditures/ Human Resources	(2) Strategies and Potential Sources
<p>Basic framework provided with grant funds includes expenses associated with:</p> <ul style="list-style-type: none"> • Personnel – Project coordinator, internal evaluator, training pay, tutors, project development specialist, substitute teachers • Professional Contracted Services –Curriculum/instructional programs, external staff trainers, equipment installation, marketing • Supplies – Administrative and classroom, computers and printers, campus curriculum and program aids • Other Operating Costs – Required grant travel, student incentives, training, membership fees 	<p>Activities, expenditures, and human resources used from other fund sources are associated with:</p> <ul style="list-style-type: none"> • Personnel –Secondary School Leadership staff, Math and Science Administrative staff, Campus Administration, Evaluation Coordinator, Grants Director, Budget & Accounting staff • Professional/Contracted Services – maintenance/repair of equipment, utilities, facilities, audit expenses • Supplies – General supplies, current curriculum and program aids, reading materials, • Other Operating Costs – Facilities, student snacks, student transportation • Capital Outlay – Computer labs, copiers, phone system enhancements, furniture 	<p>Strategies and potential sources include:</p> <ul style="list-style-type: none"> • Build collaboration with local businesses, community based organizations, and other institutions of higher education thus acquiring additional resources from collaborators. • Conduct an extensive evaluation plan to help refine the program, thus identifying the activities that show merit and should be sustained. • In-kind cost sharing from local funds. • Coordination between funding sources e.g., state and federal compensatory and discretionary funded programs. • Development of volunteer and mentoring base. • Aggressive state and federal grant development efforts. • Establish a FWISD Education Fund to receive tax deductible individual, corporate, and foundation donations in support of grant programs.

Glencrest 6th is currently the recipient of several funding sources: Title I, School Improvement Program (SIP), and a grant from the United Way of Tarrant County. Title I resources cover the cost of basic supplies and a half time FTE, SIP funds cover professional development for campus staff, a half time FTE, and after school tutors. The United Way grant funds a College and Career Readiness Coach, a Go Center and college and career readiness activities that are shared with Forest Oak Middle School. Each month the grant committee meets to discuss how to best manage all resources to their maximum capacity.

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LEA Support – Describe how the LEA will structure and implement an individual or office with responsibility for supporting the campus' school improvement efforts.		
<p>As described in Part 2A Management, FWISD's Office of Transformational Leadership and School Improvement, staffed by the District Shepherd and a Transformation Coordinator, provides concentrated and coherent resources and expertise to priority schools identified through this application award. The office is connected with other district efforts, but provides a unique and specialized service with a coherent system of support that provides differentiated services appropriate to each school. FWISD has identified Dr. Josie Hernandez-Gutierrez to direct and coordinate the district's transformation efforts. The responsibilities of this role includes: oversight of the transformation process, ensuring responsiveness to campus needs from administrative offices; provision of a direct line of communication with the Superintendent, assisting in eliminating any district-level barriers that may hinder the transformation process, and serving as a resource and mentor to the administrator and campus (The Center for Comprehensive School Reform and Improvement, 2009). This office will provide schools with the "appropriate operating flexibility, resources and support required to reduce barriers and overly burdensome compliance requirements and to enable a school wide focus on student needs and improved achievement" (Mass Insight, 2009).</p>		
The District Shepherd will		
<ul style="list-style-type: none"> • Ensure the campus is provided operational flexibility • Ensure effective implementation of all components of the transformation process • Monitor the progress of 90-day action plans • Communicate regularly with the transformation campus • Attend scheduled meetings with the transformation campus • Remove LEA barriers that may hinder the transformation process • Provide support and feedback to the principal and teacher leaders when needed or requested • Take an active role in problem-solving with the principal and teacher leaders • Attend campus leadership meetings • Assist in the replacement and recruitment of qualified staff • Assist in efforts to increase community and parental involvement • Support the placement of social service resources at the campus • Partner with campus to generate a positive school culture • Attend required trainings 		
The Transformation Coordinator will support the District Shepherd and		
<ul style="list-style-type: none"> • Assist the District Shepherd with development of management tools and strategies to assist campuses with Transformation • Support implementation of activities as planned • Assist campuses in understanding changes in processes and practices • Provide support in the processing of administrative documentation, keeping the Principals and Operation Managers informed of status. • Supports management of funds in the Transformation Office • Provides timely, efficient response to campus needs at all times. 		
The TTIPS Campus Operations Manager will		
<ul style="list-style-type: none"> • Report directly to the school Principal and work closely with the district Transformation Office • Manage day-to-day operational aspects of the TTIPS grant program including budget oversight • Ensure proposed activities are planned, implemented, and completed as approved in the application • Ensure funds are expended as approved in the application • Effectively hold, facilitate, and document regular status meetings with project team 		

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Texas Title I Priority Schools Grant, Cycle 2
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Part 2: Project Management Cont.

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

Based on evaluation findings, FWISD is committed to the sustainability of gains made through TTIPS activities. In the past, the District has been successful in identifying funding sources to support the initial phases of the reform process. State and Federal grant funds have been key, and FWISD plans to continue to aggressively seek additional grant awards, as detailed in the comprehensive sustainability plan (below). The TTIPS management committee, facilitated by the Executive Director of Grants and Development, will lead the search for funding to support aspects of project that require ongoing funding. The Chief of Schools and Chief Academic Officer will ensure that research-based system reforms will continue to be implemented with fidelity after the grant ends. The primary aspect of this project that will ensure sustainability of reforms is that the activities and research-based models selected are based on building capacity for **systemic** progress and growth. The skills and knowledge gained by school leaders, teachers, and parents will be key "capital investments" that will continue paying dividends in student achievement after grant completion.

TTIPS Funding Sustainability Plan

Develop: Mission, Vision, Case for Support	Talk with staff, donors and community partners and stakeholders about outcomes of year 2. Review progress toward reform and financial goals, who will benefit, who else needs to be involved. Review community needs and trends, revise transformation plans and vision as necessary. Develop annual report to summarize progress and attract supporters.	August 2013
Research and identify potential stakeholders/prospects	Research corporations, local businesses, foundations other givers who have an interest in school reform. Look for influential people who are stakeholders to act as program champions. Build advisory committee with business leaders and other local influential community members. Ask for feedback from any corporation or foundation that did not fund. Use contact to build future relationship. Solicit ideas from partners, staff, volunteers, advisory committee about contacts they might have to potential givers with shared interests.	September-October 2013
Communicate with stakeholders	Talk to local businesses about how school reform can benefit their interests. Ask for their involvement. Review and revise marketing plan. With staff and advisory committee, discuss financial and reform goals. Identify budget items that could be provided in-kind by partners, funders, other stakeholders. Brainstorm other means to provide them. Select methods for fundraising/resource gathering for the year. Determine whether to repeat last year's methods. Use more than one fundraising method (grant writing, direct mail, special event, in-kind resource gathering, phone-a-thon, personal solicitation). Cultivate current and new relationships with media. Craft messages. Announce fundraising campaign's progress. Highlight accomplishments. Share credit with partners.	September-December 2013
Continue to cultivate prospects	Invite prospects, donors to tour program, review accomplishments, suggest improvements. Ask them who else should be involved. Ask them to be involved in new ways. Match language and outcomes to prospect's interests. Send thank-you notes for meetings, contacts, donations. Talk with partners about resources available to meet common goals and defray expenses	November 2013 - ongoing
Create buy in	With fundraising committee, ask for donations, share solicitation responsibilities. Invite press to cover progress, highlight participants and outcomes. Plan on-going meetings with fundraising committee. Celebrate successes. Send thank you notes and copies of press coverage to all committee members, prospects, and donors.	December 2013 - ongoing
Make the ASK	Implement—write and submit grants, develop mailing list and pitch for direct mail, meet with prospects—ask for specific support.	October-December 2013
Follow-up	Confirm pledges, arrange for payments to be recorded, follow up on grant requests. Schedule to re-contact donors to thank and update on progress, build mailing list. Plan next part of fundraising effort.	November 2013-ongoing
Be a Good Steward	Continue to cultivate current partners and new stakeholders through: • Offering opportunities for continued involvement in shaping the program • Sharing the credit; • Celebrating small successes; • Making sure donors are updated, invited to be involved in new ways.	January 2014-ongoing

Due to effective, efficient, and quality-centered methods of grant management, many grant projects in the FWISD have had a lasting positive impact on the District, introducing sustained and systemic change. Implementation of TTIPS is a top priority of FWISD's board and administration, and every effort will be made to see that it is funded past the completion date of the grant period through its partners, the community, and state and federal funding sources.

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Part 2: Project Management Cont.

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

Although current research does not provide a clear list of the most critical characteristics of high quality external provider services, five characteristics do appear consistently in the research. These qualities are thought to be the most relevant for schools in the process of evaluating the quality of multiple external providers. In order to avoid the failures experienced by so many schools, as we recruit, screen and hire external providers for this project, the FWISD management team will make sure the provider offers services that have the following characteristics:

- **Alignment with established goals.** All plans and activities should be aligned with goals that were established by the school during the needs assessment and school and district improvement processes.
- **Part of a long-term strategy.** The provider's services should be offered as part of a long term strategy for improved student learning. The provider should be candid about the fact that making changes to affect student learning is a complex and difficult task that takes time.
- **Customized.** The provider should be prepared to tailor its approach to the school's unique circumstances and needs. It should have a viable plan to get buy-in from key stakeholders.
- **Research based.** The provider's approach should be backed by evidence that it gets desired results in similar circumstances. Ideally, this evidence should come from scientific research, but often no such research exists. In such cases, evidence could take the form of strong anecdotes of effectiveness, references from successful users of the approach, and other indications the approach is "best practice."
- **Capacity building.** All services should be delivered with a strategy for training the school to be able to practice and assess these skills independently. The provider should have a plan for building capacity at the school and evidence that it has accomplished this goal in the past. These capacity-building activities could take the form of a trainer-of-trainers model, annual "brush-up" trainings, and/or co-development of programming with a site-based professional development design team.

Strong Selection Process

After going through the intensive process of determining a vision for the school, performing a thorough needs assessment, and understanding the characteristics of high-quality services, the grant development committee members will be in a position to build the framework for a strong selection process.

Based on the district's successful implementation of School Improvement Program grants and others, the district will recruit appropriate vendors who are able to meet clearly articulated bid requirements and provide appropriate plans to meet timelines and milestones for implementation of the selected programs.

