

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____ by telephone/e-mail/FAX on _____ by _____ of TEA.	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2011-2014	Houston ISD Organization Name	101912 County-District#
		Yates High School Campus Name	020 Campus Number
		74-6001255 9-Digit Vendor ID#	4 ESC Region
		NOGA ID# (Assigned by TEA)	Amendment #

Texas Title I Priority Schools Grant, Cycle 2

Schedule #1 – General Information

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

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

Project Beginning Date: 08/01/2011

Project Ending Date: 06/30/2014

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

Tier I ☐ Tier II ☐ Tier III ☒

Part 1: Index to the Application

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

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

Certification and Incorporation

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

Authorized Official

Typed First Name	Initial	Last Name	Title
Terry	B	Grier	Superintendent of Schools
Phone	Fax	Email	Signature/Date Signed (blue ink preferred)
713-556-6300	713-556-6323	HISDSuperintendent@houstonisd.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

701-11-105-082

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<p align="center">Texas Title I Priority Schools 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>1 <input type="checkbox"/></p>	<p align="center">Proof of Nonprofit Status</p> <p>Open-enrollment charter schools operated by a nonprofit organization must have the proper proof of nonprofit status on file with the TEA Division of Charter School Administration. Check box to indicate that the open-enrollment charter school is in compliance with the proof of nonprofit status.</p>	
<p>2 <input checked="" type="checkbox"/></p>	<p align="center">Assurance of Compliance with Annual Financial Audit (applies to federally funded grants)</p> <p>Required for all independent school districts, open-enrollment charter schools, and education service centers: Check box to indicate assurance that audit requirements have been met. All public school districts, open-enrollment charter schools, and education service centers must be in compliance with submitting the required annual audit for the immediate prior fiscal year to TEA in the time and manner requested by TEA, and the audit must be determined by the TEA Division of Financial Audits to be in compliance with the applicable audit standards.</p>	
<p>3 <input checked="" type="checkbox"/></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 school district or open-enrollment charter school shall demonstrate financial stability if the district's or charter school's FIRST rating for at least one of the two most recent years rated is Standard Achievement, Above Standard, or Superior Achievement. Check box to indicate that the school district or open-enrollment charter school is in compliance with the FIRST rating demonstrating proof of financial stability.</p> <p>b. New organizations or new charter schools that have not yet had their first annual audit or are not yet rated under FIRST may submit alternate documentation as described in Part 1: General and Fiscal Guidelines, Conditions for Submission of Applications. Check box to indicate that a copy of the most recent audit or compilation report is attached as applicable. (See Part 1: General and Fiscal Guidelines for details.)</p>	

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by telephone/e-mail/FAX on _____ by _____ of TEA.		School Years 2011-2014		Amendment No. _____	
Texas Title I Priority Schools Grant, Cycle 2					
Schedule #1—General Information					
Part 3: Applicant Information					
Local Educational Agency (LEA) Information					
LEA Name					
Houston Independent School District					
Mailing Address Line - 1		Mailing Address Line - 2		City	State
4400 W. 18 th Street				Houston	TX
U.S. Congressional District Number		Primary DUNS Number		Central Contractor Registration (CCR) CAGE Code	NCES Identification Number
TX-018		061292124		37QE6	4823640
Campus Name				County-District Campus Number	
Jack Yates High School				101-912-020	
Mailing Address Line - 1		Mailing Address Line - 2		City	State
3703 Sampson				Houston	TX
					77004-4741
Applicant Contacts					
Primary Contact					
First Name		Initial		Last Name	Title
Marla		J		McNeal-Sheppard	Principal
Telephone		Fax		Email	
713-748-5400		713-746-8206		MMCNEALS@houstonisd.org	
Mailing Address Line - 1		Mailing Address Line - 2		City	State
3703 Sampson				Houston	TX
					77004-4741
Secondary Contact					
First Name		Initial		Last Name	Title
Annetra				Piper	Manager
Telephone		Fax		E-mail	
4400 W. 18 th Street				apiper@houstonisd.org	
Mailing Address Line - 1		Mailing Address Line - 2		City	State
4400 W. 18 th Street				Houston	TX
					77092

