

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____	TEXAS EDUCATION AGENCY Standard Application System (SAS) Campus Years 2011-2014	Richard Milburn Academy	101854
		Organization Name Richard Milburn Academy-Suburban Houston	County-District# 001
by telephone/e-mail/FAX on _____		Campus Name 061585988	Campus Number 4
by _____ of TEA.		9-Digit Vendor ID#	ESC Region
		NOGA ID# (Assigned by TEA)	Amendment #

Texas Title I Priority Campuss 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	<input type="checkbox"/>	<input type="checkbox"/>
5C	Professional and Contracted Services 6200	<input type="checkbox"/>	<input type="checkbox"/>
5D	Supplies and Materials 6300	<input type="checkbox"/>	<input type="checkbox"/>
5E	Other Operating Costs 6400	<input type="checkbox"/>	<input type="checkbox"/>
5G	Capital Outlay 6600/15XX (Exclusive of 6619 and 6629)	<input type="checkbox"/>	<input type="checkbox"/>
6A	General Provisions	X	NA
6B	Debarment and Suspension Certification	X	NA
6C	Lobbying Certification	X	NA
6D	Disclosure of Lobbying Activities	<input type="checkbox"/>	<input type="checkbox"/>
6E	NCLB Provisions and Assurances	X	NA
6F	Program-Specific Provisions and Assurances	X	NA

Certification and Incorporation

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

Authorized Official

Typed First Name	Initial	Last Name	Title
Sally		Irvine	RMA Texas State Director
Phone	Fax	Email	Signature/Date Signed (blue ink preferred)
(512) 320-4525	(512) 320-4515	sirvine@rma-tx.org	

Only the legally responsible party may sign this application.

6 complete copies of the application, at least 3 with original signature(s), must be received by 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

TEA DOCUMENT CONTROL NO.

701-11-105-109

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<p align="center">Texas Title I Priority Campuss Grant, Cycle 2</p>		
<p align="center">Schedule #1—General Information</p>		
<p>Part 2: List of Required Fiscal-Related Attachments and Assurances</p>		
<p>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.</p>		
<p align="center">1 X</p>	<p align="center">Proof of Nonprofit Status</p>	
	<p>Open-enrollment charter campuss operated by a nonprofit organization must have the proper proof of nonprofit status on file with the TEA Division of Charter Campus Administration. Check box to indicate that the open-enrollment charter campus is in compliance with the proof of nonprofit status.</p>	
<p align="center">2 X</p>	<p align="center">Assurance of Compliance with Annual Financial Audit (applies to federally funded grants)</p>	
	<p>Required for all independent campus districts, open-enrollment charter campuss, and education service centers: Check box to indicate assurance that audit requirements have been met. All public campus districts, open-enrollment charter campuss, 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>	
<p align="center">3 X</p>	<p 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 campus district or open-enrollment charter campus shall demonstrate financial stability if the district's or charter campus'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 campus district or open-enrollment charter campus is in compliance with the FIRST rating demonstrating proof of financial stability.</p> <p>b. New organizations or new charter campuss 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 Campuss Grant, Cycle 2					
Schedule #1—General Information					
Part 3: Applicant Information					
Local Educational Agency (LEA) Information					
LEA Name Richard Milburn Academy – Suburban Houston					
Mailing Address Line – 1 814 San Jacinto, Ste. 307		Mailing Address Line – 2 _____		City Austin	State TX
U.S. Congressional District Number 18		Primary DUNS Number 620824826		Central Contractor Registration (CCR) CAGE Code 5TB41	
				NCES Identification Number 4800249	
Campus Name Richard Milburn Academy – Suburban Houston				County-District Campus Number 101854001	
Mailing Address Line – 1 713 E. Airtex Dr.		Mailing Address Line – 2 _____		City Houston	State TX
				Zip Code 77073	
Applicant Contacts					
Primary Contact					
First Name Sally		Initial _____		Last Name Irvine	
				Title TX State Director	
Telephone (512) 320-4525		Fax (512) 320-4515		Email sirvine@rma-tx.org	
Mailing Address Line – 1 814 San Jacinto, Ste. 307		Mailing Address Line – 2 _____		City Austin	State RX
				Zip Code 78701	
Secondary Contact					
First Name Donna		Initial _____		Last Name Scherer	
				Title Exec. Asst.	
Telephone (512) 320-4525		Fax (512) 320-4515		E-mail dscherer@rma-tx.org	
Mailing Address Line – 1 814 San Jacinto, Ste. 307		Mailing Address Line – 2 _____		City Austin	State RX
				Zip Code 78701	

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Texas Title I Priority Campuss Grant, Cycle 2		
Schedule #4—Program Summary and Application Requirements		
Part 1: Grant Program Information;		
Summary of Program: Purpose and Goals		
<p>Campus 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 campus. Under the final requirements published in the <i>Federal Register</i> in October 2010 campus improvement funds are to be focused on each State's "Tier I" and "Tier II" campus.</p> <p>Tier I campus are the lowest-achieving 5 percent of a State's Title I campus in improvement, corrective action, or restructuring, Title I secondary campus 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 campus that are as low achieving as the State's other Tier I campus ("newly eligible" Tier I campus). Tier II campus are the lowest-achieving 5 percent of a State's secondary campus that are eligible for, but do not receive, Title I, Part A funds, secondary campus 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 campus that are as low achieving as the State's other Tier II campus or that have had a graduation rate below 60 percent over a number of years ("newly eligible" Tier II campus). An LEA also may use campus improvement funds in Tier III campus, which are Title I campus in improvement, corrective action, or restructuring that are not identified as Tier I or Tier II campus and , certain additional Title I eligible (participating and non-participating) campus ("newly eligible" Tier III campus).</p> <p>In the Tier I and Tier II campus an LEA chooses to serve, the LEA must fully implement one of four campus intervention models: turnaround model, restart model, campus closure, or transformation model.</p>		
Allowable Activities		
<p>Tier I and Tier II Grantees</p> <ul style="list-style-type: none"> ■ 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 campus improvement activities deemed needed to address identified needs not addressed by the intervention model selected. <p>Tier III Grantees</p> <ul style="list-style-type: none"> ■ 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 Campus (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 campus improvement activities deemed needed to address identified needs not addressed by the intervention model selected. <p>The Texas Designed Model for Tier III contains the applicant's option of the Texas Early College High Campus (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.</p>		

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Texas Title I Priority Campuss Grant, Cycle 2		
Schedule #4—Program Summary and Application Requirements		
Part 1: Grant Program Information:		
Allowable Activities Cont.		
<ul style="list-style-type: none"> • Early College High Campuss (ECHS) are autonomous, small campuss designed to create a seamless transition between high campus and college. ECHS provide a course of study that enables students to receive both a high campus diploma and either an associate's degree or at least 60 credit hours towards a baccalaureate degree. Strong collaborative partnerships between campuss and the IHE are developed to ensure the ECHS design elements are met. Campuss implementing the ECHS model must apply for designation status through the Early College High Campus 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 campuss focusing on improving instruction and academic performance in the STEM areas. T-STEM Academies use the Design Blueprint to build and implement STEM campuss that address the seven benchmarks: 1) mission driven leadership; 2) campus 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. Campuss 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. 		
<p>In addition, a Tier I, Tier II, Tier III grantee campus that has implemented, in whole or in part, either the Turnaround, Restart, or Transformation models within the last two years may continue or complete the implementation of the intervention model with the TTIPS grant funds. For example, if a grantee campus has replaced its principal within the last two years, the LEA/campus will not be required to hire another new principal. An LEA/campus that receives TTIPS SIG funds in accordance with this flexibility must fully implement the selected model as required by the final federal requirements. In other words, if the campus had been implementing the model only in part, it must use the funds it receives to expand its implementation so that it fully complies with the federal regulatory requirements.</p>		
<p>The detailed required and permissible activities for each intervention model, as defined in the final federal regulations are listed on Schedule #4—Program Requirements and are incorporated by reference herein.</p>		

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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 campus and selected an intervention for each campus	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 campus intervention model it has selected.	Project Management—Capacity Project Management—LEA Support	
4	If the LEA is not applying to serve each Tier I campus (through a separate application for each campus), the LEA must explain why it lacks capacity to serve each Tier I campus.	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 campus 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 campus that receive campus 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 campus 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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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 Campus Improvement/TTIPS Grant to implement fully and effectively an intervention in each Tier I and Tier II campus 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 campus that it serves with campus improvement funds, and establish goals (approved by the TEA) to hold accountable its Tier III campus that receive campus improvement funds.		
4	The LEA provides assurance that it will, if it implements a restart model in a Tier I or Tier II campus, 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 campus-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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Part 3: Statutory Assurances			
#	Statutory Assurance Description		
7	If the LEA/campus selects to implement the turnaround model , the campus must implement the following federal requirements. <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 campus 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 campus; D. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the campus's comprehensive instructional program and designed with campus staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement campus reform strategies; E. Adopt a new governance structure, which may include, but is not limited to, requiring the campus 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	If the LEA/campus selects to implement the turnaround model , the campus may implement the following federal requirements. <ul style="list-style-type: none"> A. Any of the required and permissible activities under the transformation model; or B. A new campus model (e.g., themed, dual language academy). 		
9	If the LEA/campus selects to implement the campus closure model , the campus must implement the following requirement. <ul style="list-style-type: none"> A. Enroll the students who attended that campus in other campus in the LEA that are higher achieving within reasonable proximity to the closed campus and may include, but are not limited to, charter campus or new campus for which achievement data are not yet available. B. A grant for campus closure is a one-year grant without the possibility of continued funding. 		
10	If the LEA/campus selects to implement the restart model , the campus must implement the following federal requirements. <ul style="list-style-type: none"> A. Convert or close and reopen the campus under a charter campus 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 campus by centralizing or sharing certain functions and resources among campus. An EMO is a for-profit or non-profit organization that provides "whole-campus operation" services to an LEA. B. Enroll, within the grades it serves, any former student who wishes to attend the campus. 		

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Texas Title I Priority Campuss 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"> Develop and increase teacher and campus leader effectiveness. <ol style="list-style-type: none"> Replace the principal who led the campus prior to commencement of the transformation model; Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- <ol style="list-style-type: none"> 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 campus graduation rates; and Are designed and developed with teacher and principal involvement; Identify and reward campus leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high campus 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; 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 campus, or differentiated instruction) that is aligned with the campus's comprehensive instructional program and designed with campus staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement campus reform strategies; and 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 campus. Comprehensive instructional reform strategies. <ol style="list-style-type: none"> 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 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. Increasing learning time and creating community-oriented campus. <ol style="list-style-type: none"> Establish schedules and strategies that provide increased learning time; and Provide ongoing mechanisms for family and community engagement. Providing operational flexibility and sustained support. <ol style="list-style-type: none"> Give the campus 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 campus graduation rates; and Ensure that the campus receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a campus turnaround organization or an EMO).
12	<p>An LEA may also implement other strategies in the transformation model to develop teachers' and campus leaders' effectiveness, such as--</p> <ol style="list-style-type: none"> Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation campus; Institute a system for measuring changes in instructional practices resulting from professional development; or Ensure that the campus 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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#	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 campus 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 campus-- <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 campus, 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 campus 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 campus 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 campus environments that meet students' social, emotional, and health needs; (B) Extend or restructure the campus day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other campus staff; (C) Implement approaches to improve campus 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 campus 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 campus to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or (B) Implement a per-pupil campus-based budget formula that is weighted based on student needs. 		
16	<p>An LEA with nine (9) or more Tier I and Tier II campus, including both campus that are being served with Cycle 1 TTIPS funds and campus that are eligible to receive Cycle 2 TTIPS funds, may not implement the Transformation Model in more than 50 percent of those campus. For purposes of the Cycle 2 competition, the number of Tier I and Tier II campus an LEA has is based on the number of Tier I and Tier II campus the LEA <u>served</u> through the Cycle 1 competition and the number of additional Tier I and Tier II campus in the LEA that are identified as <u>eligible</u> Tier I or Tier II on the State's Cycle 2 eligibility lists.</p>		
<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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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' campus 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 Campus 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	If the LEA/Tier III campus selects to implement the transformation model , the campus assures that it will implement the following federal requirements: <ol style="list-style-type: none"> 1. Develop and increase teacher and campus 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 campus leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high campus 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 campus, or differentiated instruction) that is aligned with the campus's comprehensive instructional program and designed with campus staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement campus 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 campus 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 campus graduation rates; and 2. Are designed and developed with teacher and principal involvement 		

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9	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 campus. 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 campus 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 campus graduation rates; and B. Ensure that the campus receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a campus turnaround organization or an EMO).		
10	An LEA may also implement other strategies to develop teachers' and campus 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 campus; (B) Institute a system for measuring changes in instructional practices resulting from professional development; or (C) Ensure that the campus 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-- (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 campus 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 campus-- (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 campus, 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 campus through summer transition programs or freshman academies; (3) Increase graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or (4) Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.		