The FWISD, as well as all other school districts in the State of Texas, is governed by a state competitive bid law. The purpose and the intent of the competitive process are to help FWISD obtain the best value for goods and services by stimulating competition and providing a level playing field. Therefore, the majority of FWISD purchases for contracted services are done via competitive procurement. A sole source purchase can be made without the benefit of a competitive process when there are no other items available in the marketplace that have the same fit, form and function as the items being purchased. Quality vendors with a good track record of results will be selected to work with the school and district.

All external providers selected for the project will enter into a partnership with FWISD to implement an already established, systematic plan for execution. Based on its experience, the provider should know what components of its services should receive the initial focus and how and when the other components will eventually be introduced. If the provider has modified its plans to fit the circumstances or preferences of this school, it still should have an overarching implementation strategy that is made clear to the school and the district at the beginning of the partnership.

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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.

School staff will conduct site visits to other campuses successfully implementing the transformation intervention model with guidance and technical support from the School Improvement Resource Center (SIRC) and based on site visit selection criteria developed during the planning stage of the grant program.

FWISD site visit selection will be informed by the practices and resources of the **International Center for Leadership in Education** and the **Successful Practices Network** which provides a way for K-12 educators to share strategies, practices, research, data and experiences. In addition, district and campus staff attend annually the Model Schools Conference which features model high schools, middle schools, elementary schools, and CTE programs that are highly successful at providing every student with a rigorous and relevant education. At the conference, campus leaders will have the opportunity to learn about the nations highest performing and most rapidly improving schools and will guide the decisions about locations and the expected outcomes of the site visits to be conducted.

Steps to a Quality Site Visit

Identify Purposes of Site Visit

- Involve key stakeholders (e.g., funder(s), project staff, project beneficiaries)
- Determine the site visit purposes
- Align planning with the site visit purposes

Select Sites and Visitors

- Define a site
- Establish site selection criteria
- Involve key stakeholders in establishing the criteria
- Select the potential sites
- Apply the selection criteria
- Initially select more sites than needed
- Finalize the site visit dates
- Work with the sites' schedules first—let them propose dates convenient for them.
- Develop an optimal schedule (i.e., does not overburden the sites or the site visitors)
- Allow enough time in your schedule planning for site information to be collected and then dispersed to the site visitors, the site visitors to review this information, preparation of the site visitors, and the visits

Prepare Protocols

- Develop protocol content
- Assign responsibilities for note taking, data gathering, etc.
- Set a schedule ensuring that activities appropriate for the site visit purposes are provided. These may include interviews, facility tours and classroom observations

Evaluate Site Visit/Expected Outcomes

- Analyze the data
- Organize notes from site visit
- Identify themes and impressions
- Aggregate data across sites if needed
- Write the report
- Divide report sections among team members
- Ensure timeliness when working with a team

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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 checked="" 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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 by telephone/e-mail/FAX on 9.23.11
 by *R Willis* of TEA.

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

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22090506
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 County-District-Campus No.

 Amendment No.

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).

As part of the TTIPS development process FWISD developed a TTIPS district decision-making team that includes:

- Superintendent of Schools
- Chief Academic Officer
- Chief of Schools
- Associate Superintendents of Secondary and Elementary Leadership
- Executive Director of Leadership Development & Support
- Executive Director of Grants and Development, Management and Monitoring
- Executive Director of Strategic Initiatives
- Director of Evaluation
- Grants staff

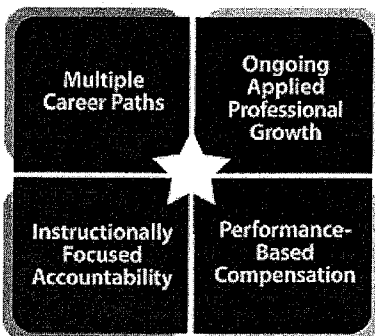
Through a series of meetings, the team reviewed the models, the data on the twenty eligible FWISD schools, and responded to the “narrowing questions” provided by Texas Education Agency (TEA) and School Improvement Resource Center (SIRC). After a thorough and comprehensive review, the district’s decision-making team prioritized the eligible campuses, 5 FWISD campuses were identified to apply for TTIPS funding based on the following criteria:

- at least one of the state identified “Tier I” or “Tier II” FWISD campuses
- in need of improvement, corrective action, or restructuring
- greatest need for the funds
- strongest commitment to use the funds to provide adequate resources to raise substantially student academic achievement
- posed to make adequate yearly progress and exit improvement status
- currently implementing in part the Transformation model within the last two years and plan to continue and complete the implementation of the intervention model with the TTIPS grant funds

After the narrowing process was completed, Grants staff met with the Glencrest 6th Principal, Rodney White, to provide an overview of the TTIPS grant program. The campus principal and the campus planning teams with support from district staff met on three occasions during the grant development process to respond to the questions posed in the application and to review Critical Success Factors and determine activities and rationale for each strategy selected as part of the TTIPS grant proposal. Upon careful and thorough review, the decision was made by the team to select the **Tier III Modified Transformation** with TEA Designed Model with Technical Assistance provided by the **School Improvement Resource Center**. The campus team will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Texas SIP Conference, and sharing of best practices. A team from FWISD and Glencrest 6th will participate in and make use of technical assistance and coaching support from SIRC.

During the 2010-2011 school year Glencrest 6th grade hired a new principal, Rodney White. Since he has been at the campus **less than two years**, FWISD district staff will evaluate his effectiveness and create a professional development plan based on those results. The FWISD Leadership Performance Standards document for School Leadership will be utilized to evaluate the principal based on standards and practices that reflect high and attainable goals for school leaders.

Glencrest 6th has chosen the **TAP™ System for Student and Teacher Achievement** as its comprehensive system of reform. The TAP Model has four elements of success:



Multiple Career Paths: Master and mentor teachers are chosen through a competitive, rigorous, performance-based selection process. Master and mentor teachers must have expert curricular knowledge, outstanding instructional skills and the ability to work effectively with other adults. They take on additional responsibilities and authority, and are required to have a longer work year. Master and mentor teachers are held to a different performance standard than the career

teachers in their school, and are compensated accordingly.

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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).

Ongoing Applied Professional Development: TAP™ provides teachers with a system of professional development that is ongoing, job-embedded, collaborative, student centered and led by expert instructors. TAP restructures the school schedule to provide time during the regular school day for teachers to meet, learn, plan, mentor and share with other teachers. Further, teachers learn new instructional strategies and have greater opportunities to collaborate, both of which enable them to become more effective teachers. Cluster groups meet for one to two hours weekly during contract time in grade alike or subject alike groups. Clusters are led by expert instructors in the school—the master and/or mentor teachers—and their activities are focused on instructional practices as determined by student needs.

Instructionally Focused Accountability: TAP™ provides a comprehensive system for evaluating teachers that rewards them for how well they teach their students. Teachers are held accountable for meeting the TAP Teaching Skills, Knowledge and Responsibilities Performance Standards, research-based standards based on **twenty-six** indicators and operationalized against a five-point scale rubric. Each teacher is evaluated 4-6 per year, during announced and unannounced observations by multiple, trained and certified evaluators. All evaluations are followed up with a post-conference session between the observed teacher and the evaluator to discuss reinforcements and refinements intended to help the teacher strengthen his/her instructional practice.

Performance Based Compensation: Salary augmentations are given to master and mentor teachers because these teachers take on more responsibility and authority, and work a longer school year than the typical classroom teacher. Teachers in TAP schools are eligible for financial awards based upon the average of the scores they earn on multiple evaluations of their classroom teaching, as well as their classroom level achievement growth and school level achievement growth, both of which are measured using a value-added model.

Glencrest 6th will hire 4 Master-Teachers and 2 Mentor teachers to fulfill the requirements of the TAP Model. In addition the campus will hire a ½ time Librarian, an Operations Manager, a Data Clerk, a Data Analyst, 2 Campus Monitors, and a Dean of Instruction to complete their Campus Improvement Plan.

The school will hire an **Operations Manager** that will coordinate with the Office of Transformational Leadership and School Improvement and the District Shepherd the implementation of the model, and will provide an additional campus staff person dedicated to support TTIPS funded activities. This position will also coordinate the campus planning and support the principal and the Transformation team in maintaining the communication between all members of the campus. The person in this position will have access to budgets and participate in the monthly meetings in order to support the finances at the campus level.

The Tier III Transformation model for campus turnaround has been chosen because of its emphasis and alignment to the key FWISD and campus goal of emphasis on **adult behavioral change** that will provide capacity for long-term academic growth and **student success**. Specific campus **objectives** developed to address gaps, barriers and weaknesses and project responses, aligned to the required and permitted activities of the transformation have been included. Based on the Campus Needs Assessment, some of the transformational strategies the campus will expand and extend through the implementation of the TTIPS program include:

Improve student performance: Glencrest will focus on school wide performance gains, paying particular attention to LEP and Special Education subgroups. All Glencrest 6th classes will be worksheet free zones, classes will offer high quality differentiated instruction with supplemental instructional materials that challenge students with additional problem solving, higher-level thinking, and performance-based assessments to enhance and engage students in learning. Resources primarily designed to provide students with practice in answering questions with multiple-choice items will not be allowed. In addition, funds have been allocated to ensure students have access to additional time with the Supplemental Education Service providers on their campus.

Improve fidelity of implementation of existing programs and systems: Systems exist within the district for various needs such as data use, Response to Intervention, Curriculum Framework, Staff Evaluation, Value-Added Incentives, etc., but results have not been as great as research would indicate due to issues with faithful execution of interventions. This grant will provide for additional staff assistance for training, monitoring, communication and program implementation to maximize adult actions to achieve positive results for students. Additional support for the campus at the district administration level will be provided through the **District Shepherd and Transformation Coordinator** to ensure that data and systems are responsive to the needs of the campus.

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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).

Improve Data Systems and Student Tracking: The Data Analyst, Data Clerk, and Dean of Instruction will support alignment of services with the individual students needs through the use of data based decision making. The use of data and teacher input will be improved, to guarantee the fidelity of implementation of the program.

Increase planning and professional development: Teachers and school leaders have expressed need for additional time for vertical and horizontal planning, and professional development for greater understanding and facility of use with data and program tools as mentioned in #1. This grant will provide extended hours and days for targeted campus level professional development, data-based planning, and weekly grade-level and core content meetings to ensure maximum academic gains. Staff contracts will be extended by 5 days in order to offer high quality intensive professional development for all campus staff. Staff will attend conferences such as the Model Schools Conference, The TAP Conference, and Texas Middle Schools Conference during the grant period.