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by telephone/e-mail/FAX on _____ by _____ of TEA.				
Texas Title I Priority Schools Grant, Cycle 2 Schedule #3—Purpose of Amendment				
Part 1: Schedules Amended (Check all schedules that are being amended.)				
When submitting a revision or an amendment, please indicate by checking the appropriate box what schedules are being revised/amended. Submit supporting budget schedules that are being revised or amended.				
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Schedule #1—General Information <input type="checkbox"/> Schedule #3—Purpose of Amendment <input type="checkbox"/> Schedule #4—Program Requirements <input type="checkbox"/> Schedule #4A—Program Abstract <input type="checkbox"/> Schedule #4B—Program Description <input type="checkbox"/> Schedule #4C— Performance Assessment and Evaluation <input type="checkbox"/> Schedule #4D—Equitable Access and Participation </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Schedule #5—Program Budget Summary <input type="checkbox"/> Schedule #5B—Payroll Costs 6100 <input type="checkbox"/> Schedule #5C—Professional and Contracted Services 6200 <input type="checkbox"/> Schedule #5D—Supplies and Materials 6300 <input type="checkbox"/> Schedule #5E—Other Operating Costs 6400 <input type="checkbox"/> Schedule #5G—Capital Outlay 6600/15XX (Exclusive of 6619 and 6629) </td> </tr> </table>			<input type="checkbox"/> Schedule #1—General Information <input type="checkbox"/> Schedule #3—Purpose of Amendment <input type="checkbox"/> Schedule #4—Program Requirements <input type="checkbox"/> Schedule #4A—Program Abstract <input type="checkbox"/> Schedule #4B—Program Description <input type="checkbox"/> Schedule #4C— Performance Assessment and Evaluation <input type="checkbox"/> Schedule #4D—Equitable Access and Participation	<input type="checkbox"/> Schedule #5—Program Budget Summary <input type="checkbox"/> Schedule #5B—Payroll Costs 6100 <input type="checkbox"/> Schedule #5C—Professional and Contracted Services 6200 <input type="checkbox"/> Schedule #5D—Supplies and Materials 6300 <input type="checkbox"/> Schedule #5E—Other Operating Costs 6400 <input type="checkbox"/> Schedule #5G—Capital Outlay 6600/15XX (Exclusive of 6619 and 6629)
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NOTE: The last day to submit an amendment to TEA is 90 days prior to the ending date of the grant.				
Part 2: Revised Budget - Please describe the budget changes requested in this amendment.				
Describe the budget changes requested in this amendment. Ensure the following are addressed in your description. <ul style="list-style-type: none"> Year of the Budget change, Class-object coded to be changed, indicating any increase or decrease in amounts budgeted, and Reason for the budget changes. 				

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Texas Title I Priority Schools Grant, Cycle 2 Schedule #3—Purpose of Amendment		
Part 3: Reason for Amendment Request. For all grants, regardless of dollar amount, check the appropriate box to indicate reason for amendment request.		
<input type="checkbox"/>	1. Addition of a class/object code not previously budgeted on Schedule #5—Budget Summary	
<input type="checkbox"/>	2. Increase or decrease the amount approved in any class/object code on Schedule #5—Budget Summary (i.e., 6100-6600) by more than 25% of the current amount approved in the class/object code _____	
<input type="checkbox"/>	3. Addition of a new line item on any of the supporting budget schedules (i.e., Schedules #5B–5G)	
<input type="checkbox"/>	4. Increase or decrease in the number of positions budgeted on Schedule #5B—Payroll Costs	
<input type="checkbox"/>	5. Addition of a new item of computer hardware/equipment (not capitalized) approved on Schedule #5C—Supplies and Materials _____	
<input type="checkbox"/>	6. Addition of a new item or increase in quantity of capital outlay item(s) ≥ \$5,000 approved on Schedule #5G—Capital Outlay for articles costing \$5,000 or more: _____	
<input type="checkbox"/>	7. Addition of a new item of capital outlay items approved on Schedule #5G—Capital Outlay for articles costing less than \$5,000. _____	
<input type="checkbox"/>	8. Reduction of funds allotted for training costs	
<input type="checkbox"/>	9. Additional funds needed	
<input type="checkbox"/>	10. Change in scope of objectives, regardless of whether there is an associated budget revision requiring prior approval	
<input type="checkbox"/>	11. Other (Specify) _____	
Part 4: Amendment Justification <div style="border: 1px solid black; height: 150px; margin-top: 5px;"></div>		