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Part 4: TEA Program Assurances			
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12	An LEA may also implement other strategies that extend learning time and create community-oriented campus, 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 campus environments that meet students' social, emotional, and health needs; B. Extend or restructure the campus day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other campus staff; C. Implement approaches to improve campus 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 campus 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 campus to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or B. Implement a per-pupil campus-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 campus 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 campus, dual enrollment classes, or advanced coursework and dual enrollment classes. (High Campuss Only) D. College enrollment rates. (High Campuss 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.		
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<p>Schedule #4A—Program Abstract</p>		
<p>Part 1: Grant Eligibility</p>		
<p>X Tier I Eligible Campus <input type="checkbox"/> Tier II Eligible Campus <input type="checkbox"/> Tier III Eligible Campus</p>		
<p>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.</p>		
<p>Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).</p>		
<p>Richard Milburn Academy- Suburban Houston, a charter school, provides pathways for student success. The campus attracts students seeking a "last chance" education to address their varying education and social needs. Data indicates serious problems with low attendance (86%), high mobility (72%), low graduation rates (47%), and constant faculty turnover. The TTIPS grant provides opportunities to transform the campus, staff, and students utilizing the Texas Design Transformation Model for Tier I schools with intensive curriculum reform to address more rigorous teaching and learning, use of the National Staff Development Council standards for campus/individual professional development, and extended learning time to increase student success using research-based best practices.</p> <p>The program will use data-driven and differentiated instruction for teaching and learning. Individual Graduation Plans will give students ownership of their learning. Student interest inventories will assist staff with designing ways for students' interests to be incorporated into their learning. Partnerships with businesses will provide job shadowing, apprenticeships, and other opportunities for students to "see" what is expected of them to be gainfully employed in the 21st Century World. Richard Milburn Alternative HS (Lubbock) will use interventions identified in the SIRC Transformation Model. The campus will also: implement strategies from the Campus Snapshot and on-site technical assistance from the Transformation Specialist (Professional Service Provider) to improve teacher quality of content knowledge and pedagogy relevant to students they teach and ways to transform "how" they are teaching to address individual student needs. Another intervention will include a "response to intervention" program and technology-based credit recovery program. Both programs are designed to assist students who are struggling with learning, missed a critical foundational piece of learning within the spiraling of the state standards and/or have poor learning outcomes. Critical to ensuring the program is working will be to develop a plan by which curriculum and instruction are reviewed periodically critical to effective implementation of the transformation model. Individual Learning Plans will be reviewed and discussed in professional learning communities. Student Individual Learning Plans will be documentation of learning, adjustments, and accomplishments. Additional intervention will be Supplemental Education Services (SES) offered outside the school day by state-approved providers. Another element will be to provide Positive Behavior and Intervention Support (PBIS). This is an empirically validated, function-based approach to eliminate challenging behaviors and replace them with pro-social skills. This decreases discipline-type interventions and leads to positive individual and systemic change. Critical to students is the development of the skill of decision making based on data and impact of a decision and its impact on their lives. Analysis of needs assessment data dictates that the campus will implement initiatives to increase student achievement by focusing transformation efforts in the following areas:</p> <p>Improving Student Achievement in math, reading, and science and closing achievement gaps between student groups; Curriculum, Instruction, and Assessment by aligning curriculum, implementing research-based instructional strategies, monitoring instruction, and using student assessment data to guide instructional decision-making; Professional Development by providing on-going and job-embedded opportunities, using professional learning communities, and providing opportunities for teacher self-evaluation; Family and Community Involvement by building parent and community support for campus reform and transformation and involving parents and community members in the campus decision-making process; Leadership and Governance by building leadership capacity, increasing director (principal) effectiveness, and providing leadership coaching; and Campus Context and Organization by increasing learning time and increasing equity in curricular programs, teacher quality, and student achievement. Advancement Via Individual Determination (AVID) and Agile Mind will be used to increase the number of students taking advanced courses to prepare for college readiness. The AVID system accelerates student learning, uses research-based methods of effective instruction, provides meaningful and motivational professional development, and acts as a catalyst for systemic reform and change. The Agile Mind system builds on high-performing and high-poverty schools.</p>		

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Texas Title I Priority Campuss Grant, Cycle 2															
Schedule #4B—Program Description															
Part 1: Comprehensive Needs Assessment															
Section A: Campus Grade Levels															
Type of Campus	*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 Campus															
Open-Enrollment Charter Campus											54	63	81	76	274
Total Students:	0	0	0	0	0	0	0	0	0	0	54	63	81	76	274
**Current Total Instructional Staff														10	
**Current Total Support Staff														3	
Section B: Data Sources Reviewed or to be Reviewed in the Comprehensive Needs Assessment Process															
1	AEIS Data including student achievement by grade and content, graduation rate, attendance, etc.														
2	AYP Data by grade level and content														
3	Campus ratings under state and federal reporting systems														
4	Mobility Data														
5	Student and Teacher Attendance Reports														
6	Course Failure Reports														
7	Discipline Reports														
8	In-District Common Assessments, passing rates for students by teacher and course														
9	PDAS ratings for teachers correlated to student achievement for each teacher														
10	Inventory of campus instructional resources														

*2010 October Snapshot student numbers

**Enter Current number of Instructional and Support Staff

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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.		
<p>Throughout May 2011, the campus conducted the annual Federal Title I needs assessment. By conducting this assessment, the campus identified program strengths and weaknesses and developed a resource bank of information to guide educational decisions and establish priorities for improving student achievement. The assessment, consisting of three phases, provides a structure and process for continued self-evaluation, allows for the strategic allocation of funds to fulfill identified needs, and serves as a guide for further planning and problem solving.</p> <p>Phase I - To facilitate evaluation of data, a TTIPS Team was convened consisting of the following members: new director (principal), a teacher representative from math, English, and science, State Director, special education coordinator, ELL/Bilingual specialist, parents and community/business partners.</p> <p>Phase II - The TTIPS Team used guiding questions to review data and collect baseline information in six focus areas:</p> <ul style="list-style-type: none"> • Student Achievement – How well are the students attaining the challenging academic standards set forth by the state and campus's district? What does the analysis of performance by student groups tell us about how well the campus is meeting the needs of all students? • Curriculum, Instruction, and Assessment – What are teachers and administrators doing to ensure that teaching methods are research-based best practices and that the curriculum reflects fidelity to the content standards? • Professional Development – Are there job-embedded opportunities for teachers to participate in meaningful professional development? To what extent is professional development improving teacher performance? • Family and Community Involvement – In what ways are parents and the community involved in meaningful activities that support students' learning? How are parents and the community involved in campus decisions? Can parents develop their own parenting skills or gain access to other educational opportunities through the campus? • Leadership and Governance – In what ways does the leadership create systems that lead to high levels of learning? How effective are the procedures and processes for analyzing the progress of the campus in achieving its objectives that lead to high levels of learning? • Campus Context and Organization – How large are classes? Is adequate time devoted to subjects in which students perform poorly? To what extent are teachers utilizing collaborative planning to improve teaching and learning? <p>Phase III - The campus conducted an equity audit, which was a systematic way for the TTIPS Team to assess the degree of equity or inequity present in three key areas of their campus: curricular programs, teacher quality, and student achievement. Based on the information gathered in Phase I, Phase II, and the Equity Audit, the TTIPS Team further prioritized areas of focus based on the urgency of the issues and problems identified. The team used data analysis to answer the following questions:</p> <ul style="list-style-type: none"> ▪ What are the strengths and needs of the current educational program on the campus? ▪ Does the evidence support assertions about strengths and needs? ▪ What priority needs does the data suggest? ▪ What are some possible solutions? ▪ What actions will be taken or strategies will be implemented to address the needs? <p>The outcome of the needs assessment will be a Three-Year Plan of Action for improved student achievement focusing on improvement goals.</p>		

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Texas Title I Priority Campuss 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	Campus and Charter District Administration and Support Staff
2	Representatives from math, English, science
3	Student and parent representatives
4	Consultants such as PSP and CIT
5	Community members serving on various committees
6	Higher Education Representatives serving as partners
7	
8	
9	

Part 1: Comprehensive Needs Assessment Cont.

Section E: List the major needs (not to exceed the top 10) identified by the committee that will be addressed by the selected grant program.

1	65% of the total student population and 80% of the Special Education population did not meet math standards on the 2011 TAKS
2	45% of the total student population and 67% Special Education population did not meet reading standards on the 2011 TAKS
3	58% of the total student population and 99% of Special Education Population did not meet science standards on the 2011 TAKS
4	Train teachers to analyze student data more effectively
5	Teacher instruction and student assessment is not aligned with state standards
6	Decrease student mobility rate
7	Retain staff from year to year
8	Campus community members are not aware of social support services available to them
9	Significantly increase parental involvement opportunities
10	Advanced coursework is not available

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Texas Title I Priority Campuss 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 campus intervention model selected.		
<p>Richard Milburn Academy – Suburban Houston is committed to enabling each student to maximize learning opportunities to achieve success and increase skills in the academic and work experience environment by offering a non-traditional academic, career and life skills program. We believe that all students can achieve excellence in a positive, challenging educational environment that stimulates their interests, channels their energies and develops their abilities. The primary goal is to ensure that the campus is rated Recognized or Exemplary under the state accountability system and meets the federal standard (No Child Left Behind) of Adequate Yearly Progress.</p>		
<p>The Texas State Director, working with the Corporate CEO, has managed federal and state funds for the Texas RMA charter schools. Audits of finances are in accordance with the laws of the state of Texas and the Texas Education Agency. The Director will work closely with the Richard Milburn Academy – Suburban Houston Director to assure funds are utilized in accordance with state and federal guidelines.</p>		
<p>Using campus functions such as parent meetings, family information nights, and other campus functions, parents and other community members are encouraged to support and disseminate information about the campus. A plan to encourage additional communication opportunities will be designed by the TTIPS Leadership Team and be incorporated into the Camus Improvement Plan. Inclusion of Institutions of Higher Education will be a focus of the plan in order to assure that rigor, relevance, and relationships are included in the Texas Transformation Model.</p>		
<p>Richard Milburn Academy is committed to grant program continuation and sustainability. Support for strong and skilled leadership, on-going district-wide professional development, and curriculum and instructional support are focuses of the District. RMA provides time, support, and allocation of resources.</p>		
<p>Funds provided through the Texas Title I Priority Campus Grant will continue to be used to enhance and enrich the existing instructional program provided to students and will not be used to supplant existing funding. Working with the Project Manager and campus director, RMA assures TEA that it will monitor the campus to ensure that all funds allocated through the award of grant funds are used in accordance with grant guidelines and for the specified activities outlined in this proposal. District and campus administrators will monitor programs to ensure that grant funds will not be used for any services or activities required by state law, the State Board of Education, or local policy.</p>		
<p>RMA will work with current partnerships with local businesses and Institutions of Higher Education, such as Houston Community College, to increase community involvement. Creative methods will be implemented to reach out to increase parental involvement.</p>		

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<p align="center">Texas Title I Priority Campuss Grant-CYCLE 2</p>		
<p align="center">Schedule #4B—Program Description</p>		
<p>Part 2: Project Management Cont.</p>		
<p>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).</p>		
<p>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.</p>		
<p>Once notified of the award of the TTIPS grant, the TTIPS Leadership Team will select the two teacher leaders to attend the TTIPS Training provided by SIRC. Attendees will include the director (principal), the district shepherd, and the two teacher leaders. Travel costs are included in the budget for these professionals to attend the training in Austin. Purchase orders for the equipment and supplies necessary to begin the project will be ordered. Professional development is key to beginning the project, including 2 days for Agile Mind and 2 days for AVID consultants to train teachers and the director (principal) are budgeted.</p> <p>Timeline:</p> <p>August 8-11, 2011 - 3-day SIRC Training of Campus Leadership Team</p> <p>August 19-20, 2011 - 2-day Training with Agile Mind</p> <p>August 27 and Sept. 3, 2011 - 2-day Training with AVID</p> <p>August 15, 2011 - Essential supplies will be ordered</p>		

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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 campus intervention model.		
<p>To facilitate conversation among stakeholders, a TTIPS Advisory Team was formed to a conduct comprehensive needs assessment and selects a campus intervention model. The Team included a representative from the District office, the campus director, a group of teachers, and business partners.</p> <p>Following Richard Milburn Academy expectations, the campus director, working with the RMA Texas State Director, ensures that:</p> <ul style="list-style-type: none"> • Stakeholders understand the vision for adopting a new campus model • Stakeholders are clear as to how and why the new campus model strategies will produce the desired results • Multiple mechanisms are in place to keep stakeholders informed about the campus improvement process, including monthly updates or communications, information sessions at Parent Teacher meetings, and monthly TTIPS Advisory Team meetings • Stakeholders are involved in critical planning and decision-making activities • Feedback collected from stakeholders is used to determine strengths and weaknesses of programs and interventions • Communication with stakeholders supports two-way communication and incorporates multiple strategies that are culturally and linguistically appropriate • Communication with stakeholders incorporates multiple technologies to more creatively and effectively support stakeholder engagement, such as electronic mail, electronic newsletters, blogs, and Wiki's • Appropriate professional development is provided to stakeholders so that they are aware of the needs and potential of the new campus model <p>The TTIPS Advisory Team will provide: capacity building with parents to support campus performance by offering various professional development activities to meet their interests/needs as suggested by various constituents; better understanding of assessments within the accountability systems, and adult literacy opportunities. Meaningful and monitored participation in follow-up events will demonstrate and recruit other adults to participate in campus activities. During the implementation of various programs, parent leaders will be identified and encouraged to offer their ideas and suggestions to the TTIPS Team for future discussions. The focus will build capacity with parents to support student and school performance by offering activities to meet their needs. Activities will include, but are not limited to: adult literacy, adult budgeting and personal management, computer skills, and continuation of education opportunities. A more positive campus climate and culture for student learning and increased academic success is a goal of the Transformation Model.</p>		