Improve parent participation: Parent-school and school-parent communication deficiencies hamper the ability of families to be full partners in ensuring student success, as affirmed by both teacher and parent surveys. This grant will provide funding for a full-time Parent Liaison to assist with targeted programs to improve family participation, including translation services, Spanish instruction for teachers and English instruction for parents, and a parent center where a computer and supplies are available for parent volunteers and for parents to assist students. As requested by teachers, professional development will also be provided on techniques for working with parents.

Increase student-centered learning time: Glencrest 6th will work within its current 21st Century after school program to provide extended day opportunities. The current 21st Century grant ends in 2013, so funds have been allocated in year 3 of the grant to sustain the after school program. In addition, each year Glencrest 6th will host a 5 day transition camp for students attending the campus from all elementary schools feeding into Glencrest. Extended day and extended year programs will be targeted to groups of children who are lagging behind in achievement, with specialized learning tools and very low student/teacher ratios to ensure academic success for students not achieving at grade level. Tutors and classroom aides will be hired when necessary in order to better utilize teaching during the school day. Appropriate technology will be supplied for greater participatory, student-centered learning, with support from instructional technology.

Implement Recruiting and Retention Incentives: The district has been piloting the use of financial incentives to attract and retain highly effective teachers to traditionally hard-to-staff campuses. The current incentives model is aligned to market supply and demand considerations—teachers who teach in areas and at levels which are scarcer in supply are eligible for a higher level of incentive. Teachers are able to earn from \$1000 to \$4000. This additional compensation allows a campus to differentiate teachers and to motivate movement and retention at their campuses.

Implement School Safety Initiatives: During focus groups held with parents and students during the TTIPS planning process, campus leadership discovered a need to provide anti-bullying and school safety initiatives. Both, students and parents indicated safety as their largest concern for the campus. Students, in particular told grants staff that one back hallway was not safe and needed adult supervision. The campus will contract with an Anti-Bullying program to create student leaders on the campus and hire 2 Campus Monitors to cover the entire school from 8AM—6PM while students are on campus. A computer lab will be built to ensure that students in On Campus Intervention (OCI) continue to receive their regular curriculum, while they are removed from the regular classroom.

Improve Technology and Software Systems: Through the TTIPS grant the campus will upgrade 2 existing computer labs with new computers and printers, purchase curriculum software in order to offer tutoring services before school, after school and during lunch periods. The computer lab in the library will remain open all day by providing the other ½ of the campus Library salary, which was cut for the 2011-2012 school year due to a change in district formulas to cover Librarian services.

Positive Behavior Supports and Mental Health Services: The campus will hire a Social Worker to meet the mental health needs of the students. In addition, the campus will contract with a local mental health services provider to offer family services to the most at risk students and families. The campus will contract with The Flippen Group to implement Capturing Kids Hearts. In Year 1, staff will attend a 3 day training, which provides dynamic, skill-driven, and participatory activities designed not only to provide adults with the skills necessary to “capture kids hearts” but with the belief that building such relationships is possible. Capturing Kids’ Hearts trainers will also provide ongoing follow-up sessions with Glencrest staff as well as performing a yearly school “culture study” to monitor if and how the strategies taught are being implemented and what effect they’re having on student perceptions of their relationships with campus adults.

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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	Transformation Team
2	District Leadership
3	Campus Principal
4	Campus Assistant Principals
5	Teachers
6	Counselors
7	Campus Consultants
8	Parents
9	Students
10	Community Members

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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

Reform/Improvement Activity	Begin Date MM/YY	End Date MM/YY	Model Requirement Number	CSF/ Milestone Code
Finalize Campus Rededication	8/11	9/11	3TR-1	7C
Work with Human Capital Management and the Office of Transformation Leadership and School Improvement (OTLSI) to place teachers who chose not to recommit at other FWISD campuses	8/11	9/11	3TR-9	7AC
Hire teachers to replace teachers choosing not to recommit	8/11	9/11	3TR-9	7AC
Research mental health providers to contract with for family services	5/11	8/11	3TR-10	5C, 6AB
Finalize Principal Evaluation— Principal removal not required as Rodney White was placed on campus for 2010-11 to begin transformation work. Evaluation includes review of existing transformation activities and action plan for continuation and expansion upon award of grant.	8/11	9/11	3TR-1	3A
Host community and family forum to announce the TTIPS award and present the campus changes	8/11	9/11	3TR-5	5AB
Recruit and hire Operations Manager	8/11	9/11	3TR-4	3B
Recruit and hire Master Teachers	8/11	9/11	3TR-3	1BC, 2ABC, 4C, 7B
Recruit and hire Campus Monitors	8/11	9/11	3TR-10	6AB
Create Hire full time Librarian position from 1/2 time	8/11	9/11	3TR-5	1A, 4A
Recruit and hire Dean of Instruction	8/11	9/11	3TR-2	1ABC, 2ABC, 7B

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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 Requiremen t Number	CSF/Mile stone Code
Recruit and hire Data Analyst	7/11	9/11	3TR-6	1ABC, 2ABC, 7B
Recruit and hire Parent Liaison	8/11	9/11	3TR-5	5AB
Develop Contract with SIRC	8/11	9/11	3TR-4	1ABC, 2ABC, 3ABC, 7ABC
Develop Contract with TAP	7/11	9/11	3TR-3	1BC, 2ABC, 4C, 7B
Develop Contract with Flippen Group for Capturing Kids Hearts	8/11	9/11	3TR-10	6AB, 7B
Develop Contract with anti-bullying program	8/11	9/11	3TR-10	6ABC
Host Transition camp for incoming students	8/11	9/11	3TR-5	4AB
Upgrade school technology	8/11	9/11	3TR-3	1A, 4A
Campus Clean up community service event	8/11	9/11	3TR-5	6ABC
Enhance On Campus Intervention (OCI) lab	8/11	9/11	3TR-10	1A, 6AB
Upgrade Computer Labs	8/11	9/11	3TR-3	1A, 4A
Recruit and hire TAP Master Teacher Mentors	8/11	9/11	3TR-7	1C, 2BC, 7ABC
Recruit and hire Family Specialist (Social Worker) Contract with CIS for Social Work Position	8/11	9/11	3TR-5	5BC, 6AB
Train Principal, LCT and other select campus leadership on use of the SAS EVASS value added data reports	7/11	9/11	3TR- 2, 3TR-3, 3TR-7	1A, 1C, 2A, 2B, 3A, 3C
Develop training for tutors to ensure effective use of time, tutoring/classroom linkage and targeted outreach based upon identified needs	8/11	10/11	3TR-8	1B, 1C, 3A, 7A
Extend school year for staff by providing 5 days of professional development	8/11	6/12	3TR-5	3A, 4ABC, 7B
Host two day staff retreat for all campus staff to train on TTIPS activities, expectations, new evaluation measures and expectations, and TAP Model	9/11	9/11	3TR-7	7B
Train all staff on new teacher evaluation tools to be utilized	9/11	9/11	3TR-7	7AB
Order all technology and basic supplies	8/11	9/11	3TR-10	1ABC
Host campus rededication ceremony with all campus staff	8/11	9/11	3TR-9	7C
Create a Parent Center	8/11	12/11	3TR-5	5ABC
Develop campus discipline plan with all staff	8/11	12/11	3TR-10	2BC, 6AB, 7C
Implement contract with SIRC	8/11	6/12	3TR-4	1ABC, 2ABC, 3ABC, 7ABC
Implement contract with TAP	8/11	6/12	3TR-3	1BC, 2ABC, 4C, 7B
Implement contract with Flippen Group for Capturing Kids Hearts	8/11	6/12	3TR-10	6AB, 7B

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

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Amendment No.

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/Mile stone Code
Implement contract with anti bullying program	8/11	6/12	3TR-10	6ABC
Attend SIRC Trainings	8/11	6/12	3TR-7	1ABC, 2ABC, 3ABC, 7ABC
TAP Master Teachers provide job-embedded PD	8/11	6/14	3TR-7	3A, 7B
Training on Capturing Kids Hearts for staff	8/11	6/12	3TR-7	3A, 7B
Saturday School	8/11	6/12	3TR-5	1A, 4AB
Partner with 21st CCLC to offer before and after school programs	8/11	6/12	3TR-5	1A, 4AB
Operations Manger to meet with campus grant staff to create alignment among all campus programs: United Way, 21st Century, Title I, AYP	8/11	6/12	3TR-4	3BC
Monthly grant implementation meetings lead by PDS and Operations Manager	8/11	6/12	3TR-4	3BC
Quarterly Implementation reports created by Operations Manager, ADQ staff, PDS and Principal	8/11	6/12	3TR-4	2ABC, 3BC
Host Parent Nights (4 per year)	8/11	6/12	3TR-5	5ABC
College Field trips in partnership with United Way	8/11	6/12	3TR-10	6AB, 7A
Evaluate teachers 4-6 2 times per year	8/11	6/12	3TR-6	7AC
Mental Health Services provided to students and parents	8/11	6/12	3TR-5	5C, 6ABC
Provide ESL/GED classes for parents	8/11	6/12	3TR-5	5C
Principal will work with Pyramid Principals on Vertical Alignment of programming	8/11	6/12	3TR-10	1A
Create additional opportunities for students to utilize SES services	8/11	6/12	3TR-5	1A, 4AB
Staff to attend professional development on data disaggregation techniques	8/11	6/12	3TR-7	2AB, 7B
Host staff data disaggregation sessions after school, Saturday's and summer retreat's	8/11	6/12	3TR-5	2AB, 3A, 4ABC, 7B
Discuss student data at each Monthly Transformation team meeting	8/11	6/12	3TR-2	2ABC, 3B, 4ABC
Partner with FWISD Accountability and Data Quality staff	8/11	6/12	3TR-2	2ABC
LEA will work with Principal on Consolidated Resource Planning	8/11	6/12	3TR-4	3BC
Host staff meetings before/after school	8/11	6/12	3TR-5	4ABC
Hold content/grade level meetings before/after school	8/11	6/12	3TR-5	4ABC
Work with staff at the United Way Go Center	8/11	6/12	3TR-10	5C, 6ABC
Host PTO meetings on Saturday's	8/11	6/12	3TR-5	5AB

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Schedule # 4C—Model Requirements and Timeline

Reform/Improvement Activity Timeline for Implementation-continued.