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

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Texas Title I Priority Schools Grant, Cycle 2		
Schedule #4—Program Summary and Application Requirements		
Part 1: Grant Program Information;		
Summary of Program: Purpose and Goals		
<p>School Improvement Grants (SIG), authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants through the Texas Education Agency (TEA) to local educational agencies (LEAs) that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of students in their lowest-performing schools. Under the final requirements published in the <i>Federal Register</i> in October 2010 school improvement funds are to be focused on each State's "Tier I" and "Tier II" schools.</p> <p>Tier I schools are the lowest-achieving 5 percent of a State's Title I schools in improvement, corrective action, or restructuring, Title I secondary schools in improvement, corrective action, or restructuring with graduation rates below 60 percent over a number of years, and certain Title I eligible (and participating) elementary schools that are as low achieving as the State's other Tier I schools ("newly eligible" Tier I schools). Tier II schools are the lowest-achieving 5 percent of a State's secondary schools that are eligible for, but do not receive, Title I, Part A funds, secondary schools that are eligible for, but do not receive, Title I, Part A funds with graduation rates below 60 percent over a number of years, and certain additional Title I eligible (participating and non-participating) secondary schools that are as low achieving as the State's other Tier II schools or that have had a graduation rate below 60 percent over a number of years ("newly eligible" Tier II schools). An LEA also may use school improvement funds in Tier III schools, which are Title I schools in improvement, corrective action, or restructuring that are not identified as Tier I or Tier II schools and , certain additional Title I eligible (participating and non-participating) schools ("newly eligible" Tier III schools).</p> <p>In the Tier I and Tier II schools an LEA chooses to serve, the LEA must fully implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model.</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 school 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 Schools (ECHS), Texas Science, Technology, Engineering and Math (T-STEM), or College for All reform initiatives. Grantees selecting one of these models may expend grant funds to support the program requirements listed below. ■ Grantees may expend grant funds for the permissible activities delineated for the selected intervention model as defined in the final federal regulations. ■ Grantees may expend grant funds for other school improvement activities deemed needed to address identified needs not addressed by the intervention model selected. <p>The Texas Designed Model for Tier III contains the applicant's option of the Texas Early College High School (ECHS), Texas Science, Technology, Engineering and Math (T-STEM) or College for All initiatives which all focus on the basic principles and the key elements as required by the TEA Designed Model for Transformation described above. These three models are described below in further detail.</p>		

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<p align="center">Texas Title I Priority Schools Grant, Cycle 2</p>		
<p align="center">Schedule #4—Program Summary and Application Requirements</p>		
<p>Part 1: Grant Program Information:</p>		
<p>Allowable Activities Cont.</p>		
<ul style="list-style-type: none"> • Early College High Schools (ECHS) are autonomous, small schools designed to create a seamless transition between high school and college. ECHS provide a course of study that enables students to receive both a high school diploma and either an associate's degree or at least 60 credit hours towards a baccalaureate degree. Strong collaborative partnerships between schools and the IHE are developed to ensure the ECHS design elements are met. Schools implementing the ECHS model must apply for designation status through the Early College High School designation process. The pre-implementation period is required to design, develop and prepare for implementation with the guidance of the state approved technical assistance provider. • Texas Science, Technology, Engineering and Math (T-STEM) academies are rigorous secondary schools focusing on improving instruction and academic performance in the STEM areas. T-STEM Academies use the Design Blueprint to build and implement STEM schools that address the seven benchmarks: 1) mission driven leadership; 2) school culture and design; 3) student outreach, recruitment, and retention; 4) teacher selection, development and retention; 5) curriculum, instruction, and assessment; 6) strategic alliances; and 7) academy advancement and sustainability. Schools implementing the T-STEM model must apply for designation status through the T-STEM designation process. The pre-implementation period is required to design, develop and • College for All infuses college-ready reforms into an LEA model that enables every student to graduate with a minimum of 12 college-level credits and prepared to earn a post-secondary credential or degree. Design elements/strategies for this model include the following: 1) comprehensive district approach; 2) college-ready curriculum and instruction program; 3) strong P-16 partnerships; 4) comprehensive academic and social supports; 5) intensive summer academy for rising ninth graders including administration of a Texas Success Initiative assessment to determine level of readiness for college-level courses; and 6) college-going culture. The pre-implementation period is required to design, develop, and prepare for implementation with the guidance of the state approved technical assistance provider. 		
<p>In addition, a Tier I, Tier II, Tier III grantee campus that has implemented, in whole or in part, either the Turnaround, Restart, or Transformation models within the last two years may continue or complete the implementation of the intervention model with the TTIPS grant funds. For example, if a grantee campus has replaced its principal within the last two years, the LEA/campus will not be required to hire another new principal. An LEA/campus that receives TTIPS SIG funds in accordance with this flexibility must fully implement the selected model as required by the final federal requirements. In other words, if the school had been implementing the model only in part, it must use the funds it receives to expand its implementation so that it fully complies with the federal regulatory requirements.</p>		
<p>The detailed required and permissible activities for each intervention model, as defined in the final federal regulations are listed on Schedule #4—Program Requirements and are incorporated by reference herein.</p>		