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Schedule #4B—Program Description		
Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to one page , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Management of Grant Activities – Describe how the LEA and campus will modify its practices and/or policies, as necessary, to ensure its implementation of the intervention(s) fully and effectively.		
<p>The campus, working with the Richard Milburn Academy (RMA) Texas State Director, will develop and implement a clear Three-Year Plan of Action that adheres closely to the integrity of the chosen intervention model to maintain fidelity of implementation.</p> <p>To assist the campus in meeting the challenges of increased accountability and to support the intervention model and rapid improvement in student achievement, campus directors are provided waivers and exemption options whereby campus can petition for relief from district policies that restrict their flexibility in staffing, scheduling, and budgeting. These exemptions will provide for greater campus-level flexibility, while encouraging strong campus-level accountability for results. Exemptions will be aligned to identify needs and will be evaluated and approved on a campus-by-campus basis.</p> <p>The Campus's Director, working with the RMA Texas State Director, will:</p> <ul style="list-style-type: none"> • Modify schedules to accommodate longer periods for core academic subjects • Modify schedules to accommodate longer periods for teachers to meet to discuss student work • Allocate money to hire extra reading and/or math teachers to reduce class size • Allocate money to hire extra science teachers to reduce class size • Allocate money to hire an Agile Mind Academic Youth Development Course teacher • Allocate money for AVID, Agile Mind, and Formative Evaluation for School Improvement • Allocate money for a Dropout Prevention/Graduation Coordinator • Allocate money to hire a Social Worker/Family Liaison • Allocate money to provide additional opportunities for teachers to monitor student progress, analyze data, plan collaboratively, and attend professional development • Allocate money to pay teachers for extra hours spent examining data and using data to plan effective core instruction and targeted interventions • Allocate money to pay teachers for engaging in professional development activities related to campus improvement goals • Modify hiring and placement practices • Hire a full time Social Worker to create a community-oriented school and provide support services to students and families • Hire a Dropout Prevention/Graduation Coordinator to work with highly at-risk youth and their families • Reallocate resources to support identified needs as determined through needs assessments • Modify to district scope and sequence and pacing guides • Modify to in-district benchmark assessment calendar <p>Teachers will report progress on a weekly basis to the Campus Director who will share with the RMA Texas State Director. The TTIPS Leadership Team will meet at least twice a month to review program progress and make adjustments to assure success. They will assess if the campus is meeting the goals and performance measures established. RMA will contract with the Center for Research in Educational Policy at the University of Memphis to collaborate on a Formative Evaluation Process for School Improvement. RMA ensures the Texas Education Agency that all requested waiver options reflect the identified needs of the campus as determined through a comprehensive needs assessment and as reflected in the Three-Year Plan of Action.</p>		

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Resource Management – Describe how the LEA/campus will align other resources (federal, state, local, and community) with the campus improvement intervention.		
<p>Resource management will be the responsibility of Ms. Sally Irvine, Richard Milburn Academy Texas State Director. She will work with the Richard Milburn Academy Financial Office to oversee all expenditures ensuring that all purchases and requested expenditures are within grant guidelines.</p> <p>Based upon the identified needs, differentiated methods will be reviewed and explored to infuse into the design and delivery of the content, both in content and in technology. In addition to higher education involvement, partnerships and agreements with Federal Programs including No Child Left Behind, Title I, and Food Service will be enhanced and expanded, as suggested by the campus wide transformation resources, accepted and approved during the time for quality planning and review prior to implementation. This will be accomplished by scheduled meetings with advance agendas for timely management/planning of discussion. Materials will be sent to the various teams (campus, community, students, and parents) to maintain strategic listening skills and to build upon the capacity that each participant brings to the discussion. Follow-up electronic (webinars, podcasts, distance learning, etc.) and traditional publications will be provided to keep all individuals informed and trained as they develop into active and contributing participants. Those members lacking facility access will be afforded opportunities to use campus resources using campus administration issued identification and clearance to maintain a safe and secure learning environment for all.</p> <p>The activities of this initiative reflect cost-effectiveness, ensure the most effective use of public resources and avoid duplication of services. The charter business office will be fully integrated in the grant administration process, maintaining financial responsibility for all grant activities, processing and maintaining grant accounting data, requesting funds through the automated payment request systems, preparing and submitting expenditure reports in coordination with key grant personnel, and reporting accounting transactions properly. The TTIPS grant management team will work closely with the business office to gather necessary fiscal information to fulfill their agreed upon grant management responsibilities. In addition, the management team will collect monitoring documents for all identified program description components required in the management calendar, both according to the required reports identified in the grant format and in addition to additional formative benchmarks determined and required by the external management team; such as, but not only, specified student performance reports, walk through data, lesson plan rubrics, meeting agendas, etc.</p> <p>RMA ensures that the funding options requested reflect the identified needs of the campus as determined through a comprehensive needs assessment and as reflected in the Three-Year Plan of Action. Utilizing the Three-Year Plan of Action, district and campus resources will be aligned to support the intervention model and the related programs and processes. Campus principals may petition for additional resources as data reflects the need.</p> <p>Richard Milburn Academy agrees that all funds for the Campus Improvement Grant for Richard Milburn Academy – Suburban Houston will be used to supplement (increase the level of services) and not supplant (replace) funds from federal, state, and local funds for similar activities. RMA further assures TEA that it will monitor the campus to ensure that all funds allocated through the award of grant funds are used in accordance with grant guidelines and for the specified activities outlined in this proposal. District and campus administrators will monitor programs at each campus to ensure that grant funds will not be used for any services or activities required by state law, the State Board of Education, or local policy. Richard Milburn will maintain documentation which clearly demonstrates the supplementary nature of these funds.</p>		

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LEA Support – Describe how the LEA will structure and implement an individual or office with responsibility for supporting the campus' campus improvement efforts.		
<p>The responsibility for supporting Richard Milburn Academy – Suburban Houston campus improvement efforts will employ a well defined partnership between the model's District Shepherd, Richard Milburn Academy Texas Director, Project Manager, and campus director. Planning calendars will be detailed with increased specificity from the suggested Transformation Model Project Overview Timeline with numerous protocol guiding questions, resulting templates and use of the required grant document forms for timely submissions of dated reports. The three-year program is designed to increase the effectiveness of teacher and campus leaders, improve instruction through targeted professional development, create a community-oriented campus and provide operational flexibility to the campus to increase student achievement. External and Internal individuals will collaboratively work to assure the above and the following requirements take place and are documented appropriately:</p> <ul style="list-style-type: none"> • The campus is meeting its obligations under the terms of the grant • Effective implementation of the transformation model is occurring • 90 day-action plans are created and implemented • Campus needs are reviewed regularly and reported to all stakeholders • Regularly scheduled meetings of the campus team are held and reports submitted to the District Shepherd • All budget expenditures are logged • Teachers and staff participate in required training • The campus is working to create a positive campus climate • Plans are in place and followed relating to the fundamental purpose of the campus to have effective instruction. <p>Charles N. Climer, Ed.D will serve as the consultant working with Richard Milburn Academy – Suburban Houston as the Project Manager. Dr. Climer has a Bachelor of Science from the University of Texas San Antonio, a Master of Science from Texas A&I Kingsville, and a Doctorate Educational Leadership from Texas A&M Corpus Christi. He has been a math teacher, middle school principal, high school principal, and recently worked as Director of Richard Milburn Academy Houston. He continues as a consultant for Richard Milburn Academy as the Quality Assurance and Compliance Coordinator, Working with the RMA State Director (District Shepherd), Dr. Climer will work with the campus leadership to insure that resources scheduled to be used under the grant terms are being used effectively and as intended. Assurance will include the use of SIRC resources (training, coaching, printed resources, model designs proven to be effective in increasing the capacity of educators, resources for the teaching and learning environment, etc.), additional curricular resources for all domains of education (cognitive, social/emotional and psychomotor), identified training needs for current resources and those determined to be necessary and effective from the available content coaching from contracted providers with documented and approved credentials, and all agreements contain both district and consultant roles and responsibilities. Dr. Climer will assist with planning calendars for detailed and increased specificity from the suggested Transformation Model Project Timeline. He will work with the Professional Service Provider from SIRC and the campus Director to assure the following requirements take place and are documented appropriately: 90-day action plans are created and implemented, campus needs are reviewed regularly and reported to all stakeholders, regularly scheduled meetings of the campus TTIPS team are held and reports submitted to the District Shepherd, all budget expenditures are logged, teachers and administrators participate in required training, the campus is working to create a positive school climate, and effective instruction is being carried out.</p> <p>Charter and Richard Milburn Academy – Suburban Houston policies, procedures and processes will be reviewed/revised as necessary in a timely manner to allow flexibility within the process, but maintain governance and expectations conveyed in the approved legal and local policies and resulting guidelines of the charter.</p>		

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Program Continuation and Sustainability – Describe how the LEA will sustain the campus reforms after the funding period ends.		
<p>Richard Milburn Academy considers sustainability of campus reforms is part of the initial planning for any grant program, including the Texas Title I Priority Campus Grant. Utilizing the Three Year Plan of Action developed by the TTIPS Campus Team, District and campus resources will be aligned to support the intervention model and the related programs and processes. Throughout the planning and implementation, campus leaders will communicate the need for the reform, identify resources for sustaining it, and convey to the campus community the appropriateness and the effectiveness of the research-based efforts. Campus leaders will also anticipate changes in personnel, resources, or revisions to policy that would impact the practices, structures, and attitudes that resulted in improved achievement. Engaging stakeholders in the planning process is one way the District will ensure long-term viability of reform efforts. RMA ensures that the funding options requested reflect the identified needs of the campus as determined through a comprehensive needs assessment and as reflected in the Three Year Plan of Action.</p> <p>The TTIPS grant will effectively be seed money to do the right thing as stakeholders collectively address identified needs through developing evaluation systems, methods, instruments and techniques devoted toward measuring how well something is being done through subjective and objective rubrics, appraisals, surveys and best practice processes found through networking among successful models. The product will be the creation of an academy that will have the capacity to sustain the model when student and parents support it because they were actively engaged in the development process. The higher the quality of the end product, grounded in Best Practices aligned to values owned by the community and to meet the identified needs as conveyed in the resulting planning template, the greater the likelihood of surviving and surpassing. Richard Milburn Academy – Suburban Houston has suffered from low attendance for many years. In Texas funding to charter campus is directly related to attendance. Under the School Improvement Plan, the excellence of the transformed model offerings, Richard Milburn Academy – Suburban Houston will raise attendance rate by 10%. This will dramatically increase the financial support the campus receives</p> <p>As a charter campus, Richard Milburn Academy – Suburban Houston has the flexibility and the liberty to make changes to sustain the program within a defined process. Flexibility within the system and the improved attendance will provide additional money needed to sustain the program after grant funding has ended.</p>		

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External Providers -- Describe how the LEA will recruit, screen, and select external providers to ensure their quality.		
<p>To assist leaders in creating structures and processes that accelerate change and sustain positive reforms, Richard Milburn Academy grant campus will partner with the School Improvement Resource Center (SIRC).</p> <p>RMA will work with SIRC to receive expertise and support to:</p> <ul style="list-style-type: none"> • Assist with assessing the needs of the campus to determine which interventions will work best in the campus • Provide coaching for campus leaders • Provide information and clarification regarding Title I, Campus Improvement requirements • Conduct on-site visits • Assist campus personnel in developing and implementing an effective Campus Improvement Plan • Work with SIRC's selected Professional Service Provider (PSP) who will insure the Campus Improvement Plan is being followed, monitored and modified • Oversee the approval and renewal process for Supplemental Education Services for the school • Offer professional development that will accelerate the improvement process <p>Richard Milburn Academy – Suburban Houston will use the Texas Transformation Model supported by the Campus Improvement Resource Center (SIRC) and supplement with outside resources needed to meet the individual needs of campus. SIRC will provide on-site technical assistance via a Professional Service Provider (PSP) An additional strength of an external provider will be their capacity and authorization by the State Board of Education to provide CPE units. This will include options offered by the Region Education Service Centers or providers who have contracted with Region Service Centers. Another resource group will be content specific specialists that are recognized by the state as qualified to provide professional development in content specifics, such as the Math Instructional Coaches from TEA list, consultants with a proven track record of success from work within similar campuses, and the inclusion of partnership involvement to bring the training to the world of work and real world situations.</p> <p>Richard Milburn Academy – Suburban Houston, working with the District Shepherd, will collaborate with the Center for Research in Educational Policy at the University of Memphis in a Formative Evolution Process for School Improvement. They will use a Benchmark Document, Staff Interviews, School Climate Inventory, a Reading First Teacher Questionnaire, a School Observation Measure and Local Campus Coach Questionnaire to gauge the effectiveness of the Reading First Initiative and its impact on student performance. The intent is to eliminate and guide the decision-making to use providers, services or programs that are able to maximize impact on our transformation model and ultimately, for student achievement.</p>		

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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.		
<p>Site visits to campus successfully implementing the transformation model will be planned by the TTIPS Team in conjunction with the Campus Improvement Resource Center (SIRC) and the district-level TTIPS team. Priority will be given for site visits to campuses with comparable demographics. Schools with similar demographics as Richard Milburn Academy – Suburban Houston utilizing AVID and Agile Mind will be visited to learn how the system builds high performance and increases the number of students enrolled in advanced courses, especially mathematics.</p> <p>Expected outcomes include collaboration and review of successful practices regarding:</p> <ul style="list-style-type: none"> • implementation strategies • professional development plans • hiring • staffing • scheduling • class size • core content teacher support • core content curriculum and instructional interventions • in-class support • resource allocation • program implementation, specifically for reading and math • differentiated instruction practices • response to intervention strategies <p>By observing, evaluating, and subsequently implementing the observed best practices, the campus will meet the goal of becoming a professional development site for in-district and out-of-district teachers and administrators.</p>		