Utilize the college and career readiness center to reach our at-risk students by bringing in speakers and having an annual large scale career fair	8/11	6/12	3TR-10	5C, 6ABC
Improve Student Achievement in Reading/ELA by requiring on-going daily oral language and reading comprehension assessments, periodic Curriculum-Based Assessments (CBAs) and daily departmental/ team discussions about data using specific protocols designed to elicit analysis of data, identification of trends, and decisions about individual student needs/interventions.	8/11	6/12	3TR-2	1ABC
Improve Student Achievement in Reading/ELA by developing a curriculum map based on the FWISD Curriculum Framework to result in (1) clear articulation of beginning-level ESL/Reading courses with all content-area courses, (2) identification of key concepts and academic vocabulary within/across courses, and (3) clear alignment of course content with ELA CBAs, TELPAS assessments, LAT-Reading assessments, and English EOCs.	8/11	6/12	3TR-3	1ABC
Improve Student Achievement in Reading/ELA by establishing the culture, abilities, and system for monitoring curriculum content and delivery (system to involve teacher self-assessment; teacher videos; observation/ coaching by ELA Lead Content Teacher and administrators; and mechanisms for sharing monitoring results, both with individual teachers and with faculty as a whole).	8/11	6/12	3TR-3	1ABC
Improve Student Achievement in Math by requiring on-going use and analysis/ discussion of various types of assessments (including district Curriculum-Based Assessments and "Progress Check Products" [PCPs]) appropriate for assessing both language and mathematics skills/concepts, ultimately to result in a bank of mathematics assessments to be.	8/11	6/12	3TR-2	1ABC
Improve Student Achievement in Math by establishing the culture, abilities, and system for monitoring curriculum content and delivery (system to involve teacher self-assessment; teacher videos; observation/ coaching by ELA Lead Content Teacher and administrators; and mechanisms for sharing monitoring results, both with individual teachers and with faculty as a whole).	8/11	6/12	3TR-3	1ABC
Improve Student Achievement in Social Studies and Science by developing curriculum maps, based on the FWISD Curriculum Frameworks, showing (1) clear articulation of social studies and science classes with ELA and math classes and with science classes in the intermediate-level programs on the home campuses, (2) identification of key concepts and academic vocabulary within/across courses, and (3) clear alignment of course content with science and social studies CBAs, TELPAS, EOLPT, LAT-Science, and World Geography EOCs.	8/11	6/12	3TR-2	1ABC

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Schedule # 4C—Model Requirements and Timeline

Reform/Improvement Activity Timeline for Implementation-continued.

Improve Student Achievement in Social Studies and Science by establishing the culture, abilities, and system for monitoring curriculum content and delivery (system to involve teacher self-assessment; teacher videos; observation/ coaching by ELA Lead Content Teacher and administrators; and mechanisms for sharing monitoring results, both with individual teachers and with faculty as a whole).	8/11	6/12	3TR-3	1ABC
Institute programs to increase awareness and prevention of bullying. Teachers and leadership will: Use data gained through discipline referral analysis to address issues of bullying; Create a school-wide environment that discourages bullying; Develop discipline and rules against bullying; Work with students who have been bullied; and, Keep social agencies and tutors informed of developments in bullying activities during the school day so caseworkers and tutors may assist in monitoring and intervening.	8/11	6/12	3TR-5	6A, 6B
Invite parents and community members to volunteer on the transformation committee	8/11	6/12	3TR-5	5ABC
Analyze discipline referrals for commonalities. Teachers and leadership will: Meet on a regular basis to exam and discuss student discipline referrals in order to address issues arising from discipline; and, Work together to teach students U.S. school norms and expectations for behavior.	8/11	6/12	3TR-10	6B
Use Joy L. Epstein's framework as model, solicit input from staff, parent, and community members and design a program for parent/ community involvement unique to Glencrest, with program to involve: parenting assistance; two-way communications with parents about school issues (e.g., student progress); strategies to recruit parents for school involvement; activities to involve parents in education-at-home activities; strategies to involve parents in school decisions/ governance; and connections to community services.	8/11	6/12	3TR-5	5A, 5B, 5C
Improve communication from home-to-school and school-to-home by (1) communicating with families often and in a variety of ways, including neighborhood parent forums, (2) using culturally appropriate ways to relate to the diversity of families represented in the school and (3) implementing strategies that encourage two-way interactions, including neighborhood meetings.	8/11	6/12	3TR-5	5B
Send out letters with student progress reports and report cards	8/11	6/12	3TR-5	1A, 5ABC, 6AB
Implement school-wide Positive Behavior Support and Response-to-Intervention system for Behavior Management	8/11	6/12	3TR-10	6AB
Train teachers on new OCI lab	9/11	12/11	3TR-7	3A, 7B
Get all contracts approved by OTLSI and Board of Education when appropriate	9/11	10/11	3TR-4	3B

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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 Requiremen t Number	CSF/Mil estone Code
Hold team building events for staff	8/11	6/12	3TR-7	3A, 7B
Professional development for staff on instructional techniques, such as Positive Behavior Supports, inclusion methods, differentiated instruction, Response to Intervention, etc.	8/11	6/12	3TR-7	2A, 3A, 7B
Work with FWISD teacher recruitment groups Teach for America and Texas Teaching Fellows to hire staff on campus	8/11	6/12	3TR-9	7C
Increase educational opportunities for families by (1) conducting assessments of families' educational needs to determine the content and form of delivery, (2) involving a diverse group of parents and community members when planning parent education programs, (3) providing opportunities for parents and children to learn together, and (4) offering opportunities for parents to share challenges and give emotional support to one another, and (5) opening schools beyond traditional school hours to provide educational programs.	01/12	06/12	3TR-5	5A, 5B
Maintain and extend family-school-community partnership by (1) bring together families, schools, and community organizations in a collaborative effort to meet the comprehensive needs of children, families, and the community, (2) working with health care providers to provide school-based health services, and (3) maintaining and cultivating business relationships (e.g., Adopt-A-School Partners and refugee resettlement agencies) that will benefit both school and business partners and sustain family-involvement programs.	01/12	06/12	3TR-5	5A, 5B, 5C
Attend Texas Middle School Conference	01/12	06/12	3TR-7	1AB, 3A, 7B
Attend TAP Conference	1/12	6/14	3TR-7	1BC, 2ABC, 4C, 7B
Attend TTLA Winter and Summer Institutes	01/12	06/12	3TR-7	3ABC
Attend Model Schools	5/12	6/12	3TR-7	1AB, 3A, 7B
Provide Service Learning Projects. Teachers and students will: Partner with faith and community based organizations to create projects that address a need in the community while providing opportunity for ELLs to acquire language necessary to become fully participating members of the community; and jointly participate in activities that encourage the building of relationships between students, faculty, and other school staff while supporting the learning of social and community mores and customs, along with the language necessary for becoming productive and active members of the community.	06/12	06/14	3TR-5	4A, 4B, 4C
Yearly staff incentive award payouts	6/12	6/12	3TR-8	7C

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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		
<p>In order to provide stakeholders with <i>Ongoing Monitoring and Continuous Improvement</i>, the evaluation will utilize periodic feedback to the participating campus and its campus advisory team, as well as the Office of Transformational Leadership and School Improvement. The seven performance goals will be assessed through both ongoing qualitative and quantitative assessments with monthly, quarterly, and yearly feedback.</p> <p><u>Academic Performance:</u> Student academic performance will be closely monitored through data coaching teams whose role is to help teachers review and interpret as well as determine action plans for student instructional change. Additionally, these teams aggregate and disaggregate data at the school level, build tables and charts, and discuss with grade/content teachers. The <i>Curriculum Based Assessments</i> (CBAs) are administered multiple times per year (depending on content and grade) and teachers along with the campus data team have real-time access to those results. All state and local testing is available through a district-wide data dashboard.</p> <p><u>Data to Drive Instruction:</u> Decisions that drive instruction will be examined through close analyses of the frequency of access to the district-wide data dashboard and the Curriculum Frameworks, the District's managed curriculum program. Teachers' perception of their decision making relative to data, such as modifying instruction, goal setting, lesson planning, and intervention decisions will be gathered through a teacher survey as well as focus groups. Data coaching teams will be observed for implementation fidelity to determine best practices</p> <p><u>Parent Involvement:</u> Data will be collected regarding the campus' efforts to increase communication from campus-to-parent and parent-to-campus. Parents will be surveyed to determine levels of satisfaction with campus communication. Parent liaisons logs will be examined on a quarterly basis to determine specific communication efforts and amount of parent contact. In addition, parent liaisons will be interviewed to determine their perceptions of barriers relevant to parent communication. Teachers and principals will be surveyed to determine perceptions of communication improvement, as well as efforts to increase the connection between learning at home and learning at school. Quarterly updates will be given based on available data.</p> <p><u>School Climate:</u> School Climate is a part of each campus' <i>Campus Educational Improvement Plan</i> and is reviewed multiple times per year by the campus staff and leadership. The annual <i>Teacher Survey</i> asks questions in the following areas: <i>Instruction, School Management, Employee Engagement, Professional Learning Community, and Student Personalization</i>. These indices provide data for the campus to review and make decisions regarding the school climate. To provide ongoing feedback regarding climate, staff interviews will be conducted and analyzed by the evaluator for patterns and trends. Feedback reports will be provided for each survey to the campus and district leadership.</p> <p><u>Leadership Effectiveness:</u> Ongoing data collection for leadership effectiveness will include teacher and student surveys which will ask for perceptions regarding effectiveness. Principals will participate in a focus group designed to elicit feedback regarding Leadership professional development. Feedback will be given to share success and concerns with regard to the model.</p> <p><u>Learning Time:</u> Data will be gathered through professional development logs to verify training. Collaboration will be assessed through time logs, teacher interviews, and observations of planning. Quarterly feedback will be reported to the management committee. The additional instructional time will be reviewed monthly.</p> <p><u>Teacher Quality:</u> Teacher quality improvement will be assessed through value-add data examining the teachers' ability to promote growth in student achievement. Significant growth will be recognized as 1.5 SE above the mean.</p>		

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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 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

Planning, implementation, and evaluation of project activities:

Planning and implementation will be monitored and data collected through meeting minutes, agenda, and documentation of process and product of grant activities. Both products and systemic processes will be implemented to transform the school. Student and staff engagement with the products and processes will be collected through qualitative data. These qualitative data will be catalogued and analyzed using Key-Words-in-Context (KWIC) approach. Patterns and trends will be reported to the advisory teams quarterly to identify successes as well as possible modifications to the process or implementation of product.