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

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Schedule #4—Program Summary and Application Requirements			
Part 3: Statutory Assurances			
#	Statutory Assurance Description		
1	The LEA provides assurance that financial assistance provided under the grant program will supplement, and not supplant, the amount of state and local funds allocated to the campus.		
2	The LEA provides assurance that it will use its School Improvement/TTIPS Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final federal requirements.		
3	The LEA provides assurance that it will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final federal requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the TEA) to hold accountable its Tier III schools that receive school improvement funds.		
4	The LEA provides assurance that it will, if it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization (CMO), or education management organization(EMO) accountable for complying with the final federal requirements.		
5	The LEA provides assurance that it will report to the TEA the school-level data required under section III of the final federal requirements.		
6	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.		
Statutory assurance #7 continues on next page			

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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 school graduation rates; B. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students; <ul style="list-style-type: none"> 1. Screen all existing staff and rehire no more than 50 percent; and 2. Select new staff. C. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school; D. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; E. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability; F. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; G. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students; H. Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and I. Provide appropriate social-emotional and community-oriented services and supports for students. 		
8	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 school model (e.g., themed, dual language academy). 		
9	If the LEA/campus selects to implement the school closure model , the campus must implement the following requirement. <ul style="list-style-type: none"> A. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. B. A grant for school closure is a one-year grant without the possibility of continued funding. 		
10	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 school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA. B. Enroll, within the grades it serves, any former student who wishes to attend the school. 		

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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 school leader effectiveness. <ol style="list-style-type: none"> Replace the principal who led the school 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 school graduation rates; and Are designed and developed with teacher and principal involvement; Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so; Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school. 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 schools. <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 school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO). 		
12	<p>An LEA may also implement other strategies in the transformation model to develop teachers' and school leaders' effectiveness, such as--</p> <ol style="list-style-type: none"> Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school; Institute a system for measuring changes in instructional practices resulting from professional development; or Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority. 		