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<p>Lack of Capacity -- If the LEA is not applying to serve each Tier I campus (is not applying for grant funding for each Tier I campus), provide a detailed explanation of why the LEA lacks capacity to serve each Tier I campus. If the LEA is applying to serve all Tier I campuses or the LEA has no Tier I campuses, enter 'N/A'</p>		
<p>N/A</p>		

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1. Tier I or Tier II Intervention Model to be Implemented – Indicate the model <i>selected</i> by the LEA/campus for implementation. (For Tier I and Tier II campuses only. Tier III campuses leave blank.)		
<input checked="" type="checkbox"/> Transformation <input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input type="checkbox"/> Closure		
2. Tier III Intervention Model to be Implemented – Indicate the model <i>selected</i> 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.)		
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Transformation (Full Implementation) <input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input type="checkbox"/> Closure </div> <div style="width: 45%;"> <input type="checkbox"/> Tier III Transformation <input type="checkbox"/> Texas Early College High Campus (ECHS) <input type="checkbox"/> Texas Science, Technology, Engineering and Math (T-STEM) <input type="checkbox"/> College for All </div> </div>		
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 Campus 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.)		
<input checked="" type="checkbox"/> TEA Designed Model with Technical Assistance Provided by the Campus Improvement Resource Center or other TEA approved technical assistance providers for Tier III grants <i>Note: Applying to implement the TEA Designed Model with Technical Assistance Provided by the Campus Improvement Resource Center or other TEA approved technical assistance providers in no way implies or guarantees funding.</i>		
OR		
<input type="checkbox"/> 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)		
<input checked="" type="checkbox"/> Supplemental Education Services (SES) incorporated into the intervention model <i>Note: Selecting SES in no way implies or guarantees funding.</i>		

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Section B: Model Selection Process –Describe in detail:		
1. The process the LEA and campus followed to select a campus 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).		
The transformation model was selected based on the identified tiers as determined by the Texas Education Agency. Under this model the following actions will be taken.		
Timeline		
May 2011: Establishing and Orienting the TTIPS Team		
<ol style="list-style-type: none"> 1. Appoint the district-level transformation team 2. Assess TTIPS team and district capacity to support transformation 3. Provide TTIPS team members with information on what the district can do to promote rapid improvement 		
June 2011: Establishing and Orienting the Campus-based TTIPS Team		
<ol style="list-style-type: none"> 1. Appoint new principal and clarify the director's (principal's) role in overseeing campus transformation 2. Appoint the campus-based transformation team 3. TTIPS Team capacity to support transformation 4. Provide the TTIPS Team members with information on what the campus can do to promote rapid improvement efforts 		
August 2011 – June 2012: Moving Toward School Autonomy		
<ol style="list-style-type: none"> 1. Examine current district policies and structures and make modifications to fully support transformation 2. Reorient district culture toward greater responsibility and accountability at the campus level 3. Establish performance objectives for the school 4. Align resources with the school's instructional priorities 		
August 2011 – June 2012: Working with Stakeholders and Building Support for Transformation		
<ol style="list-style-type: none"> 1. Create a campus plan to work and communicate with stakeholders prior to and during implementation of the transformation 2. Announce changes and anticipated actions publicly 3. Communicate urgency of rapid improvement 4. Engage parents and community 5. Help stakeholders overcome resistance to change 		
August 2011: Contracting with External Providers		
<ol style="list-style-type: none"> 1. Identify other potential providers to complement SIRC support, including SES Providers 2. Request proposals from potential providers, including AVID and Agile Mind, Center for Research in Education Policy 3. Develop transparent selection criteria 4. Review proposals, conduct due diligence, and select provider(s) 5. Negotiate contract with provider 6. Implement an ongoing cycle of continuous progress monitoring 7. Use progress monitoring information to proactively deal with issues and modify or remove strategies that do not work 		
August 2011 – June 2014: Preparing to Lead Change (Principal and Leadership Team)		
<ol style="list-style-type: none"> 1. Collect, analyze, and act on data to address high-priority areas 2. Use results of needs assessment to create Three-Year Plan of Action 3. Communicate the message of change and the importance of the Three-Year Plan of Action and the 3 – 5 target improvement goals 4. Develop a consistent and data-based method of assessing school performance 		

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<ol style="list-style-type: none"> 5. Establish systems to engage stakeholders and provide frequent interim reports to those stakeholders 6. Provide support for the TTIPS Team to allow for continuous evaluation of improvement strategies, abandoning failing strategies when appropriate 7. Engage in ongoing, job-embedded, differentiated professional development, such as coaching, data analysis and data-driven decision-making, Response to Intervention, Differentiated instruction strategies, student goal-setting, student-led conferencing, strategies for working with teachers in need of assistance 8. Hold all staff accountable for results 9. Work with the Human Resources staff to remove teachers unwilling and/or unable to meet new goals 		
August 2011– June 2014: Evaluating Staff		
<ol style="list-style-type: none"> 1. Establish a system of procedures and protocols for evaluating staff, including: Evaluation of collaborative planning meetings, Evaluation of lesson plans, 3-min. walk-throughs, TEA Professional Development and Appraisal System (PDAS), participation in professional development 2. Provide timely, clear, constructive feedback to teachers concerning their planning and teaching practices 3. Assess the evaluation process on a regular basis 		
August 2011 – June 2014: Rewarding Staff		
<ol style="list-style-type: none"> 1. Create a system for rewarding staff that is transparent and fair <ul style="list-style-type: none"> ▪ Utilize guidelines established by the campus with in collaboration with the TTIPS Team and the Campus Improvement Council. ▪ Include professional development component in the reward criteria <ul style="list-style-type: none"> ○ Reward for receiving professional development ○ Reward for providing professional development to other teachers in the district ▪ Reward for teachers to obtain additional certifications in the following areas: <ul style="list-style-type: none"> ▪ ESL ▪ Special Education ▪ Core Content ▪ Pre-Advanced Placement Training 2. Implement a communication plan for building stakeholder support and receiving feedback 3. Secure sufficient funding for long-term program sustainability. 4. Incorporate the use of indirect incentives for performance, such as paying for registration for teachers to attend professional development, reimbursement of certification fees, etc 		
August 2011 – June 2014: Removing Staff		
<ol style="list-style-type: none"> 1. Set clear goals and measures for employees' performance 2. Provide targeted training and assistance for an employee receiving an unsatisfactory evaluation or warning 3. Work closely with the Department for Human Resources to become familiar with the rules and regulations that govern staff dismissals 4. Work with the Department for Human Resources to receive assistance with underperforming employees to minimize principal's time spent dismissing low performers 5. Make necessary but limited staff replacements; those unwilling or unable to meet new goals 		
August 2011 – June 2014: Reforming Curriculum and Instruction Approaches		
<ol style="list-style-type: none"> 1. Focus principal's role on building leadership capacity, achieving learning goals, and improving instruction 2. Establish a grade-level team structure among teachers with specific duties and time for instructional planning 		

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<ol style="list-style-type: none"> 3. Prepare standards-aligned lessons, including differentiated activities for diverse learners 4. Provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; student-directed small group; independent learning; computer-based learning; homework 5. Provide frequent communication with parents regarding student progress 6. Ensure effective classroom management by implementing positive behavior support strategies 7. Monitor and assess student mastery of standards-based objectives through district-level benchmarks to make appropriate curriculum adjustments 8. Align professional development with classroom observations, teacher evaluation criteria, and student achievement results 9. Provide a course for ninth graders to transition between 8th and 9th grade 		
August 2011– June 2014: Providing Rigorous Professional Development		
<ol style="list-style-type: none"> 1. Create a professional learning community that fosters a culture of continuous learning where professional collaboration is valued, emphasized, and rewarded 2. Provide all staff high quality, ongoing, job-embedded, and differentiated professional development 3. Align professional development with identified needs based on staff evaluation and student performance 4. Ensure that professional development is differentiated for teachers with different levels of need, experience and expertise 5. Structure professional development to provide adequate time for collaboration and active learning 6. Provide sustained and embedded professional development related to the implementation of new programs and strategies and monitor the extent to which it has changed practice through observation and student achievement. 7. Ensure that administrators provide regular feedback from classroom walk-throughs and evaluations to teachers to help them improve their practice 8. Directly align professional development with classroom observations 		
August 2011 – June 2014: Increasing Learning Time Inside and Outside of the School Day		
<ol style="list-style-type: none"> 1. Emphasize research-based practices associated with efforts to increase learning time in the classroom 2. Hire additional staff to allow for extended learning time for targeted students 3. Ensure that teachers use extra time effectively when extended learning is implemented within the regular school program by providing targeted professional development on differentiated instruction strategies, such as small group, guided learning, student work stations, etc. 4. Determine programs to be used outside of the school day by assessing areas of need, selecting programs/strategies to be implemented and identifying potential community partners 5. Allocate funds to support extended learning time, including providing incentives to students for attendance, such as snacks, school supplies, and literature books 6. Provide transportation for students to attend extended learning programs when necessary 7. Create enthusiasm for extended learning programs and strategies among parents, teachers, students, community leaders, and faith-based leaders through information sharing, collaborative planning, and regular communication 8. Provide incentives for parents to attend information and learning sessions, such as healthy snacks, coupons, etc. 9. Utilize the district-level TTIPS team to assist school leaders in networking with potential partners and in developing partnerships 10. Monitor progress of the extended learning time programs and strategies being implemented, using data to inform decisions to improve instruction 		

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Section C: Groups of Participants – List the groups of participants who will actively assisted in the process to select a campus intervention model that aligns to the identified needs of the campus.			
1	RMA State Director		
2	Campus leadership including the Campus Director (Principal)		
3	TTIPS Team		
4	Community members/parents		
5	Business and Institutions of Higher Education representatives		
6	Parents		
7	Students		
8	SIRC Staff		
9			
10			

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Texas Title I Priority Campuss 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>	<i>3/10</i>	<i>6/10</i>	<i>TU-2</i>	<i>7A, 7C</i>

Reform/Improvement Activity	Begin Date MM/YY	End Date MM/YY	Model Requirement Number	CSF/ Milestone Code
Replace principal	6/3/11		TR-1	
Improve Student achievement through accelerated instruction in Reading/ELA, Mathematics, Science	8/11	6/14	TR-2	1A, 1B, 1C
Establish goals for student achievement on the End-of-Course exams for students			TR-2	1A, 1B, 1C
Ensure alignment with content standards through summer curriculum writing	8/11	8/13	TR-3	1B
Create common assessments to ensure continuous improvement through data-driven decisions	9/11	1/14	TR-3	1A
Increase college readiness for students using AVID and Agile Mind	10/11	6/14	TR-3	1B
Provide opportunities for students to interact with content using technology	9/11	5/14	TR-3	1B

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Schedule # 4C—Model Requirements and Timeline				
Reform/Improvement Activity Timeline for Implementation-continued.				
Reform/Improvement Activity	Begin Date MM/YY	End Date MM/YY	Model Requirement Number	CSF/Mile stone Code
Data Coaching for all teachers	10/11	3/14	TR-3	2A, 2B, 2C
Frequent Individual Student Assessment	10/11	3/14	TR-3	2A, 2B, 2C
Student Goal Setting/Student Led Conferences	11/11	4/14	TR-3	2A, 2B, 2C
Develop an early warning system to identify students at-risk	9/11	3/14	TR-3	2A, 2B, 2C
Executive Personal Productivity training	1/12	1/14	TR-7	3A
Use SEDL's web-based program for quick identification of at-risk youth	8/11	6/14	TR-4	1A, 1B, 1C, 2A, 2B, 2C, 5B
Leadership retreats	3/12	3/14	TR-7	3A
Implementation of Professional Learning Communities	8/12	6/14	TR-4	3B
Provide time for Formative Assessment Process for School Improvement	12/10	1/14	TR-3, TR-5, TR-7, TR-8	1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C,, 7B
Coaching of the campus leadership team	10/11	6/14	TR-4	3A, 3B, 3C
District leadership cohort support for campus leaders	10/11	6/14	TR-7	3A, 3C
Training in documentation for teachers in need of assistance	10/11	2/14	TR-7	3A, 3B, 3C
3-Minute Walk-Through Training	10/11	10/13	TR-7	3A, 3C

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Schedule # 4C—Model Requirements and Timeline						
Reform/Improvement Activity Timeline for Implementation-continued.						
Reform/Improvement Activity	Begin Date MM/YY	End Date MM/YY	Model Requirement Number	CSF/Mile stone Code		
Tutoring, including SES, and mentoring provided to students	1/12	5/14	TR-5	4A, 4B, 4C		
Course recovery and acceleration program	1/12	5/14	TR-5	4A		
Summer School	6/12	6/14	TR-5	4B		
Saturday Academies	1/12	4/14	TR-5	4B		
Adjust the campus schedule to extend the school day with periodic early dismissal for data review, parent conferencing, collaborative planning and professional development	1/12	1/14	TR-5	4B		
Utilize planning and instructional time more effectively	9/11	5/14	TR-5	4C		
Create Centers for parents to access campus and district information	1/12	1/14	TR-5	5A, 5B		
Partnership between campus Family and the Community in Schools Organization	1/12	3/14	TR-5	5C		
Cultural Proficiency Training, including poverty, race, ethnicity, gender, language, etc.	8/11	8/13	TR-7	6B		