Degree of collaboration:

Collaboration mechanisms being built to transform the schools include parent involvement, instructional and data coaching teams. These collaborative teams meet and discuss data, instruction, involvement, and classroom management issues. Action plans are made, implemented, and reassessed. From the district level, master teachers are assigned by content and their role is to provide peer coaching for instruction. Additionally, their collaboration with individual teachers is based on CBA data as well as student work product. This continual ongoing and formative assessment process will use the data from the grant to add to their repertoire and move the data to the student expectation level transforming the campus. These data will be collected through focus groups, surveys, and reported to the campus advisory committee during its monthly meetings.

Participatory involvement and Professional development activities:

Involvement in activities by community partners, parents, principals, teachers, and students will be gathered through surveys determining the extent of engagement and change in climate indicators. Additionally, participation and activity logs will be collected every 6-weeks to determine level of participation. These data will be reported quarterly to the advisory committee to identify areas of success and challenge.

Provided services:

Data for provided services will be collected through the Budget Office, campus advisory committee meetings, and professional development logs. These data will be submitted to the campus advisory committee. The extent of product success will be assessed through focus groups and interviews. These qualitative data will be reported to the advisory committee during their quarterly meetings.

Curriculum and Instruction

The extent of curriculum and instructional transformation will be collected at the student level through the CBSs to determine the extent students are meeting instructional objectives. Additionally, data such as learning minutes, training logs, attendance, and discipline referrals will be reported to the campus advisory committee. Parent, student, principal, and teacher engagement will be collected through teacher, student, principal, and parent surveys. Together, these data will be used by the various campus groups and the District advisory committee to evaluate the implementation of the grant and the improvement of student success.

Recommendations and modifications:

Periodic feedback will be provided during monthly campus advisory meetings with each grant area being discussed at least quarterly. Research feedback briefs will be submitted to the District level advisory committee and the Office of Transformational Leadership. Research briefs will be submitted at-least semi annually. Recommendations and modification will be reported and discussed during all meetings.

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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.

Qualitative

The process for gathering Qualitative data will occur using a model that (1) targets a set of behaviors or activities, (2) collects data on the target, (3) provides feedback to stakeholders for discussion, and (4) identifies a new set of targets. Qualitative data will be collected on the seven goals in the following ways:

Classroom Observations: Observation will be conducted to determine the extent to which grant activities are being implemented at the classroom level. The primary foci of the observations will be based on targeted activities from teachers' professional development, campus initiatives, and other grant related activities. Observations will be conducted by trained observers using a rubric and protocol with 85% or better inter-rater reliability. Randomly selected classrooms will be observed with the intent of getting a snapshot of the campus' best practices. Teacher names will not be used and observation data will be aggregated across the campus. Feedback will be reported quarterly to the advisory committee as data are available.

Staff Focus Groups: Focus groups will be conducted to determine the link between data (student and campus level), its interpretation at the Leadership level, and differentiation at the classroom level. The connection between data reports and what happens with the interpretation at the classroom level will be a focus. These data will provide indicators for other data collections such as surveys. Additionally, programmatic implementation will be discussed and data collected.

Teacher Interviews Based on classroom observations, teacher will be selected for an interview regarding the classroom observation. Instructional decision points will be identified and discussed with the teacher. In particular, the teachers' decision making regarding the instruction, data, and responses to students about their work product will be discussed.

Quantitative

Student Academic measures: To assess student *academic achievement* level, TAKS/STAAR data will be collected by grade and content area (June). To assess student *academic growth*, EVAAS (value-add) scores will collected by grade and content area (August). Ongoing assessment data will be comprised of Curriculum Based Assessment (CBAs) given periodically through the year by curriculum unit. These data are uploaded in real time to the District data dashboard which displays student results by student expectation (SE). These data will be used to modify instruction.

Surveys: To assess teacher perception of professional development, campus initiatives, climate, and employee engagement, a *teacher survey* will be administered during the spring semester. Feedback will be given in late spring. To assess student perception of campus climate, a *student survey* will be administered during the spring semester and feedback will be given in late spring. To assess parent perception of school climate and parent engagement, a *parent survey* will be administered in the fall and feedback will be available during the spring semester.

Activity Logs: Coaching logs, professional development logs, and parent liaison logs will be collected to determine the amount of participation for each activity. Coaching logs will assess the types of coaching teachers receive from their academic coaches, such as modeling or team teaching. Professional development logs will determine attendance and amount of training teachers receive. Parent liaison logs will report on parent involvement activities, the number of attendance and type of activity. Extended day programs will collect amount of time students are served through the program.

District Data: Teacher attendance data will be reported quarterly to the advisory meeting with district comparison data. Discipline referrals will be reported by semester.

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Schedule # 4D—Performance Assessment and Evaluation

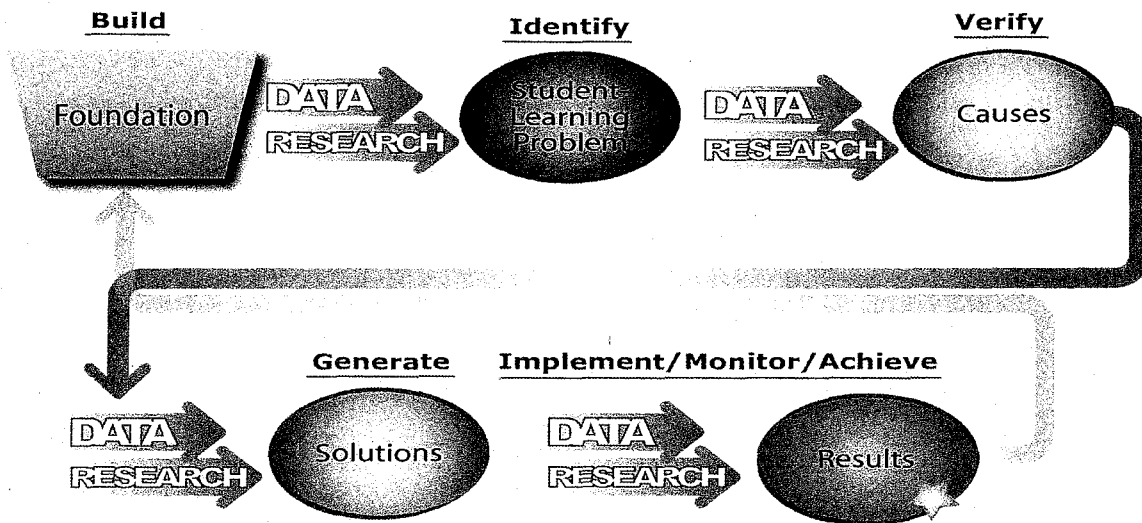
Part 2: Process for Development of Performance Goals

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).

Significant progress in improving student learning and closing achievement gaps is a moral responsibility and a real possibility for FWISD campuses. The use of Data Teams, Data Coaches, and Master Teachers will give increased meaning to campus data. Effective data users become aware of and critically examine their frames of reference and assumptions. Through the collaboration process below, collaboration will promote resourcefulness and creativity to continuously improve instruction and student learning. The campus understands that using data itself does not improve teaching. Improved teaching comes about when teachers implement sound teaching practices grounded in cultural proficiency – understanding and respect for their students' cultures – and a thorough understanding of the subject matter and how to teach it, as well as understanding student thinking and ways of making content accessible to all students. Every member of a collaborative school community can act as a leader, dramatically impacting the quality of relationships, the school culture, and student learning. This process is truly transformational.

Process for Development of Performance Goals



Adapted from Wellman, B., & Lipton, L., 2004. *Data-Driven Dialogue: A Facilitator's Guide to Collaborative Inquiry*. Sherman, CT: MiraVia, LLC. Used with permission.

The adapted model from Wellman and Lipton will be the "Data Process" for thinking about and developing performance goals. The process will incorporate (1) campus and district leadership, (2) Master teachers, (3) data teams, and (4) classroom teachers. The Data Process consists of five major components. Within each component is a sequence of tasks that Data Coaches carry out with Data Teams.

The first component is *Building the Foundation*. In this component, Master Teachers lay important groundwork with the Data Teams such as building stakeholder support, establishing roles on the data teams, and creating time for collaboration. In the second part of the process, *Identifying a Student-Learning Problem*, Data Teams use multiple student-learning data sources to identify a goal for improvement. The third component, *Verifying Causes*, involves examining local data about practice and relevant research to verify that the causes the team is preparing to act on are supported by evidence. In *Generating Solutions*, the team applies "logic-model" thinking to generate strategies for improving results and develop a monitoring plan. As the team implements solutions, they monitor their results and ultimately achieve and celebrate success.

Data Decision Making Groups: The groups within the decision making process determining the performance goals are Leadership (district and campus), Master Teachers, Data Teams, and Classroom Teachers.

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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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Leadership is comprised of two teams with 4-6 staff. Members at the District level include a member from *Accountability, Curriculum Directors, and Leadership Directors*. Their role is to help with data literacy and data analysis tools. They are assigned to 8-10 campuses and meet regularly with the campus data teams. They support, review and provide feedback for data assignments. Additionally, they team supports campus interpretation and use of data results to form performance goals. At the campus level, the Leadership team is composed of those having instructional expertise, technical expertise, and "people skills". It is comprised of the Data Coach, Principal, Content area chairs, specialists, or grade-level representatives, Special Ed lead teacher and/or inclusion teacher, and ESL or Bilingual teacher. The diversity of the team allows for multiple levels of data analysis and the development of performance goals.

Master Teacher: The Master Teacher is a full-time "teacher on assignment". Their role is to (1) assist educators as they examine all kinds of school information, including student achievement, perception, demographic, and process data and (2) assist educators in taking the data and making instructional changes. In this role, the Master Teacher helps individual teachers and teacher teams understand their students' strengths and weaknesses, and identify instructional strategies, structures, programs, or curriculum to address identified needs. Specifically, the Master Teacher will build the data literacy of teachers through data skills and tools. They will convene meetings, facilitate the process, support the norms of collaboration, keep the campus vision alive, and lead the data experience.

Data Team: The Data Team consists of 4-6 staff of the campus including the Principal, Assistant Principal, Instructional Specialist, Master Teacher, Academic Coordinator, Classroom Teachers, and Data Clerk. The role of the team consists of developing data literacy skills, collect, organize and analyze data, present results to instructional staff, and train and involve instructional staff in interpretation and use of data for instruction. This process of collaboration is designed to change the culture of the campus and make data decision making part of the daily culture. This team will help drive the performance goals and their outcomes.