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#	Statutory Assurance Description	
13	<p>An LEA may also implement comprehensive instructional reform strategies in the transformation model, such as--</p> <ul style="list-style-type: none"> (A) Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective; (B) Implement a school wide "response-to-intervention" model; (C) Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content; (D) Use and integrate technology-based supports and interventions as part of the instructional program; and (E) In secondary schools-- <ul style="list-style-type: none"> (1) Increase rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework; (2) Improve student transition from middle to high school through summer transition programs or freshman academies; (3) Increase graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or (4) Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate. 	
14	<p>An LEA may also implement other strategies that extend learning time and create community-oriented schools in the transformation model, such as--</p> <ul style="list-style-type: none"> (A) Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs; (B) Extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff; (C) Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or (D) Expand the school program to offer full-day kindergarten or pre-kindergarten. 	
15	<p>The LEA may also implement other strategies for providing operational flexibility and intensive support in the transformation model, such as--</p> <ul style="list-style-type: none"> (A) Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or (B) Implement a per-pupil school-based budget formula that is weighted based on student needs. 	
16	<p>An LEA with nine (9) or more Tier I and Tier II schools, including both schools that are being served with Cycle 1 TTIPS funds and schools that are eligible to receive Cycle 2 TTIPS funds, may not implement the Transformation Model in more than 50 percent of those schools. For purposes of the Cycle 2 competition, the number of Tier I and Tier II schools an LEA has is based on the number of Tier I and Tier II schools the LEA <u>served</u> through the Cycle 1 competition and the number of additional Tier I and Tier II school in the LEA that are identified as <u>eligible</u> Tier I or Tier II on the State's Cycle 2 eligibility lists.</p>	
<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			
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1	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant.		
2	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Texas School Improvement Conference, and sharing of best practices.		
3	For the LEAs selecting the TEA Designed Models the applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA, SIRC, and/or its subcontractors.		
4	The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the effectiveness of the LEA's curriculum and its alignment with instruction occurring on the campus; assesses progress on student groups' academic achievement at the campus level; and guide instructional decisions by teachers for individual students.		
5	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.		
6	The applicant will provide access for onsite visits to the LEA and campus by TEA, SIRC and its contractors.		
7	The applicant, if selecting the Restart Model, agrees to contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.		
8	The applicant, if selecting the Turnaround Model or Transformation Model (Tiers I and Tiers II only) agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.		
9	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 school leader effectiveness. <ol style="list-style-type: none"> A. Evaluate the effectiveness of the current principal and use the results of the evaluation to determine whether the principal should be replaced, be retained on the campus, or be provided leadership coaching or training. B. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so; C. Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and D. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school based on rigorous, transparent, and equitable evaluation systems for teachers and principals: <ol style="list-style-type: none"> 1. Takes into account data on student growth as a factor as well as other factors such as multiple observation-based assessments of student performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and 2. Are designed and developed with teacher and principal involvement 		

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

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

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Texas Title I Priority Schools Grant, Cycle 2 Schedule #4A—Program Abstract		
Part 1: Grant Eligibility		
<input type="checkbox"/> Tier I Eligible Campus <input type="checkbox"/> Tier II Eligible Campus <input checked="" type="checkbox"/> Tier III Eligible Campus		
Part 2: Grant Program Summary. Provide a brief overview of the program you plan to implement on the campus. Be sure to address fundamental issues such as your local program goals and objectives that align with the RFA purpose and goals, rationale for program design, etc. Address the specific gaps, barriers, or weaknesses to be addressed by the intervention model to be selected. A response to this question must be completed in the original submission regardless of whether the LEA/campus has selected an intervention model at this time or not. Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<p>Yates HS plans to implement the Tier III Transformation model. The design of the model will address student personalization, creation of a Professional Learning Community to ensure sustainability, developing a collegebound culture through a variety of initiatives, recruiting and retaining highly effective teachers, intensive, on-going professional development, and a staff incentive plan after year one. Yates High School has undergone a leadership change. The principal for the 2010-2011 school year is no longer there and has been replaced by the current principal, Marla Sheppard effective June, 2011.</p> <p>The plans for the TTIPS Transformation grant will significantly change the school culture. The core reasoning for the grant is to attract and retain excellence in every component of the school. There are currently 23% of the students in 9th and 10th grade at Yates who do not have enough credits to be reclassified for the next grade level. To address this, a core of Deans will be hired to provide student personalization. Each of the Deans will be responsible for 90-100 students who are in 9th and 10th grade. They will check grades, attendance, test scores to determine need for tutorials, meet and know the family of each child, and communicate with the family regularly regarding the achievement of the child. The goal for this initiative is to provide personalization and timely intervention for all students with a system of accountability so that 100% of the 9th and 10th grade students can remain with their cohort group through 11th grade where the data shows there is no need of intensive personalization. An incentive is available for the Dean who has the highest matrix score for each month to encourage competition.</p> <p>Math and science continue to be deficiencies at Yates. Both have been low for the past 3-5 years. In order to address this issue, students will be given a double-dose of math at the 9th and 10th grades and in science at the 10th grade level. As the level of difficulty of state level assessments continue to increase, student literacy is a concern. To address this, a reading teacher will be added to teach students who need an extra dose of reading to be determined by scale scores on the TAKS ELA test.</p> <p>The development of a professional learning community is the underlying goal of all initiatives to improve teacher effectiveness. Much of the time, effort, and resources will be used to develop and sustain a PLC. Teachers will learn how to use professional protocols to discuss the work. The entire staff will be trained on systems of intervention for the school and develop a schoolwide Pyramid system of Intervention. Staff will also receive training on development of common assessments to better inform instruction. This development of a PLC will be the main ingredient to create sustained results.</p> <p>A comprehensive incentive plan will be made available for reinforcement of the values needed to propel Yates. There will be a principal incentive for implementation of this grant. This will be to ensure the quality of implementation. Incentives will be provided to core area teachers who choose to go and receive a special education endorsement. This is needed so that rigorous instruction can be provided to the special education population at Yates which comprises about 20% of the student body. An incentive plan is also available for teachers based on student achievement, staff attendance, staff obtaining higher education and training to teach advanced placement classes and/or dual-credit classes, and teachers willing to sponsor an academic/competition club (UIL students must actually compete in order to receive incentive).</p> <p>The plans at Yates HS have been developed around timely interventions and personalization of learning for students while developing the adults and holding them accountable for results. Year one of the grant is the development of a PLC coupled with content-area staff development and student engagement strategies to increase student achievement. Year two of the grant focuses on providing differentiation strategies for teachers to reach every learner, and Year 3 provides differentiated staff development based on individual teacher needs to create sustained effectiveness. This will serve as a model for many others to follow.</p>		