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Schedule # 4C—Model Requirements and Timeline				
Reform/Improvement Activity Timeline for Implementation-continued.				
Reform/Improvement Activity	Begin Date MM/YY	End Date MM/YY	Model Requirement Number	CSF/Mile stone Code
Professional Development: Differentiated Instruction	8/11	3/14	TR-7	7B
Professional Development: Sheltered Instruction Observation Protocol	1/12	2/14	TR-7	7B
Provide Professional Development: AVID	10/11	2/14	TR-7	7B
Provide Professional Development: Agile Mind	10/11	2/14	TR-7	7B
Provide additional staff to reduce class size, support teacher quality, and increase parent and community engagement	9/11	1/14	TR-4	7B
Provide career growth incentives and supplemental pay for teachers	10/11	6/14	TR-8	7C
Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and graduation rate	6/12	6/14	TR-8	7A, 7C
Identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	6/12	6/14	TR-8	7C

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Texas Title I Priority Campuss 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>Richard Milburn Academy – Suburban Houston through the TTIPS team, campus director, and State director will ensure</p> <ul style="list-style-type: none"> • campus interventions are coherent • fidelity of implementation of campus improvement interventions • consultation, professional development, observation, and coaching are provided as needed • continuous examination of campus practices • ongoing and systematic data collection • frequent assessments of the program's impact on student learning <p>Ongoing and systematic data collection regarding implementation is critical in determining which interventions are successful. To accomplish this a web-based data management system was created and is currently used by Richard Milburn Academy to ensure continuous monitoring of performance data. This system allows teachers, counselors, administrators, and campus improvement support team members to have immediate access to the District benchmark assessments, student grades, TAKS results, attendance data, and other student demographic and programmatic information. Such data monitoring provides opportunities for mid-course corrections in instructional and curricular planning and "just-in-time" data for proactive intervention for struggling students. Interventions will be monitored and modified to assure continuous improvement.</p> <p>Periodic walk-through assessments will be used by administrators observing teachers using grant intervention strategies in their classes. The campus administrative team will use classroom observations to link instructional practices to students' achievement. These data can be used to inform decisions regarding teacher professional development and the need for additional instructional resources.</p>		

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<p>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</p>		
<p>Richard Milburn Academy will conduct a rigorous evaluation of program implementation. Multiple measures will be considered and used to understand how to improve the grant program and student learning.</p>		
<p>Analysis of demographic, perception, student learning, and campus processes data provide campuses an opportunity to</p> <ul style="list-style-type: none"> • Understand and evaluate the transformation model's impact on student achievement. • understand if the interventions are successful in meeting the needs of individual students • measure core program success and effectiveness • improve instruction • align instructional resources to address identified needs • provide students feedback on their performance • guide curriculum development, adjustment and/or revision • promote accountability • continuously improve the campus support systems 		
<p>Quantitative data will be analyzed to determine the impact of campus improvement interventions on student achievement. Objective measures include: state assessment AEIS performance data, federal AYP data, discipline reports, student and teacher attendance reports, health and wellness reports, course failure reports, mobility data, in-district benchmark assessments, and in-district campus common assessments. Baseline data collected and the inception of the grant will be compared to formative data collected during the grant period.</p>		
<p>Qualitative data, such as perception data, shall also be gathered to assist campus in understanding what students, parents, staff, and other think about the learning environment. Perception data will be gathered through questionnaires, school climate inventories, interviews, focus groups, and classroom observations. Weekly and monthly meeting agendas and logs will produce ongoing monitoring information for the Project Manager, RMA State Director, Campus Director, and Campus TTIPS Team.</p>		

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<p>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.</p>		
<p>Richard Milburn Academy utilizes a web-based data management system used to ensure continuous monitoring of performance data. This system allows teachers, counselors, administrators, and campus improvement support team members to have immediate access to the District benchmark assessments, student grades, TAKS results, attendance data, and other student demographic and programmatic information. Such data monitoring provides opportunities for mid-course corrections in instructional and curricular planning and will provide "just-in-time" data for proactive intervention for struggling students. Interventions will be monitored and modified to assure continuous improvement.</p> <p>Other in-district data management systems are used. Campuses have the ability to disaggregate data by demographics which allows for the analysis and observation of trends. Disaggregation of data by student groups allows campuses to isolate variations among student groups to determine if all students are experiencing campus in the same way. Disaggregation of data is used as a problem-finding strategy and allows campuses to determine if interventions are meeting the needs of all students. Demographic information variables include:</p> <ul style="list-style-type: none"> • enrollment • ethnicity • indicators of poverty • English language proficiency • Special education disabilities • giftedness • gender • mobility • attendance • retention rates • discipline indicators • socioeconomic status <p>Quantitative data will be analyzed to determine the impact of interventions on student achievement. Objective measures to be disaggregated include: state assessment AEIS performance data, federal AYP data, discipline reports, student and teacher attendance reports, health and wellness reports, course failure reports, mobility data, in-district benchmark assessments, and in-district campus common assessments.</p> <p>Qualitative data, such as perception data, shall also be gathered to assist campus in understanding what students, parents, staff, and other think about the learning environment. Perception data will be gathered through questionnaires, school climate inventories, interviews, focus groups, and classroom observations. Weekly and monthly meeting agendas and logs will produce ongoing monitoring information for the Project Manager, RMA State Director, Campus Director, and Campus TTIPS Team.</p> <p>In addition, periodic walk-through assessments will be used by administrators observing teachers using grant intervention strategies in their classes. The campus administrative team will use classroom observations to link data on instructional practices to students' achievement. These data can be used to inform decisions regarding teacher professional development and the need for additional instructional resources.</p>		

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<p align="center">Schedule # 4D—Performance Assessment and Evaluation</p>		
<p>Part 2: Process for Development of Performance Goals</p>		
<p>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).</p>		
<p>To develop campus performance goals and facilitate conversation among stakeholders, a TTIPS Team was formed to conduct a comprehensive needs assessment and select a campus intervention model. The TTIPS Team includes the following members: principal, assistant principal, one teacher representative from each grade level, counselor, district-level administrator/curriculum specialist, instructional intervention teacher/instructional facilitator, special education campus coordinator, ELL/Bilingual specialist, parents, and community/business partners.</p> <p>Richard Milburn Academy takes a lead role in supporting and sustaining campus improvement efforts through the creation of an in-district support team. The TTIPS team will provide resources, support, professional development, and expertise to the priority campus identified by TEA due to low performance.</p> <p>The Campus TTIPS Team met with the grant campus principal to provide support and guidance to effectively plan for campus improvement initiatives and provide recommendations to build parent and community support, contract with external partners, monitor fidelity of plan implementation and progress, build leadership capacity, problem-solve, and maintain coordination and communication.</p> <p>Following TTIPS Team meetings, the new grant campus director worked collaboratively with the campus TTIPS Team to refine and develop the campus' performance measures. These measures support the following transformation efforts</p> <ul style="list-style-type: none"> • Improving Student Achievement <ul style="list-style-type: none"> ○ Improving student performance in reading ○ Improving student performance in math ○ Improving student performance in science ○ Closing achievement gaps between student groups • Curriculum, Instruction, and Assessment <ul style="list-style-type: none"> ○ Aligning curriculum ○ Implementing research-based instructional strategies ○ Supporting diverse learners through research-based methods ○ Monitoring instruction ○ Using assessment data to guide instructional decision-making ○ Incorporating technology to meet the needs of diverse learners • Professional Development <ul style="list-style-type: none"> ○ Providing on-going and job-embedded opportunities ○ Differentiating for teacher competency levels ○ Coaching and mentoring ○ Providing opportunities for teacher self-evaluation • Family and Community Involvement <ul style="list-style-type: none"> ○ Building parent and community support for campus reform and transformation ○ Involving parents and community members in the decision-making process • Leadership and Governance <ul style="list-style-type: none"> ○ Building leadership capacity at the campus level ○ Increasing principal effectiveness ○ Building professional learning communities 		

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<p>Schedule # 4D—Performance Assessment and Evaluation</p>		
<p>Part 2: Process for Development of Performance Goals (cont.)</p>		
<p>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).</p>		
Empty space for response		

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Texas Title I Priority Campuss Grant, Cycle 2						
Schedule # 4D—Performance Assessment and Evaluation						
Part 3: Annual Performance Goals – Performance goals should be tied to the activities identified in Schedule # 4C – Part 2-Reform/Improvement Activity Enter the annual goals for student achievement, on both the State's assessments and other measures identified by the LEA, to which the LEA is holding the campus accountable. Each year's progress goal must increase from the prior year. Goals may not be amended or modified at a later date. Each column must be completed.						
1. Improve Academic Performance – Enter the annual goals for student achievement, on both the State's assessments and other measures identified by the LEA, to which the LEA is holding the campus accountable. Each year's progress goal must increase from the prior year. Goals may not be amended or modified at a later date.						
#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance (2010)	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Improve Student Achievement in Reading/ELA (Required)*	TAKS/Endof Course, District Benchmarks, Failure Reports	55%	75%	85%	95%
2	Improve Student Achievement in Mathematics (Required)*	TAKS/STAAR/Endof Course, District Benchmarks, Failure Reports	35%	45%	65%	85%
<i>*The first 2 measures above are federal requirements and MUST be completed. These measures may not be altered.</i>						
3	Improve Academic Performance in Science	TAKS/STAAR/Endof Course, District Benchmarks, Failure Reports	42%	62%	82%	92%
4	Close Academic Achievement Gaps Among Student Groups	TAKS/STAAR/Endof Course, District Benchmarks, Failure Reports	32% diff.	22% diff.	12% diff.	0% diff.
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	Train Teachers in Effectively Using the District Data Management	Sign-In Sheets from Professional Development Sessions	0	100%	100%	100%
2	Review Individual Student Data Assessment	Evaluation of Presentations to Campus Leadership Team	0	75%	100%	100%
3	Assess Individual Student Performance on Grade Level TEKS	Lesson Plans, Classroom Observations	50%	85%	100%	100%
4						

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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	Participate in Executive Personal Productivity Training (Leadership Team)	Sign-In Sheets from Professional Development Sessions	50%	100%	100%	100%
2	Implement Professional Learning Communities	Sign-In Sheets from Professional Development Sessions, Teacher Surveys	0%	50%	75%	100%
3	Participate in Leadership Training	Sign-In Sheets from Professional Development Sessions, Teacher Surveys	0%	50%	75%	100%
4	Provide incentives for teachers and director	List of teachers and director awards	0%	40%	80%	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	Provide Mentors to Students At-Risk	Roster of Mentors	5%	40%	60%	80%
2	Implement Course Recovery and Acceleration Programs	Sign-In Sheets from Student Participation, Completion Rates	33%	50%	75%	100%
3	Increase Academic Learning Time	Walk-through Observation, Student Performance Data	45%	75%	85%	100%
4	Utilize planning time more effectively	Sign-in Sheets from Planning Meetings, Agendas, Walk-Through Observations	35%	75%	85%	100%
5	SES Providers provide services to eligible students	Sign-in Sheets, Provider Lists, EZSES System	15%	30%	50%	75%

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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	Promote Open Communication	Meeting Calendar, Sign-in Sheets from Parent Meetings, Number of Communication Methods, Surveys	33%	50%	75%	100%
2	Provide Multiple Opportunities to Engage Parents in the Educational Process	Meeting Calendar, Sign-in Sheets from Parent Meetings, Number of Communication Methods, Surveys	33%	50%	75%	100%
3	Provide Multiple Opportunities to Engage Stakeholders in the Educational Process	Meeting Calendar, Sign-in Sheets from Stakeholder Meetings, Agendas, Number of Communication Methods, Surveys	33%	50%	75%	100%
6.Improve Campus Climate – Enter the annual goals for improving the campus 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 Cultural Proficiency	Sign-In Sheets from Professional Development Sessions, Walk-Through Observations, Equity Audit, Surveys	0%	75%	100%	100%
2	Provide additional opportunities for students to participate in job-related activities	Number of activities, Available, Number of participants in activities	0%	50%	75%	100%
3						
4						

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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	Teacher participation in planned professional development	Number of professional development opportunities, Number of Teachers participating	50%	100%	100%	100%
2	Improved instruction in the classroom	TAKS/End of Course, District Benchmarks, Failure Reports, Walk-through observations	35%	65%	85%	100%
3						
4						
5						
Other – Enter any other annual goals for improvement to which the LEA is holding the campus accountable.						
#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance (2010)	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1						
2						
3						
4						

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Texas Title I Priority Campuss Grant, Cycle 2		
Schedule #4E—Program Waivers		
Waiver Requests		
Applicants must check the waivers in which the LEA/campus intends to implement.		
<div style="margin-bottom: 20px;"> <input checked="" type="checkbox"/> Extending the period of availability of campus improvement funds. <i>This waiver extends the "life" of the funds for two additional years; allowing the state to fund the grant period for three years to the LEA on behalf of the eligible campus, as long as the campus meets the requirements of implementation of the grant program.</i> </div> <div style="border: 1px solid black; padding: 10px; margin-bottom: 20px;"> Note: Since TEA has requested and received a waiver of the period of availability of these campus improvement grant funds, this waiver automatically applies to all LEAs in the State and <i>must</i> 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. </div> <div> <input type="checkbox"/> "Starting over" in the campus improvement timeline for Tier I and Tier II Title I participating campus implementing a turnaround or restart model. <i>Under this waiver, the LEA with an eligible Tier I or Tier II campus implementing the turnaround model or restart model may have their Campus Improvement status reset regardless of the actual AYP status and other campus improvement interventions, such as Campus 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 campus improvement interventions being required.</i> </div> <div> <input type="checkbox"/> Implementing a campus wide program in a Tier I or Tier II Title I participating campus that does not meet the 40 percent poverty eligibility threshold. <i>This waiver allows a Tier I Title I campus that otherwise does not qualify to operate a Campuswide program to do so in order to implement the Tier I reform model selected.</i> </div>		