Classroom Teachers: The end user of the process is the classroom teacher. Their role is to take the data and use it to understand how the student is learning, what needs to change instructionally for clearer understanding, identify the student expectation and associated instructional differentiation. After the new instruction and activity is delivered the cycle starts again with looking at the data and deciding the next steps.

Developing performance goals is a collaborative and systemic effort at the campus with various groups being involved using a distinct model for decision-making.

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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)*	Reading/ELA TAKS (STAAR) % Met	65%	70%	75%	80%
2	Improve Student Achievement in Mathematics (Required)*	Math TAKS (STAAR) % Met	58%	63%	68%	73%

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

3	Improve ELL Student Achievement in Reading/ELA	Reading/ELA TAKS (STAAR) % Met	27%	35%	40%	45%
4	Improve ELL Student Achievement in Mathematics	Math TAKS (STAAR) % Met	41%	46%	51%	56%
5	Improve ELL Student Achievement in Science	Science TAKS (STAAR) %Met	N/A	N/A	N/A	N/A
6	Improve ELL Student Achievement in Social Studies	Social Studies TAKS (STAAR) % Met	N/A	N/A	N/A	N/A
7	Improve data driven instruction (composite of construct)	Teacher Survey	55%	60%	65%	70%
8	Improve curriculum alignment by perceiving the Curriculum Frameworks as a helpful tool	Teacher Survey PLC/SVV 4	100%	100%	100%	100%
9	Improve ongoing monitoring of instruction through Curriculum Based Assessments (CBAs)	Teacher Survey D1	80%	85%	90%	95%

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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.

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	Improve the use of data disaggregation and data training	Teacher Survey - D10	0%	60%	70%	80%
2	Improve the use of ongoing communications regarding data	Parent Survey 4T	42%	50%	60%	70%
3	Improve the use of multiple sources of student data (i.e., test data, interventions, attendance) to modify/enhance instruction in the classroom.	Teacher Survey D2	100%	100%	100%	100%
4	Improve the use of interim assessment data (CBAs) to modify/enhance instruction in the classroom.	Teacher Survey D1	100%	100%	100%	100%
5	Improve use of data to plan lessons and develop learning goals.	Teacher Survey D3&4	0%	60%	70%	80%
6	Improve use of data to develop interventions.	Teacher Survey D7	0%	60%	70%	80%
7	Improve the use of data to assess teaching/learning effects.	Teacher Survey D-Average	0%	60%	70%	80%

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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	Improve teacher perception of on-going job embedded professional development	Teacher Survey EE 3, 4, 6	100%	100%	100%	100%
2	Improve the campus operational flexibility (composite score)	Teacher survey PLC/SSL 1,2,&4	80%	85%	90%	95%
3	Improve resource and data utilization	Teacher Survey (I 2,3 &4), (SM 3,13) EE3	100%	100%	100%	100%

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 time for teacher collaboration through increased days for professional development.	Professional Development Training Logs	7 days	10 days	12 days	12 days
2	Increase opportunities for modeling and peer coaching.	Coaching logs	0%	60%	70%	80%
3	Increase usage of the Curriculum Frameworks to improve focused time on instruction	Teacher Survey PLC/SVV 4	80%	85%	90%	95%
4	Increase minutes during the academic day for learning. (min. per day)	Extended Day Attendance Logs	360 min	400	400	400

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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	Improve communication between parents and the campus (Composite Score)	Parent Survey	3	3.1	3.2	3.3
2	Improve teacher's timely endeavors to contact parents about academic and behavior progress (Composite Score)	Parent Survey	41%	45%	50%	55%
3	Improve information to parents on student evaluation (Composite Score)	Parent Survey	42%	45%	50%	55%
4	Improve parent perceptions of campus efforts to assist with guidance on learning at home (Composite Score)	Parent Survey	35%	40%	45%	50%
5	Increase the collaboration of community services at the campus level.	Parent Liaison logs	3	5	7	7

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Texas Title I Priority Schools Grant, Cycle 2

Schedule # 4D—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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	Improve teacher attendance (Absence rate)	District Database	13.9%	10%	7%	5%
2	Improve classroom management and disciplinary climate (rate of incidents per student)	Discipline Referrals	1.3	1.2	1.1	1.0
3	Improve campus climate composite score for <i>Instruction</i> .	Teacher Survey	96%	100%	100%	100%
4	Improve campus climate composite score for <i>School Management</i> .	Teacher Survey	86%	90%	95%	100%
5	Improve campus climate composite score for <i>Employee Engagement</i> .	Teacher Survey	92%	95%	100%	100%
6	Improve campus climate composite score for <i>Professional Learning Community</i> .	Teacher Survey	67%	70%	75%	80%
7	Improve campus climate composite score for <i>Student Personalization</i> .	Teacher Survey	84%	90%	95%	100%

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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	Improve student growth for 6 th Grade Reading	EVAAS - Value Add	-4.1	-3.5	-2.9	-2.3
2	Improve student growth for 6 th Grade Math	EVAAS - Value Add	1.3	1.47	1.64	1.81

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						

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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.

Note: Since TEA has requested and received a waiver of the period of availability of these school improvement grant funds, this waiver automatically applies to all LEAs in the State and *must* be checked. 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from Education Service Center, Technical Assistance Center, Title I, Part A School Support Team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Barrier: Gang-Related Activities

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

Barrier: Drug-Related Activities

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

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

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 type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

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

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Texas Title I Priority Schools Grant, Cycle 2

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

Barrier: Absenteeism/Ttruancy

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

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 type="checkbox"/>
L02	Establish partnerships with parents of highly mobile families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M03	Recruit volunteers to actively participate in school activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, acknowledge in school activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with <u>Tracy Marshall</u> by telephone/e-mail/FAX on <u>9.23.11</u> by <u>R. Willis</u> of TEA.	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Year 2011-2014	220905064 County-District -Campus No. Amendment No.
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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
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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	48,185	1,090,636 1,004,386	10,000	1,142,386	10,000	1,159,636	10,000	\$3,470,843 1,004,386
2	Professional and Contracted Services	5C - 6200	0	180,000 \$230,000	1,500	190,000	1,500	200,000	1,500	\$574,500 231,500
3	Supplies and Materials	5D - 6300	1,000	34,500 \$123,919	500	39,500	500	45,000	500	\$121,500 124,419
4	Other Operating Costs	5E - 6400	0	76,250 \$71,250	250	76,250	250	76,250	250	\$229,500 71,500
5	Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only)	5G - 6600/15XX	0	103,000	0	0	0	0	0	\$103,000 103,000
6	Total Direct Costs		\$49,185	\$1,484,386 \$1,532,555	\$12,250	\$1,448,136	\$12,250	\$1,480,886	\$12,250	\$4,499,343 1,544,805
7	2.202% Indirect Costs				\$32,229 \$33,245		\$30,388		\$31,093	\$93,710 33,245
8	Total Budgeted Costs		\$49,185	\$1,484,386 \$1,532,555	\$44,479 \$45,495	\$1,448,136	\$42,638	\$1,480,886	\$43,343	\$4,593,053 1,572,050
9	Total Costs by Year		¹ \$1,578,050			² \$1,490,774		³ \$1,524,229		⁴ \$4,593,053
			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.

This is a one-year grant only. Funds budgeted for this year must only be used for grant activities occurring between August 1, 2011, and June 30, 2012. In the unexpected event that additional funding becomes available, the addition of any funds to this grant beyond the approved one-year budget would require an additional negotiation/amendment process.

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

220905064

County-District -Campus No.

School Year 2011-2014

Amendment No.

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	TAP Master Teachers	4	0	\$ 0	\$ 210,000	\$ 300,000	\$ 300,000	\$ 900,000	
Program Management and Administration										
2	Title: Project Development Specialist			1	0	10,000	10,000	10,000	30,000	
LEA and Campus Level Positions										
3	District Shepherd			1	0	20,000	20,000	20,000	60,000	
4	Project Coordinator	TT1PS campus coordinator	1		20,000	50,000 70,000	70,000	70,000	210,000	
5	Social Worker	Required Social Worker	1		15,000	35,000	50,000	50,000	150,000	
6	Community Liaison/Parent Coordinator	Parent Liason	1		0	28,000 35,000	28,000	28,000	84,000	
Other Employee Positions (Add additional page if needed)										
7	Data Entry Clerk	Data Clerk	1		0	25,000	25,000	25,000	75,000	
8	Evaluator/Evaluation Specialist	Project Evaluator	0	1	0	19,200	19,200	19,200	57,600	
9	Title: Transformation Coordinator			1	0	25,000	25,000	25,000	75,000	
10	Title: Transformation Support Personnel			2	0	20,000	20,000	20,000	60,000	
11	Title: Campus Monitors		2	0	0	40,000 20,000	40,000	40,000	120,000	
12	Title: Librarian			1		35,000 65,000	35,000	35,000	105,000	
13	Title: Data Analyst		1			55,000	55,000	55,000	165,000	
14	Title: Dean of Instruction		1			70,000	70,000	70,000	210,000	
15	Subtotal Employee Costs				\$ 25,000	\$ 732,200 \$ 589,200	\$ 767,200	\$ 767,200	\$ 2,301,600	
Substitute, Extra-Duty, Benefits										
			Specify (rate, # of days, etc.)							
16	6112	Substitute Pay	Instructional substitute pay: 100 subs X \$100 per day = \$10,000 per year X 3 years = \$30,000 Professional development substitute pay: 100 subs X \$100 per day = \$10,000 per year X 3 years = \$30,000			0	20,000	20,000	20,000	60,000
17	6119	Professional Staff Extra-Duty Pay	Professional Staff Extra duty pay: 29 teachers X \$275 per day X 5 days = 39,875/yr; Extended Year = ; After school & Extended Year = 50,000 + \$25,000 for push in tutoring tutoring Year 1: 7hrs/wk x 32 wks x 21/hr, Year 2: 22hrs/wk x 32 wks x 21/hr, Year 3: 44hrs/wk x 32 wks x 21/hr			6,900	44,875 114,875	54,875	69,875	176,525
18	6140	Employee Benefits	Fringe Benefits at 15%			6,285	143,561 132,311	150,311	152,561	452,718
19	61XX	Incentive Pay	TAP Mentors Teachers Stipend: 3 Mentors X \$2,000 = \$6,000/yr = \$24,000; Incentive Reward Pay: 38 personnel X \$8,000 = \$152,000/yr = \$456,000			0	160,000 158,000	160,000	160,000	480,000
20	Subtotal Substitute, Extra-Duty, Benefits Costs				\$ 13,185	\$ 368,436 \$ 425,186	\$ 385,186	\$ 402,436	\$ 1,169,243	
25	Grand Total Payroll Budget (line 15 + line 20)				\$ 48,185	\$ 1,100,636 \$ 1,014,386	\$ 1,152,386	\$ 1,169,636	\$ 3,470,843	

REA 701-11-105; SAS #A161-12

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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-Implementat tion	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:	\$	\$	\$	\$	\$ 0
6269	Rental or Lease of Buildings, Space in Buildings, or Land Specify purpose and provide calculation:					0
6299	Contracted Publication and Printing Costs (specific approval required only for nonprofit charter schools) Specify purpose:					0
6299	Scholarships and Fellowships (not allowed for nonprofit charter schools) Specify purpose:					0
Subtotal		\$	\$	\$	\$	\$ 0

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

Line #	Topic/Purpose/Service				
1.	Data Dashboards/Business Database Consulting - contracts not to exceed \$10,000 per vendor (multiple contracts less than \$10,000 each)		25,000	25,000	25,000
2.	Supplemental Educational Services (SES); less than \$10,000/provider		20,000	20,000	20,000
3.	Grants Printing		1,500	1,500	1,500
4.	Professional Development Contracts – 5 less than \$10,000		15,000	25,000	35,000
5.	Anti- Bullying- Such as Challenge Day or Safe School Ambassadors		5,000	5,000	5,000
Professional and Consulting Services Less than \$10,000 Subtotal		\$	\$ 66,500	\$ 76,500	\$ 86,500

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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*
 Capturing Kids Hearts; positive climate training for all campus staff; 3 day training each year, plus coaching throughout the year.