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Schedule #4B—Program Description															
Part 1: Comprehensive Needs Assessment															
Section A: Campus Grade Levels															
Type of School	*Number of Students Enrolled in Grade Levels on the Campus to be Served with Grant														
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public School											353	269	271	298	1,182
Open-Enrollment Charter School															0
Total Students:	0	0	0	0	0	0	0	0	0	0	353	269	271	298	1,182
**Current Total Instructional Staff														73	
**Current Total Support Staff														18	
Section B: Data Sources Reviewed or to be Reviewed in the Comprehensive Needs Assessment Process															
1	TAKS														
2	AEIS														
3	PEIMS														
4	Laying the Foundation Data														
5	PSAT														
6	SAT/ACT														
7	Climate Data														
8															
9															
10															

*2010 October Snapshot student numbers

**Enter Current number of Instructional and Support Staff

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Schedule #4B--Program Description				
Part 1: Comprehensive Needs Assessment Cont.				
Section C: Process Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).				
Describe, in detail, the process the LEA and campus followed to identify the needs of the campus.				
<p>To identify the needs of the campus, the following teams were consulted: Shared Decision-Making Committee (SDMC), Instructional Leadership Team (ILT), Project GRAD Support Team, Parent Teacher Organization (PTO), and the staff. Meetings with the five different groups were held at separate times.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top; padding-bottom: 10px;"> <u>ILT Agenda</u> <ol style="list-style-type: none"> 1. TTIPS Grant & Purpose 2. Look at Data 3. Campus Needs Analysis 4. Reflection on Previous Grants & Status 5. Vision Building 6. Additional Concerns </td> <td style="width: 50%; vertical-align: top; padding-bottom: 10px;"> <u>SDMC/PTO/Project Grad/Staff Agenda</u> <ol style="list-style-type: none"> 1. TTIPS Grant & Purpose 2. Look at Data 3. Campus Needs Analysis 4. Additional Concerns </td> </tr> </table> <p>The above agendas were utilized to guide the meetings to address this area. In discussing the grant and its purpose, the grant's milestones were the main focus. After the discussion of the milestones, the teams took a look at all the available data. TAKS Confidential Report, AEIS, PEIMS, Laying the Foundation (LTF), PSAT, SAT/ACT and climate data were the sources of data.</p> <p>From the data sources mentioned, all teams involved in the process identified the following needs were priority to shape the vision of the campus: increase academic performance in mathematics, increase academic performance in reading/ELA, increase academic performance in science, increase the attendance rate, decrease the dropout rate, increase the completion rate, increase the number of student enrolled in PreAP/AP courses that will result in a greater number of AP exams taken, increase the number of college readiness students by increasing the number of students scoring commended performance on TAKS, increase the number of students enrolled in dual credit classes, and increase parental involvement.</p> <p>Once the needs were identified, the teams looked at each model to determine which model would be appropriate to meet the needs of the campus. It was determined that the Tier III Transformation Model was best aligned with the vision and mission of the campus.</p>			<u>ILT Agenda</u> <ol style="list-style-type: none"> 1. TTIPS Grant & Purpose 2. Look at Data 3. Campus Needs Analysis 4. Reflection on Previous Grants & Status 5. Vision Building 6. Additional Concerns 	<u>SDMC/PTO/Project Grad/Staff Agenda</u> <ol style="list-style-type: none"> 1. TTIPS Grant & Purpose 2. Look at Data 3. Campus Needs Analysis 4. Additional Concerns
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Texas Title I Priority Schools Grant, Cycle 2