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Schedule # 4F—Equitable Access and Participation: Barriers and Strategies					
No Barriers					
#	No Barriers	Students	Teachers	Others	
000	The applicant assures that no barriers exist to equitable access and participation for any groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Barrier: Gender-Specific Bias					
#	Strategies for Gender-specific Bias	Students	Teachers	Others	
A01	Expand opportunities for historically underrepresented groups to fully participate	<input 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	X	<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	X	<input type="checkbox"/>	X	
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"/>	X	<input type="checkbox"/>	
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	X	<input type="checkbox"/>	
B08	Seek technical assistance from Education Service Center, Technical Assistance Center, Title I, Part A Campus Support Team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B09	Provide parenting training	X	<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 campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B13	Provide child care for parents participating in campus activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in campus activities	<input type="checkbox"/>	<input type="checkbox"/>	X	
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 Campuss 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	X	<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.	X	X	<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"/>	X	
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 campus 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.	X	<input type="checkbox"/>	X	
C10	Strengthen campus/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, campus 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.	X	<input type="checkbox"/>	<input type="checkbox"/>	
D03	Conduct home visits by staff.	X	<input type="checkbox"/>	<input type="checkbox"/>	
D04	Recruit volunteers to assist in promoting drug-free campus and communities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
D05	Provide mentor program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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Schedule # 4F—Equitable Access and Participation: Barriers and Strategies					
Barrier: Drug-Related Activities (cont.)					
D06	Provide before/after campus 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.	X	<input type="checkbox"/>	X	
D09	Conduct parent/teacher conferences.	X	<input type="checkbox"/>	<input type="checkbox"/>	
D10	Establish campus/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, campus staff, & parents to deal with drug-related issues.	X	<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.	X	<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"/>	X	
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.	X	<input type="checkbox"/>	<input type="checkbox"/>	
G04	Provide training for parents in early identification and intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
G99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Barrier: Other Physical Disabilities or Constraints					
#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others	
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
H99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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Schedule # 4F—Equitable Access and Participation: Barriers and Strategies					
Barrier: Absenteeism/Truancy					
#	Strategies for Absenteeism/Truancy	Students	Teachers	Others	
K01	Provide early identification/intervention.	X	<input type="checkbox"/>	X	
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 campus 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 campus recreational or educational activities.	X	<input type="checkbox"/>	<input type="checkbox"/>	
K07	Conduct parent/teacher conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
K08	Strengthen campus/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"/>	X	X	
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 campus 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 campus/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 campus decision making.	<input type="checkbox"/>	<input type="checkbox"/>	X	
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to campus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M11	Provide child care for parents participating in campus activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M12	Acknowledge and include family members' diverse skills, talents, acknowledge in campus 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 Campuss 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"/>	X	<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"/>	X	<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.	X	<input type="checkbox"/>	X	
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 campus.	<input type="checkbox"/>	<input type="checkbox"/>	X	
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:				

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Texas Title I Priority Campuss CYCLE 2 Schedule #5—Program Budget Summary								
Program Authority: P.L. 107-110, Section 1003(g), as amended by ARRA, P.L. 111-5 CFDA # 84.388A & 84.377A		Fund Code ARRA (CFDA# 84.388A): 286 Regular (CFDA# 84.377A): 276						
Project Period: August 1, 2011 through June 30, 2014								
Class/Object Code and Description	A	Year 1		Year 2		Year 3		H TOTAL
		B	C	D	E	F	G	
	Pre-Implementation	Program Costs	Admin	Program Costs	Admin	Program Costs	Admin	Total Budget
1 Payroll Costs	5B - 6100	560,120		560,120		560,120		\$1,680,360
2 Professional and Contracted Services	5C - 6200	280,000		302,000		302,000		\$906,000
3 Supplies and Materials	5D - 6300	200,000		180,000		180,000		\$570,000
4 Other Operating Costs	5E - 6400	50,000		55,000		55,000		\$165,000
5 Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter campus only)	5G - 6600/15XX							\$
6 Total Direct Costs		\$37,000	\$	\$1,097,120	\$	\$1,097,120	\$	\$3,321,360
7 % Indirect Costs			\$		\$		\$	\$
8 Total Budgeted Costs		\$37,000	\$	\$1,097,120	\$	\$1,097,120	\$	\$3,321,360
9 Total Costs by Year		¹ \$1,127,120		² \$1,097,120		³ \$1,097,120		⁴ \$3,321,360
		1—Total Costs for Pre-Implementation and Year 1 may not exceed \$2,000,000.		2—Total Costs for Year 2 may not exceed \$2,000,000.		3—Total Costs for Year 3 may not exceed \$2,000,000.		4—The total requested may not exceed \$6,000,000.

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

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Texas Title I Priority Campuss CYCLE 2									
Schedule #5B—Payroll Costs (6100)									
Instruction	Employee Position Titles	Justification	#Full-Time Effort	#Part-Time Effort	Pre-Implementation	Year 1 Costs	Year 2 Costs	Year 3 Costs	Total Budgeted Amount
1	Teacher: ELA, Math, Scienc, Ac.Youth	Class size reduction; behavior	4		\$	\$ 160,000	\$ 160,000	\$ 160,000	\$ 480,000
2	Educational Aide								
3	Tutor								
Program Management and Administration									
4	Secretary/Administrative Assistant								
5	Data Entry Clerk	Assist with Data Collection	1			12,000	12,000	12,000	36,000
6	Grant Accountant/Bookkeeper								
7	Evaluator/Evaluation Specialist								
LEA and Campus Level Positions									
8	District Shepherd								
9	Project Coordinator								
10	Teacher Facilitator/Supervisor/Leader								
11	Counselor								
12	Social Worker/Family Liaison	Work with student and families	1			45,000	45,000	45,000	135,000
13	Community Liaison/Parent Coordinator								
Other Employee Positions (Add additional page if needed)									
14	Title: Dropout Prevention/Graduation Coordinator		1			43,000	43,000	43,000	129,000
15	Title: AVID Tutors		4			50,400	50,400	50,400	151,200
16	Title: Math Tutors		10			10,000	10,000	10,000	30,000
17	Title:								
18	Subtotal Employee Costs					\$	\$ 320,400	\$ 320,400	\$ 961,200
Substitute, Extra-Duty, Benefits									
	Specify (rate, # of days, etc.)								
19	6112 Substitute Pay	\$80/day x 25 days x 10 teachers				20,000	20,000	20,000	60,000
20	6119 Professional Staff Extra-Duty Pay	Sats., Summer \$100/day x 15 people x 42 days				53,250	53,250	53,250	159,750
21	6121 Support Staff Extra-Duty Pay								
22	6140 Employee Benefits	FICA, Workmans Comp, TRS				46,470	46,470	46,470	139,410
23	61XX Incentive Pay	To be determined by TTIPS Leadership Team				120,000	120,000	120,000	360,000
24	Subtotal Substitute, Extra-Duty, Benefits Costs					\$	\$ 239,720	\$ 239,720	\$ 719,160
25	Grand Total Payroll Budget (line 18 + line 24)					\$	\$ 560,120	\$ 560,120	\$ 1,680,360

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Texas Title I Priority Campuss CYCLE 2							
Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval							
Line #	Expense Item Description	Pre-Implementation	Year 1 Costs	Year 2 Costs	Year 3 Costs	Total Budgeted Amount	
6212	Audit Costs (other than audits required under OMB Circular A-133)	\$	\$	\$	\$	\$	
6269	Rental or Lease of Buildings, Space In Buildings, or Land						
6299	Contracted Publication and Printing Costs (specific approval required only for nonprofit charter campuss)						
6299	Scholarships and Fellowships (not allowed for nonprofit charter campuss)						
Subtotal		\$	\$	\$	\$	\$	
Professional and Consulting Services (6219/6239) Less than \$10,000							
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
Subtotal		\$	\$	\$	\$	\$	

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Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval			
1. Description of Professional or Consulting Service (Topic/Purpose/Service): <i>Include # of days/rate per day</i> Project Manager – Dr. Climer - \$500/day/100 days per year			
Contractor's Cost Breakdown of Service to be Provided	# Positions	Pre-Implementation	Total Budgeted Amount
Contractor's Payroll Costs	1	\$ 5,000	\$ 150,000
Title:			
Subgrants, Subcontracts, Subcontracted Services			
Supplies and Materials			
Other Operating Costs			
Capital Outlay (Subgrants Only)			
Indirect Cost (%)			
Total Payment to Contractor		\$ 5,000	\$ 150,000
2. Description of Professional or Consulting Service (Topic/Purpose/Service): <i>Include # of days/rate per day</i> School Improvement Resource Center (SIRC) – Training, coaching, support			
Contractor's Cost Breakdown of Service to be Provided	# Positions	Pre-Implementation	Total Budgeted Amount
Contractor's Payroll Costs		\$	\$ 102,000
Title:			
Subgrants, Subcontracts, Subcontracted Services			
Supplies and Materials			
Other Operating Costs			
Capital Outlay (Subgrants Only)			
Indirect Cost (%)			
Total Payment to Contractor		\$	\$ 102,000

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Texas Title I Priority Campus 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*
 AVID - College Readiness - Curriculum Support, Administrative Support, Tutoring

Contractor's Cost Breakdown of Service to be Provided		# Positions	Pre-Implementation	Year 1 Costs	Year 2 Costs	Year 3 Costs	Total Budgeted Amount
Contractor's Payroll Costs		2	\$ 6,000	\$ 34,000	\$ 40,000	\$ 40,000	\$ 120,000
Title:							
Subgrants, Subcontracts, Subcontracted Services							
Supplies and Materials - Licenses Training Materials			5,000	30,000	35,000	35,000	105,000
Other Operating Costs							
Capital Outlay (Subgrants Only)							
Indirect Cost (%)							
Total Payment to Contractor			\$ 11,000	\$ 64,000	\$ 75,000	\$ 75,000	\$ 225,000

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

Contractor's Cost Breakdown of Service to be Provided		# Positions	Pre-Implementation	Year 1 Costs	Year 2 Costs	Year 3 Costs	Total Budgeted Amount
Contractor's Payroll Costs		2	\$ 5,000	\$ 75,000	\$ 80,000	\$ 80,000	\$ 240,000
Title:							
Subgrants, Subcontracts, Subcontracted Services							
Supplies and Materials			6,000	26,000	32,000	32,000	96,000
Other Operating Costs							
Capital Outlay (Subgrants Only)							
Indirect Cost (%)							
Total Payment to Contractor			\$ 11,000	\$ 101,000	\$ 112,000	\$ 112,000	\$ 336,000

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____ by _____ of TEA.		TEXAS EDUCATION AGENCY Standard Application System (SAS)				101854 001 County-District - Campus No.	
Campus Year 2011-2014		Amendment No.					

Texas Title I Priority Campus CYCLE 2							
Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval							
Professional and Consulting Services (6219) Greater than or Equal to \$10,000 (continued)							
5. Description of Professional or Consulting Service (Topic/Purpose/Service): Include # of days/rate per day							
Education Service Center Region 4 - Targeted Professional Development							
Contractor's Cost Breakdown of Service to be Provided		# Positions	Pre-Implemen tation	Year 1 Costs	Year 2 Costs	Year 3 Costs	Total Budgeted Amount
Contractor's Payroll Costs		4	\$	\$ 20,000	\$ 20,000	\$ 20,000	\$ 60,000
Title:							
Subgrants, Subcontracts, Subcontracted Services							
Supplies and Materials							
Other Operating Costs							
Capital Outlay (Subgrants Only)							
Indirect Cost (____%)							
Total Payment to Contractor			\$	\$ 20,000	\$ 20,000	\$ 20,000	\$ 60,000

6. Description of Professional or Consulting Service (Topic/Purpose/Service): Include # of days/rate per day							
Center for Research in Educational Policy - Assessment, Data Disaggregation							
Contractor's Cost Breakdown of Service to be Provided		# Positions	Pre-Implemen tation	Year 1 Costs	Year 2 Costs	Year 3 Costs	Total Budgeted Amount
Contractor's Payroll Costs		1	\$	\$ 40,000	\$ 40,000	\$ 40,000	\$ 120,000
Title:							
Subgrants, Subcontracts, Subcontracted Services							
Supplies and Materials							
Other Operating Costs							
Capital Outlay (Subgrants Only)							
Indirect Cost (____%)							
Total Payment to Contractor			\$	\$ 40,000	\$ 40,000	\$ 40,000	\$ 120,000