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		\$	\$	\$	\$	\$
Title: The Flippen Group						
Subgrants, Subcontracts, Subcontracted Services						
Supplies and Materials						
Other Operating Costs						
Capital Outlay (Subgrants Only)						
Indirect Cost (%)						
Total Payment to Contractor		\$ 0	\$ 50,000	\$ 50,000	\$ 50,000	\$ 150,000

2. Description of Professional or Consulting Service (Topic/Purpose/Service): *Include # of days/rate per day*
 Implementation of the TAP Model Communities in Schools, hired to provide required Mental Health Services

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		\$	\$	\$	\$	\$
Title: TAP: The System for Teacher and Student Advancement						
Subgrants, Subcontracts, Subcontracted Services						
Supplies and Materials						
Other Operating Costs						
Capital Outlay (Subgrants Only)						
Indirect Cost (%)						
Total Payment to Contractor		\$	10,000 60,000	\$ 10,000	\$ 10,000	\$ 30,000

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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*
 Provide intensive mental health services to Glencrest students and families.

Contractor's Cost Breakdown of Service to be Provided	# Positions	Pre-Implementat tion	Year 1 Costs	Year 2 Costs	Year 3 Costs	Total Budgeted Amount
Contractor's Payroll Costs		\$	\$	\$	\$	\$
Title: Contract for Social Services; Fort Worth Provider						
Subgrants, Subcontracts, Subcontracted Services						
Supplies and Materials						
Other Operating Costs						
Capital Outlay (Subgrants Only)						
Indirect Cost (%)						
Total Payment to Contractor		\$	\$25,000	\$ 25,000	\$ 25,000	\$ 75,000

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

Contractor's Cost Breakdown of Service to be Provided	# Positions	Pre-Implementat tion	Year 1 Costs	Year 2 Costs	Year 3 Costs	Total Budgeted Amount
Contractor's Payroll Costs		\$	\$	\$	\$	\$
Title: Required SIRC Contract						
Subgrants, Subcontracts, Subcontracted Services						
Supplies and Materials						
Other Operating Costs						
Capital Outlay (Subgrants Only)						
Indirect Cost (%)						
Total Payment to Contractor		\$ 0	\$ 30,000	\$ 30,000	\$ 30,000	\$ 90,000

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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)

Subtotal of Professional and Contracted Services Costs Requiring Specific Approval	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Subtotal of Professional and Consulting Services or Subgrants Less than \$10,000	\$ 0	\$ 66,500	\$ 76,500	\$ 86,500	\$ 229,500
Subtotal of Professional and Consulting Services Greater than or Equal to \$10,000	\$ 0	\$ 115,000 \$ 165,000	\$ 115,000	\$ 115,000	\$ 345,000
Remaining 6200- Professional and Contracted Services that do not require specific approval*	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Grand Total	\$ 0	\$ 181,500 \$ 231,500	\$ 191,500	\$ 201,500	\$ 574,500

*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
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Texas Title I Priority Schools CYCLE 2

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

Expense Item Description					Pre-Implemen- tation	Year 1 Costs	Year 2 Costs	Year 3 Costs	Total Budgeted Amount	
6321	Textbooks				\$	\$	\$	\$	\$ 0	
6329	Reading Materials								0	
6330	Testing Materials								0	
6399	Technology Hardware- Not Capitalized								0	
	#	Type	Purpose	Quantity						Unit Price
	1									
	2									
	3									
	4									
6399	Technology Software- Not Capitalized					20,000	20,000	20,000	60,000	
	#	Type	Purpose	Quantity						Unit Price
	1	Math	Intervention Software for Math tutoring	1						6,667
	2	Science	Intervention Software for Science tutoring	1						6,667
	3	Reading	Intervention Software for Reading tutoring	1						6,666
	4									
5										
6399	* General Supplies				1,500	\$15,000	20,000	25,000	61,500	
Total Supplies and Materials Requiring Specific Approval					\$0	\$ 20,000	\$	\$	\$	
Remaining 6300- Supplies and Materials that do not require specific approval*					\$ 1,500	\$35,000 \$ 104,419	\$ 40,000	\$ 45,000	\$ 121,500	
Grand Total					\$ 1,500	\$35,000 \$ 124,419	\$ 40,000	\$ 45,000	\$ 121,500	

*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)**

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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)*	\$	\$ 15,000	\$ 15,000	\$ 15,000	\$ 45,000
6411	Out of State Travel for Employees (includes registration fees) Specify purpose: 8 staff x 2500 for TAP Conference, 6 staff x \$2500 for Model Schools		35,000 30,000	35,000	35,000	105,000
6412	Travel for Students (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools) Specify purpose:			—	—	0
6413	Stipends for Non-Employees (specific approval required only for nonprofit charter schools) Specify purpose:			—	—	0
6419	Travel for Non-Employees (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools) Specify purpose:			—	—	0
Total 64XX- Operating Costs Requiring specific approval		\$	\$ 50,000 \$ 45,000	\$ 50,000	\$ 50,000	\$ 150,000
Remaining 6400 - Other Operating Costs that do not require specific approval**		\$	\$ 26,500	\$ 26,500	\$ 26,500	\$ 79,500
Grand Total		\$	\$ 76,500 \$ 71,500	\$ 76,500	\$ 76,500	\$ 229,500

*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
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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-Implementation	Year 1 Costs	Year 2 Costs	Year 3 Costs	Total Budgeted Amount
6699/15XX- Library Books and Media (capitalized and controlled by library)									
1			\$	\$	\$	\$	\$	\$	\$ 0
66XX/15XX- Technology Hardware - Capitalized									
2	2 computer lab upgrades	Upgrades—25 new computers/lab	25,000	2	0	50,000			50,000
3	Build On Campus Intervention(OCI) Lab	New computers, webcams, printers, and server for OCI lab	40,000	1		40,000			40,000
4	10 computers	Upgrade campus computers	1000	10		10,000			10,000
5	10 printers	Upgrade campus printers	300	10		3000			3000
6									
7									
8									
9									
10									
66XX/15XX- Technology Software- Capitalized									
11									
12									
13									
14									
15									
16									
17									
18									
66XX/15XX- Equipment and Furniture									
19									0
20									
21									
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				\$	\$ 103,000	\$	\$	\$ 103,000

SCHEDULE #6A GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2011-2014	<u>220905064</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	<u>220905064</u> 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.

SCHEDULE #6A – cont.
GENERAL PROVISIONS &
ASSURANCES

TEXAS EDUCATION AGENCY
Standard Application System
School Year 2011-2014

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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.

SCHEDULE #6A – cont.

GENERAL PROVISIONS &
ASSURANCES

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

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

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

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

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

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

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

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2011-2014	<u>220905064</u> County-District No. or Vendor ID.
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- W. Agency Property (terms):** In the event of loss, damage or destruction of any property owned by or loaned by Agency while in the custody or control of Contractor, its employees, agents, consultants or subcontractors, Contractor shall indemnify Agency and pay to Agency the full value of or the full cost of repair or replacement of such property, whichever is the greater, within 30 days of Contractor's receipt of written notice of Agency's determination of the amount due. This applies whether the property is developed or purchased by Contractor pursuant to this contract or is provided by Agency to Contractor for use in the contract project. If Contractor fails to make timely payment, Agency may obtain such money from Contractor by any means permitted by law, including but not limited to offset or counterclaim against any money otherwise due to Contractor by Agency.
- X. Travel Costs:** Amounts authorized for maximum recovery for travel and per diem costs against any state or federal funding source are restricted to those amounts which are approved in the State of Texas Appropriations Bill in effect for the particular funding period. Any amount over this limit must come from local funding sources. Applicant must recover funds at a lesser rate if local policy amounts are less than the maximum allowed by the state. Out-of-state travel may not exceed the federal government rate for the locale. Travel allowances are not allowable costs.
- Y. Funds for Religious Worship, Instruction:** No funds will be used to pay for religious worship, instruction, or proselytization, or for any equipment or supplies for such, or for any construction, remodeling, repair, operation, or maintenance of any facility or part of a facility to be used for religious worship, instruction, or proselytization (34 CFR 76.532 and P. L. 107-110, section 9505).
- Z. Disclosure of Gifts and Campaign Contributions:** The grantee shall file disclosures of gifts and campaign contributions as required by State Board of Education Operating Rule 4.3, which is incorporated as if set out in full. The grantee has a continuing obligation to make disclosures through the term of the contract. Failure to comply with State Board of Education Operating Rule 4.3 is grounds for canceling the grant.
- AA. Submission of Audit Reports to TEA: Grantees which are public school districts and open enrollment charter schools** agree to submit the required annual audit report, including the reporting package required under OMB Circular A-133, if an audit is required to be conducted in accordance with OMB Circular A-133, to the TEA Division of School Financial Audits in the time and manner requested by the Agency.
- Grantees which are **nonprofit organizations (other than charter schools) and universities/colleges** that expend \$500,000 or more total in federal awards in any fiscal year and are thus required to conduct a Single Audit or program-specific audit in accordance with the requirements in OMB Circular A-133, agree to submit a copy of such audit to TEA when the schedule of findings and questioned costs disclosed audit findings relating to any federal awards provided by TEA. A copy of such audit shall also be submitted to TEA if the summary schedule of prior audit findings reported the status of any audit findings relating to any federal awards provided by TEA.
- A **nonprofit organization or university/college grantee** shall provide written notification to TEA that an audit was conducted in accordance with OMB Circular A-133 when the schedule of findings and questioned costs disclosed no audit findings related to any federal awards provided by TEA or when the summary schedule of prior audit findings did not report on the status of any prior audit findings related to any federal awards provided by TEA. Nonprofit organizations (other than charter schools) and universities/colleges shall submit the audit report to the TEA Division of Discretionary Grants. Audit reports must be submitted to TEA within 30 days of receipt of the report from the auditor. Failure to submit a copy of the audit to TEA could result in a reduction of funds paid to the grantee, a refund to TEA, termination of the grant, and/or ineligibility to receive additional grant awards from TEA.
- BB. Federal Rules, Laws, and Regulations That Apply to all Federal Programs:** Contractor shall be subject to and shall abide by all federal laws, rules and regulations pertaining to the contract project, including but not limited to:
1. **Americans With Disabilities Act**, P. L. 101-336, 42 U.S.C. sec. 12101, and the regulations effectuating its provisions contained in 28 CFR Parts 35 and 36, 29 CFR Part 1630, and 47 CFR Parts 0 and 64;
 2. **Title VI of the Civil Rights Act of 1964**, as amended (prohibition of discrimination by race, color, or national origin), and the regulations effectuating its provisions contained in 34 CFR Part 100;
 3. **Title IX of the Education Amendments of 1972**, as amended (prohibition of sex discrimination in educational institutions) and the regulations effectuating its provisions contained in 34 CFR Part 106, if Contractor is an educational institution;
 4. **Section 504 of the Rehabilitation Act of 1973**, as amended (nondiscrimination on the basis of handicapping condition), and the regulations effectuating its provisions contained in 34 CFR Part 104 and 105;