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____ by _____ of TEA.		TEXAS EDUCATION AGENCY Standard Application System (SAS) Campus Year 2011-2014				101854 001 County-District - Campus No. Amendment No.	
Texas Title I Priority Campuss CYCLE 2							
Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval							
Professional and Consulting Services (6219) Greater than or Equal to \$10,000 (continued)							
7. Description of Professional or Consulting Service (Topic/Purpose/Service): <i>Include # of days/rate per day</i> Ruby Payne's working impoverished youth							
Contractor's Cost Breakdown of Service to be Provided		# Positions	Pre-Implemen- tation	Year 1 Costs	Year 2 Costs	Year 3 Costs	Total Budgeted Amount
Contractor's Payroll Costs		1		\$ 15,000	\$ 15,000	\$ 15,000	\$ 45,000
Title:							
Subgrants, Subcontracts, Subcontracted Services							
Supplies and Materials							
Other Operating Costs							
Capital Outlay (Subgrants Only)							
Indirect Cost (%)							
Total Payment to Contractor			\$	\$ 15,000	\$ 15,000	\$ 15,000	\$ 45,000
8. Description of Professional or Consulting Service (Topic/Purpose/Service): <i>Include # of days/rate per day</i> Curriculum Development Specialists - English, Math, Science, Social Studies							
Contractor's Cost Breakdown of Service to be Provided		# Positions	Pre-Implemen- tation	Year 1 Costs	Year 2 Costs	Year 3 Costs	Total Budgeted Amount
Contractor's Payroll Costs		4		\$ 40,000	\$ 40,000	\$ 40,000	\$ 120,000
Title:							
Subgrants, Subcontracts, Subcontracted Services							
Supplies and Materials							
Other Operating Costs							
Capital Outlay (Subgrants Only)							
Indirect Cost (%)							
Total Payment to Contractor			\$	\$ 40,000	\$ 40,000	\$ 40,000	\$ 120,000
Subtotal: Professional and Consulting Services Greater Than or Equal to \$10,000:			\$ 22,000	\$ 280,000	\$ 302,000	\$ 302,000	\$ 906,000
Subtotal of Professional and Contracted Services Costs Requiring Specific Approval			\$	\$	\$	\$	\$
Subtotal of Professional and Consulting Services or Subgrants Less than \$10,000			\$	\$	\$	\$	\$
Subtotal of Professional and Consulting Services Greater than or Equal to \$10,000			\$ 22,000	\$ 280,000	\$ 302,000	\$ 302,000	\$ 906,000
Remaining 6200- Professional and Contracted Services that do not require specific approval*			\$	\$	\$	\$	\$
Grand Total			\$ 22,000	\$ 280,000	\$ 302,000	\$ 302,000	\$ 906,000

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

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____ by telephone/e-mail/FAX on _____ by _____ of TEA.		TEXAS EDUCATION AGENCY Standard Application System (SAS) Campus Year 2011-2014				101854 001 County-District -Campus No. Amendment No.	
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Schedule #5D - Itemized 6300 Supplies and Materials Costs Requiring Specific Approval							
Expense Item Description		Pre-Implementation	Year 1 Costs	Year 2 Costs	Year 3 Costs	Total Budgeted Amount	
6321	Textbooks	\$	\$	\$	\$	\$	
6329	Reading Materials						
6330	Testing Materials						
Technology Hardware- Not Capitalized							
#	Type	Purpose	Quantity	Unit Price			
1	Laptops	Technology-Infused learning	100	\$500			
2							
3							
4							
5							
6399			50,000	25,000	25,000	100,000	
Technology Software- Not Capitalized							
#	Type	Purpose	Quantity	Unit Price			
1	Microsoft	Technology-Infused learning	100	\$100			
2							
3							
4							
5							
6399			10,000	5,000	5,000	20,000	
6399	*						
Total Supplies and Materials Requiring Specific Approval		\$	\$ 60,000	\$ 30,000	\$ 30,000	\$ 120,000	
Remaining 6300- Supplies and Materials that do not require specific approval*		\$ 10,000	\$ 140,000	\$ 150,000	\$ 150,000	\$ 450,000	
Grand Total		\$ 10,000	\$ 200,000	\$ 180,000	\$ 180,000	\$ 570,000	

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

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____ by _____ of TEA.		TEXAS EDUCATION AGENCY Standard Application System (SAS) Campus Year 2011-2014		101854 001 County-District -Campus No. Amendment No.		
Texas Title I Priority Campuss CYCLE 2						
Schedule #5E - Itemized 6400 Other Operating Costs Requiring Specific Approval						
	Expense Item Description	Pre-Implemen tation	Year 1 Costs	Year 2 Costs	Year 3 Costs	Total Budgeted Amount
6410	In-state Travel for Employees (Includes registration Fees)*	\$	\$	\$	\$	\$
6411	Out of State Travel for Employees (Includes registration fees) Specify purpose: Learning Forward conference; AVID Summer Institute		20,000	20,000	20,000	60,000
6412	Travel for Students (Includes registration fees; does not include field trips) (specific approval required only for nonprofit charter campuss) Specify purpose: Travel to colleges and universities		10,000	10,000	10,000	30,000
6413	Stipends for Non-Employees (specific approval required only for nonprofit charter campuss) Specify purpose:					
6419	Travel for Non-Employees (Includes registration fees; does not include field trips) (specific approval required only for nonprofit charter campuss) Specify purpose:					
Total 64XX- Operating Costs Requiring specific approval		\$	\$ 30,000	\$ 30,000	\$ 30,000	\$ 90,000
Remaining 6400 - Other Operating Costs that do not require specific approval**		\$ 5,000	\$ 20,000	\$ 25,000	\$ 25,000	\$ 75,000
Grand Total		\$ 5,000	\$ 50,000	\$ 55,000	\$ 55,000	\$ 165,000

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

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

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____ by telephone/e-mail/FAX on _____ by _____ of TEA.		TEXAS EDUCATION AGENCY Standard Application System (SAS) Campus Year 2011-2014				101854 001 County-District -Campus No. Amendment No.		
Texas Title I Priority Campus, Cycle 2								
Schedule #5G - Itemized 6600/15XX Capital Outlay- Capitalized Assets Regardless of Unit Cost (15XX is for use by Charter Campus 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		\$	\$	\$	\$	\$	\$	\$
66XX/15XX- Technology Hardware - Capitalized								
2								
3								
4								
5								
6								
7								
8								
9								
10								
66XX/15XX- Technology Software- Capitalized								
11								
1								
13								
14								
15								
16								
17								
18								
66XX/15XX- Equipment and Furniture								
19								
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			\$	\$	\$	\$	\$	\$

SCHEDULE #6A GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System Campus Year 2011-2014	<u>101854001</u> County-District No. or Vendor ID.
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Statement of provisions and assurances for the program(s) in this application:

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

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

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

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

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

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System Campus Year 2011-2014	<u>101854001</u> County-District No. or Vendor ID.
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- E. Signature Authority; Final Expression; Superseding Document:** Applicant certifies that the person signing this application has been properly delegated this authority. The Contract represents the final and complete expression of the terms of agreement between the parties. The Contract supersedes any previous understandings or negotiations between the parties. Any representations, oral statements, promises or warranties that differ from the Contract shall have no force or effect. The Contract may be modified, amended or extended only by formal written amendment properly executed by both TEA and Contractor.
- F. State of Texas Laws:** In the conduct of the contract project, Contractor shall be subject to Texas State Board of Education and Commissioner rules pertaining to this contract and the contract project and to the laws of the State of Texas governing this contract and the contract project. This contract constitutes the entire agreement between Agency and Contractor for the accomplishment of the contract project. This contract shall be interpreted according to the laws of the State of Texas except as may be otherwise provided for in this contract.
- G. Monitoring:** Desk reviews or on-site monitoring reviews may be conducted by Agency to determine compliance with the approved application and the applicable statute(s), law(s), regulations, and guidelines.
- H. Sanctions for Failure to Perform or for Noncompliance:** If Contractor, in Agency's sole determination, fails or refuses for any reason to comply with or perform any of its obligations under this contract, Agency may impose such sanctions as it may deem appropriate. This includes but is not limited to the withholding of payments to Contractor until Contractor complies; the cancellation, termination, or suspension of this contract in whole or in part; and the seeking of other remedies as may be provided by this contract or by law. Any cancellation, termination, or suspension of this contract, if imposed, shall become effective at the close of business on the day of Contractor's receipt of written notice thereof from Agency.
- I. Contract Cancellation, etc.:** If this contract is canceled, terminated, or suspended by Agency prior to its expiration date, the reasonable monetary value of services properly performed by Contractor pursuant to this contract prior to such cancellation, termination or suspension shall be determined by Agency and paid to Contractor as soon as reasonably possible.
- J. Indemnification:**
For local educational agencies (LEAs), regional education service centers (ESCs), and institutions of higher education (IHEs) and state agencies: Contractor, to the extent permitted by law, shall hold Agency harmless from and shall indemnify Agency against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising from, or in connection with, any acts of Contractor, its agents, employees, and subcontractors, done in the conduct of the contract project.
For all other grantees, subgrantees, contractors, and subcontractors, including nonprofit organizations and for-profit businesses: Contractor shall hold Agency harmless from and shall indemnify Agency against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising from, or in connection with, any acts of Contractor, its agents, employees, and subcontractors, done in the conduct of the contract project.
- K. Encumbrances/Obligations and Liquidations:** All encumbrances/obligations shall occur on or between the beginning and ending dates of the contract. All goods must be received and all services rendered between the beginning and ending dates of the contract. The contractor must liquidate (record as an expenditure) all obligations (encumbrances) incurred under the contract no later than 30 days after the ending date of the contract, to coincide with the submission of the final expenditure report, due 30 days after the ending date of the contract. In no manner shall encumbrances be considered or reflected as accounts payable or as expenditures, and an encumbrance cannot be considered an expenditure or accounts payable until the goods have been received and the services have been rendered. Obligations that are liquidated and recognized as expenditures must meet the allowable cost principles in OMB Circular A-87, A-21, or A-122 (as applicable) and program rules, regulations, and guidelines contained elsewhere. This applies to all grant programs, including state and federal, discretionary and formula.

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System Campus Year 2011-2014	<u>101854001</u> County-District No. or Vendor ID.
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- L. Financial Management and Accounting:** Grantee assures it will maintain a financial management system that complies with federal standards established in 34 CFR 80.20 and 74.21 and that provides for accurate, current, and complete disclosure of the financial results of each grant project. The financial management system records will identify adequately the source and application of funds and will contain information pertaining to grant awards, authorizations, obligations, unobligated balances, assets, outlays (i.e., expenditures), income, and interest. Fiscal control and accounting procedures will permit the tracing of funds to a level of expenditure adequate to establish that funds have been used in accordance with the approved grant application. The applicant agrees to maintain effective control over and accountability for all funds, property, and other assets. Public campus districts, open enrollment charter campus, and regional education service centers in Texas must comply with the accounting requirements in the Financial Accounting and Reporting (FAR) module of the *Financial Accountability System Resource Guide*, Texas Education Agency (34 CFR 74.21; 34 CFR 80.20; TEA *Financial Accountability System Resource Guide*).
- M. Expenditure Reports:** Contractor shall submit expenditure reports in the time and manner requested by Agency as specified in the instructions to the Standard Application System (SAS) which are incorporated by reference. Unless otherwise specified, interim reports are due to TEA within 15 days after the end of each reporting period. Unless otherwise specified, the final expenditure report is due within 30 days after the ending date of the grant. Revised expenditure reports, where the grantee is claiming additional expenditures beyond that originally requested, must be submitted within 60 days after the ending date of the grant, or as specified in the applicable Program Guidelines.
- N. Refunds Due to TEA:** If Agency determines that Agency is due a refund of money paid to Contractor pursuant to this contract, Contractor shall pay the money due to Agency within 30 days of Contractor's receipt of written notice that such money is due to Agency. If Contractor fails to make timely payment, Agency may obtain such money from Contractor by any means permitted by law, including but not limited to offset, counterclaim, cancellation, termination, suspension, total withholding, and/or disapproval of all or any subsequent applications for said funds.
- O. Records Retention:** Contractor shall maintain its records and accounts in a manner which shall assure a full accounting for all funds received and expended by Contractor in connection with the contract project. These records and accounts shall be retained by Contractor and made available for programmatic or financial audit by Agency and by others authorized by law or regulation to make such an audit for a period of not less than five years from the date of completion of the contract project or the date of the receipt by Agency of Contractor's final claim for payment or final expenditure report in connection with this contract, whichever is later. If an audit has been announced, the records shall be retained until such audit has been completed.
- Contractor understands that acceptance of funds under this contract acts as acceptance of the authority of the State Auditor's office, or any successor agency, to conduct an audit or investigation in connection with those funds. Contractor further agrees to cooperate fully with the State Auditor's Office or its successor in the conduct of the audit or investigation, including providing all records requested. Contractor will ensure that this clause concerning the authority to audit funds received indirectly by subcontractors through Contractor and the requirements to cooperate is included in any subcontract it awards.
- P. Time and Effort Recordkeeping:** For those personnel whose salaries are prorated between or among different funding sources, time and effort records will be maintained by Applicant that will confirm the services provided within each funding source. Applicant must adjust payroll records and expenditures based on this documentation. This requirement applies to all projects, regardless of funding source, unless otherwise specified. For federally funded projects, time and effort records must be in accordance with the requirements in the applicable OMB cost principles.
- Q. Forms, Assurances, and Reports:** Contractor shall timely make and file with the proper authorities all forms, assurances and reports required by federal laws and regulations. Agency shall be responsible for reporting to the proper authorities any failure by Contractor to comply with the foregoing laws and regulations coming to Agency's attention, and may deny payment or recover payments made by Agency to Contractor in the event of Contractor's failure so to comply.
- R. Intellectual Property Ownership:** Contractor agrees that all Works are, upon creation, works made for hire and the sole property of TEA. If the Works are, under applicable law, not considered works made for hire, Contractor hereby assigns to TEA all worldwide ownership of all rights, including the Intellectual Property Rights, in the Works, without the necessity of any further consideration, and TEA can obtain and hold in its own name all such rights to the Works. Contractor agrees to maintain written agreements with all officers, directors, employees, agents, representatives and subcontractors engaged by Contractor for the Contract Project, granting Contractor rights sufficient to support the performance and grant of rights to TEA by Contractor. Copies of such agreements shall be provided to TEA promptly upon request.

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System Campus Year 2011-2014	 <u>101854001</u> County-District No. or Vendor ID.
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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 Campus Districts and Nonprofit Organizations: The foregoing Intellectual Property Ownership provisions apply to any campus districts, nonprofit organizations, and their employees, agents, representatives, consultants and subcontractors. If a campus district or nonprofit organization or any of its subcontractor(s) wish to obtain a license agreement to use, advertise, offer for sale, sell, distribute, publicly display, publicly perform or reproduce the Works, or make derivative works from the Works, then express written permission must first be obtained from the TEA Copyright Office.

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

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

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

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

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

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System Campus Year 2011-2014	 <u>101854001</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 campus districts and open enrollment charter campuss** 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 Campus Financial Audits in the time and manner requested by the Agency.
- Grantees which are **nonprofit organizations (other than charter campuss) 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 campuss) 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;
 - Title VI of the Civil Rights Act of 1964**, as amended (prohibition of discrimination by race, color, or national origin), and the regulations effectuating its provisions contained in 34 CFR Part 100;
 - Title IX of the Education Amendments of 1972**, as amended (prohibition of sex discrimination in educational institutions) and the regulations effectuating its provisions contained in 34 CFR Part 106, if Contractor is an educational institution;
 - Section 504 of the Rehabilitation Act of 1973**, as amended (nondiscrimination on the basis of handicapping condition), and the regulations effectuating its provisions contained in 34 CFR Part 104 and 105;

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System Campus Year 2011-2014	<u>101854001</u> County-District No. or Vendor ID.
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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);

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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 campus or campus 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 campus or campus 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 Campus Year 2011-2014	<u>101854001</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 campus, 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 campus, 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 campus, 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 campus districts or other grantees to provide Social Security numbers as a part of this agreement.
- KK. Student-identifying Information:** Contractor agrees that in executing tasks on behalf of TEA, Contractor will not use any student-identifying information in any way that violates the provisions of FERPA and will destroy or return all student-identifying information to TEA within thirty (30) days of project completion.
- LL. High-Risk Status, Special Conditions, and Enforcement Actions:** Pursuant to the provisions in 34 CFR 80.12 and 74.14, a grantee may be identified by TEA as high-risk if the grantee has a history of unsatisfactory performance; is not financially stable; has a financial management system that does not meet federal financial management standards or the requirements in TEA's Financial Accounting and Reporting (FAR) module; has not conformed to terms and conditions of previous awards; or is otherwise not responsible. TEA may impose one or more special conditions or restrictions on a high-risk grantee, including payment on a reimbursement basis; withholding authority to proceed to the next phase until receipt of evidence of acceptable performance within a given funding period; requiring additional, more detailed financial reports; additional project monitoring; requiring the grantee to obtain technical or management assistance; establishing additional prior approvals; or other conditions that may be legally available. A grantee identified as high-risk will be notified in writing by TEA of the special conditions imposed and the process for removing the high-risk status and special conditions.

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

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

Rev. 05/2010

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

SCHEDULE #6 B Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	TEXAS EDUCATION AGENCY Standard Application System Campus Years 2011-2014	<u>101854001</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 Campus Years 2011-2014 Required for all federal grants regardless of the dollar amount	<u>101854001</u> County-District-Campus No.
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6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled ***Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions***, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Non-procurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

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

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

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

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

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

SCHEDULE #6C. Lobbying Certification	TEXAS EDUCATION AGENCY Standard Application System Campus Years 2011-2014 Required for all federally funded grants greater than \$100,000.	<u>101854001</u> County-District-Campus No.
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Submission of this certification covers all federal programs in this application, is required by the U. S. Department of Education and Section 1352, Title 31, of the United States Code, and is a prerequisite for making or entering into a subgrant or subcontract over \$100,000 with any organization. (Read instructions for this schedule for further information.)

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

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

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

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

11/89
 03/90

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

SCHEDULE #6D - Disclosure of Lobbying Activities	TEXAS EDUCATION AGENCY Standard Application System Campus Years 2011-2014	<u>101854001</u> County-District-Campus No.
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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): 21	
6. Federal Department/Agency:		7. Federal Program Name/Description: CFDA Number, if applicable: _____	
8. Federal Action Number, if known:		9. Award Amount, if known: \$ _____	
10. a. Name and Address of Lobbying Registrant <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 Campus Years 2011-2014	<u>101854001</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 Campuss 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 campus or possesses at campus 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 campus [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 campus upon the transfer of the student to the charter campus, and to another public campus upon the transfer of the student from a charter campus to another public campus, in accordance with applicable state law (P. L. 107-110, section 5208).
- L. **Consolidation of Administrative Funds:** A local educational agency, with the approval of TEA, may consolidate and use for the administration of one or more programs under the No Child Left Behind Act not more than the percentage, established in each program, of the total available for the local educational agency under those programs. A local educational agency that consolidates administrative funds shall not use any other funds under the programs included in the consolidation for administration for that fiscal year. Consolidated administrative funds shall be used for the administration of the programs covered and may be used for coordination of these programs with other federal and non-federal programs and for dissemination of information regarding model programs and practices.
- M. **Privacy of Assessment Results:** Any results from an individual assessment referred to in the No Child Left Behind Act of a student that become part of the education records of the student shall have the protections provided in section 444 of the General Education Provisions Act [P. L. 107-110, section 9523 and the Family Educational Rights and Privacy Act (FERPA) of 1975, as amended].

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System Campus Years 2011-2014	<u>101854001</u> County-District-Campus No.
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- N. Campus 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 campus and secondary campus, 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 Campuss Facilities – Boy Scouts of America Equal Access Act:** No public elementary campus, public secondary campus 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 campus or secondary campus has a limited public forum whenever the campus involved grants an offering to, or opportunity for, one or more outside youth or community groups to meet on campus premises or in campus facilities before or after the hours during which attendance at the campus is compulsory. Nothing in this section shall be construed to require any campus, agency, or a campus 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 campus or agency does not comply with the rules or orders, no funds made available through the Department of Education shall be provided by a campus that fails to comply with such rules or orders or to any agency or campus 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 campus grounds; to provide sex education or HIV-prevention education in campus that instruction is age appropriate and includes the health benefits of abstinence; or to operate a program of contraceptive distribution in campus (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 campus students names, address, and telephone listings, upon prior written consent of a student or the parent of a student. A secondary campus 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 campus 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 campus 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 Campus 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 campus or secondary campus, 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 campus that the student attends, be allowed to attend a safe public elementary or secondary campus within the local educational agency, including a public charter campus (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 precampus 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 campus of homeless children and youth.
 - (4) The LEA assures that it will not separate students from the mainstream campus 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 Campus:** An open enrollment charter campus receiving federal funds of any type must meet the federal definition of a charter campus as provided in P. L. 107-110, Section 5210(1). The term "charter campus" means a campus that:
 - (A) is created by a developer as a public campus, or is adapted by a developer from an existing public campus, and is **operated under public supervision and control;**
 - (B) operates in pursuit of a specific set of educational objectives determined by the campus'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 campus 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 campus 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 campus and secondary campus 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 campus 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 campus or secondary campus 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 campus, the term means that the teacher meets the requirements set forth in the State's public charter campus 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 campus 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 campus 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 campus curriculum); or
 - (ii) a middle or secondary campus 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 campus 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 campus 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 campus 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 campus;
 - (C) that parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and
 - (D) the carrying out of other activities, such as those described in section 1118 of P. L. 107-110.

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6. Professional Development includes activities that:

- (A) improve and increase teachers' knowledge of the academic subjects the teachers teach, and enable teachers to become highly qualified;
- (B) are an integral part of broad campuswide 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 campus 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 an 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 campus 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 campus-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 campus, 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 Campus 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 campus or secondary campus for any student who is enrolled or seeks, intends, or is instructed to enroll, on a full- or part-time basis, in the campus. 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 campus, person, institution, or other entity, that provides education below the college level (P. L. 107-110, section 4155).

Revised 03/03

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

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Federal Statutory Requirements

- 1) The LEA must demonstrate that the LEA has analyzed the needs of each campus and selected an intervention for each campus.
- 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 campus intervention model it has selected.
- 3) If the LEA is not applying to serve each Tier I campus (through a separate application for each campus), the LEA must explain why it lacks capacity to serve each Tier I campus.
- 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 campus 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 campus that receive campus improvement funds.
- 11) As appropriate, the LEA must consult with relevant stakeholders regarding the LEA's application and implementation of campus 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 Campus Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II campus 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 campus that it serves with campus improvement funds, and establish goals (approved by the TEA) to hold accountable its Tier III campus that receive grant funds.
- 15) Applicant provides assurance that it will, if it implements a restart model in a Tier I or Tier II campus, 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 campus-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 campus 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 campus;
 - d. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the campus's comprehensive instructional program and designed with campus staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement campus reform strategies;
 - e. Adopt a new governance structure, which may include, but is not limited to, requiring the campus 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 campus model (e.g., themed, dual language academy).
- 19) If the LEA/campus selects to implement the campus **closure model**, the campus **must** implement the following requirement.
- a. Enroll the students who attended that campus in other campuss in the LEA that are higher achieving within reasonable proximity to the closed campus and may include, but are not limited to, charter campuss or new campuss for which achievement data are not yet available.
 - b. A grant for campus 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 campus under a charter campus 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 campuss by centralizing or sharing certain functions and resources among campuss. An EMO is a for-profit or non-profit organization that provides "whole-campus operation" services to an LEA.
 - b. Enroll, within the grades it serves, any former student who wishes to attend the campus.
- 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 campus leader effectiveness.
 - (A) Replace the principal who led the campus 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 campus graduation rates; and
 - (2) Are designed and developed with teacher and principal involvement;
 - (C) Identify and reward campus leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high campus 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 campus, or differentiated instruction) that is aligned with the campus's comprehensive instructional program and designed with campus staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement campus 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 campus.
 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 campus.
 - (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 campus 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 campus graduation rates; and
 - (B) Ensure that the campus receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a campus turnaround organization or an EMO).
- 22) An LEA **may** also implement other strategies to develop teachers' and campus 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 campus;
 - (B) Institute a system for measuring changes in instructional practices resulting from professional development; or
 - (C) Ensure that the campus 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 campuswide "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 campus--
 - (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 campus, 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 campus 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 campus, 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 campus environments that meet students' social, emotional, and health needs;
 - (B) Extend or restructure the campus day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other campus staff;
 - (C) Implement approaches to improve campus 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 campus 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 campus to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or
 - (B) Implement a per-pupil campus-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 Campus Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II campus 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 campus that it serves with campus improvement funds, and establish goals (approved by the TEA) to hold accountable its Tier III campus that receive campus improvement funds.
- 4) Applicant provides assurance that it will, if it implements a restart model in a Tier I or Tier II campus, 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 campus-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' campus 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 Campus 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 it implement the following federal requirements.
 1. Develop and increase teacher and campus 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 campus leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high campus 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 campus, or differentiated instruction) that is aligned with the campus's comprehensive instructional program and designed with campus staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement campus 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 campus 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 campus 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 campus.
 - 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 campus 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 campus graduation rates; and
 - B. Ensure that the campus receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a campus turnaround organization or an EMO).
- 10) An LEA **may** also implement other strategies to develop teachers' and campus 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 campus;
 - B. Institute a system for measuring changes in instructional practices resulting from professional development; or
 - C. Ensure that the campus 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--
- Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;
 - Implement a campus wide "response-to-intervention" model;
 - Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;
 - Use and integrate technology-based supports and interventions as part of the instructional program; and
 - In secondary campus--
 - 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 campus, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;
 - Improve student transition from middle to high campus through summer transition programs or freshman academies;
 - Increase graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or
 - Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.
- 12) An LEA **may** also implement other strategies that extend learning time and create community-oriented campus, such as--
- Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe campus environments that meet students' social, emotional, and health needs;
 - Extend or restructure the campus day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other campus staff;
 - Implement approaches to improve campus climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or
 - Expand the campus 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--
- Allow the campus to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or
 - Implement a per-pupil campus-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.
- Number of minutes within the campus year.
 - Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup.
 - Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high campus, or dual enrollment classes. (High Campus Only)
 - College enrollment rates. (High Campus Only)
 - Teacher Attendance Rate
 - Student Completion Rate
 - Student Drop-Out Rate
 - Locally developed competencies created to identify teacher strengths/weaknesses
 - Types of support offered to teachers
 - Types of on-going, job-embedded professional development for teachers
 - Types of on-going, job-embedded professional development for administrators
 - Strategies to increase parent/community involvement
 - Strategies which increase student learning time

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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 campus 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. Campus-by-Campus 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 campus-by-campus 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 campus 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:

- Combining ARRA Funds on a Campuswide Program:** Unless otherwise stated in the Program Guidelines, ARRA funds are permitted to be used on a Title I Part A campuswide 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.
- 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).
- 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).
- 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.
- 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).

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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.