SCHEDULE #6A - cont.
GENERAL PROVISIONS &
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5. the **Age Discrimination Act of 1975**, as amended (prohibition of discrimination on basis of age), and any regulations issued thereunder, including the provisions contained in 34 CFR Part 110;
6. the **Family Educational Rights and Privacy Act (FERPA) of 1975**, as amended (ensures access to educational records for students and parents while protecting the privacy of such records), and any regulations issued thereunder, including **Privacy Rights of Parents and Students** (34 CFR Part 99), if Contractor is an educational institution (20 USC 1232g);
7. Section 509 of H.R. 5233 as incorporated by reference in P. L. 99-500 and P. L. 99-591 (**prohibition against the use of federal grant funds to influence legislation pending before Congress**);
8. **Pro-Children Act of 2001**, which states that no person shall permit smoking within any indoor facility owned or leased or contracted and utilized for the provision of routine or regular kindergarten, elementary, or secondary education or library services to children [P. L. 107-110, Section 4303(a)]. In addition, no person shall permit smoking within any indoor facility (or portion of such a facility) owned or leased or contracted and utilized for the provision of regular or routine health care or day care or early childhood development (Head Start) services [P. L. 107-110, Section 4303(b)(1)]. Any failure to comply with a prohibition in this Act shall be considered to be a violation of this Act and any person subject to such prohibition who commits such violation may be liable to the United States for a civil penalty, as determined by the Secretary of Education (P. L. 107-110, Section 4303(e)(1)).
9. **Fair Labor Standards Act (29 USC 207), Davis Bacon Act (40 USC 276(a), and Contract Work Hours and Safety Standards Act (40 USC 327 et seq.)**, as applicable, and their implementing regulations in 29 CFR 500-899, 29 CFR Parts 1,3,5, and 7, and 29 CFR Parts 5 and 1926, respectively.
10. **Buy America Act**: Contractor certifies that it is in compliance with the Buy America Act in that each end product purchased under any federally funded supply contract exceeding \$2,500 is considered to have been substantially produced or manufactured in the United States. End products exempt from this requirement are those for which the cost would be unreasonable, products manufactured in the U. S. that are not of satisfactory quality, or products for which the agency head determines that domestic preference would be inconsistent with the public interest. Contractor also certifies that documentation will be maintained that documents compliance with this requirement (FAR 25.1-.2).
11. P.L. 103-227, Title X, Miscellaneous Provisions of the GOALS 2000: Educate America Act; P.L. 103-382, Title XIV, General Provisions of the Elementary and Secondary Education Act, as amended; and General Education Provisions Act, as amended.
12. **Prohibition of Text Messaging and E-mailing while Driving during Official Federal Grant Business**: Personnel funded from federal grants and their subcontractors and subgrantees are prohibited from text messaging while driving an organization-owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using organization-supplied electronic equipment to text message or e-mail while driving. Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership On Reducing Text Messaging While Driving," October 1, 2009 (pursuant to provisions attached to federal grants funded by the U.S. Department of Education).

CC. Federal Regulations Applicable to All Federal Programs:

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

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2011-2014	<u>220905064</u> County-District No. or Vendor ID.
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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.

SCHEDULE #6A - cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2011-2014	<u>220905064</u> County-District No. or Vendor ID.
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- 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	TEXAS EDUCATION AGENCY Standard Application System School Years 2011-2014	<u>220905064</u> County-District-Campus No.
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This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.11.

Terms defined: As used in these Provisions and Assurances

- "Covered Transaction"— A transaction under Federal non-procurement programs, which can be either a primary covered transaction or a lower tier covered transaction.
- "Lower Tier Covered Transaction"— (1) Any transaction between a participant and a person other than a procurement contract for goods or services, regardless of type, under a primary covered transaction; (2) Any procurement contract for goods or services between a participant and a person, regardless of type, expected to equal or exceed the Federal procurement small purchase threshold of \$25,000; (3) Any procurement contract for goods or services between a participant and a person under a covered transaction, regardless of amount.
- "Participant"— Any person who submits a proposal for, enters into, or reasonably may be expected to enter into a covered transaction, including an agent or representative of another participant.
- "Principal"— An officer, director, owner, partner, principal investigator, or other person within a participant with management or supervisory responsibilities related to a covered transaction; or a consultant or other person, whether or not employed by the participant or paid with Federal funds, who (1) is in a position to handle Federal funds; (2) is in a position to influence or control the use of those funds; or (3) occupies a technical or professional position capable of substantially influencing the development or outcome of an activity required to perform the covered transaction.
- "Excluded Parties List System (EPLS)"— The list maintained and disseminated by the General Services Administration (GSA) containing names and other information about persons who are ineligible.
- "Debarment"— Action taken by a debarring official (Federal agency) to exclude a person (recipient) from participating in covered transactions.
- "Suspension"— An action taken that immediately prohibits a person from participating in covered transactions for a temporary period, pending completion of an agency investigation and any judicial or administrative proceedings that may ensue.
- "Ineligible" generally refers to a person who is either excluded or disqualified.
- "Person"— Any individual, corporation, partnership, association, unit of government or legal entity, however organized, except: foreign governments or foreign governmental entities, public international organizations, foreign government owned (in whole or in part) or controlled entities, and entities consisting wholly or partially of foreign governments or foreign governmental entities.
- "Proposal"—A solicited or unsolicited bid, application, request, invitation to consider or similar communication by or on behalf of a person seeking to participate or to receive a benefit, directly or indirectly, in or under a covered transaction.
- "Voluntarily Excluded"—A status of nonparticipation or limited participation in covered transactions assumed by a person pursuant to the terms of a settlement.

1. By signing SAS Schedule #1 and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to whom this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction", "debarred", "suspended", "ineligible", "lower tier covered transaction", "participant", "person", "primary covered transaction", "principal", "proposal", and "voluntarily excluded", as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.

SCHEDULE #6B Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	TEXAS EDUCATION AGENCY Standard Application System School Years 2011-2014 Required for all federal grants regardless of the dollar amount	<u>220905064</u> 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>220905064</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	<u>220905064</u> 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: _____	
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): <u>21</u>	
6. Federal Department/Agency:		7. Federal Program Name/Description: CFDA Number, if applicable: _____	
8. Federal Action Number, if known:		9. Award Amount, if known: \$ _____	
10. a. Name and Address of Lobbying Registrant <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>	

(Attach Continuation Sheet(s), if necessary)

[ITEMS 11-15 REMOVED]

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

Federal Use Only: Standard Form LLL

SCHEDULE #6E NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2011-2014	<u>220905064</u> County-District-Campus No.
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The following special provisions apply to all programs funded under the Elementary and Secondary Education Act, as amended by P. L. 107-110, No Child Left Behind (NCLB) Act of 2001. By signing Schedule #1 of this SAS, the applicant is assuring it is in compliance with the following provisions:

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

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

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

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4. Highly Qualified:

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

5. Parental Involvement: The participation of parents in regular, two-way and meaningful communication involving student academic learning and other school activities, including ensuring:

- (A) that parents play an integral role in assisting their child's learning;
- (B) that parents are encouraged to be actively involved in their child's education at school;
- (C) that parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and
- (D) the carrying out of other activities, such as those described in section 1118 of P. L. 107-110.

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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;

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

8. Teacher Mentoring: Activities that—

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

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

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

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

Revised 03/03

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

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

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

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

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individual students.

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

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

Statutory Program Assurances

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

TEA Program Assurances

1. Before full implementation funds are made available, the grantee must demonstrate that all early implementation activities have been completed. Successful completion of the early implementation will be measured in the **Quarterly Implementation Reports, the Model Selection and Description Report**, and through participation in TEA technical assistance. ~~Copies of the above named reports can be found on the TTIPS website at the following link: http://www.tea.state.tx.us/index4.aspx?id=7354&menu_id=798~~
 - a. ~~The Model Selection and Description Report must be submitted to TEA no later than February 1, 2011. This report may be submitted at any time prior to the deadline. Grantees must demonstrate successful completion of the following activities:~~
 - i. ~~Comprehensive Needs Assessment process.~~
 - ii. ~~Establish the grant budget by the required categories.~~
 - iii. ~~Identification and Selection of the intervention model.~~
 - iv. ~~Development of activities to implement selected intervention model.~~
 - v. ~~Development of Timeline of Grant Activities.~~
- 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.

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- 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.

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- 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

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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.**

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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.

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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)

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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.

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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	<u>220905064</u> 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.
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