Schedule #4B—Program Description

Part 1: Comprehensive Needs Assessment Cont.

Section D: Groups of Participants Contributing to the Needs Assessment Process, ensuring Parents and Community Groups were involved in the process.

1	Shared Decision-Making Committee
2	Instructional Leadership Team
3	Project GRAD Support Team
4	Parent Teacher Organization
5	Staff
6	
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	Increase academic performance in math
2	Increase academic performance in reading/ELA
3	Increase academic performance in science
4	Increase the attendance rate
5	Decrease the dropout rate
6	Increase the completion rate
7	Increase the number of students enrolled in PreAP/AP courses and AP exams taken
8	Increase college readiness by increasing the percent of commended performance on TAKS
9	Increase the percent of enrollment in dual credit classes
10	Increase parental involvement

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Texas Title I Priority Schools Grant, Cycle 2 Schedule #4B—Program Description				
Part 2: Project Management				
Section A: LEA (District) Capacity Responses are limited to one page , front side only, with a font size no smaller than 9 point (Arial or Verdana).				
Capacity -- Describe the LEA's capacity to use grant funds to provide adequate resources and related services/support to the campus to implement, fully and effectively, the required activities of the school intervention model selected.				
<p>The Houston Independent School District is committed to utilizing the TTIPS grant funds to provide adequate resources and related services and supports to implement, fully and effectively, the required activities of the school intervention model. Schools within Houston ISD will be given sufficient operational flexibility in order to ensure student success. Principals will choose their own school staff. Additionally, the district will work with the principals to help each school create an appropriate school calendar that supports extended time and learning for the students. Research has proven that there is a strong relationship between extended academic learning time and student achievement (Aronson, Zimmerman, and Carlos, 1998; Rocha, 2007). Schools will also have operational flexibility with their campus based budgets. This operational flexibility within the schools will allow them to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates. The District's Chief Academic Officer and Transformation School Improvement Officer will monitor the ongoing progress and implementation of the following transformation strategies:</p> <table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top; width: 50%;"> <ul style="list-style-type: none"> ▪ Capitalizing on the small schools model for greater personalization between teachers and students ▪ Extended learning time <ul style="list-style-type: none"> ○ Double-block of math, reading, and science ○ Tutorial period within the school day. ▪ Intensive (high dosage) tutoring <ul style="list-style-type: none"> ○ Before school ○ After school ○ Saturdays </td> <td style="vertical-align: top; width: 50%;"> <ul style="list-style-type: none"> ▪ Parental and Community Involvement ▪ Human Capital <ul style="list-style-type: none"> ○ Ongoing professional development for teachers and administrators ▪ Data-driven instruction <ul style="list-style-type: none"> ○ Assessed often ○ Assessments by objectives </td> </tr> </table>			<ul style="list-style-type: none"> ▪ Capitalizing on the small schools model for greater personalization between teachers and students ▪ Extended learning time <ul style="list-style-type: none"> ○ Double-block of math, reading, and science ○ Tutorial period within the school day. ▪ Intensive (high dosage) tutoring <ul style="list-style-type: none"> ○ Before school ○ After school ○ Saturdays 	<ul style="list-style-type: none"> ▪ Parental and Community Involvement ▪ Human Capital <ul style="list-style-type: none"> ○ Ongoing professional development for teachers and administrators ▪ Data-driven instruction <ul style="list-style-type: none"> ○ Assessed often ○ Assessments by objectives
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<p>Additionally, the HISD will provide technical assistance to Yates High School on multiple levels via <u>Central Office Administration</u> including the:</p> <ul style="list-style-type: none"> ▪ Grant Development Department: General grant management and technical assistance in the completion and filing of progress reports with TEA. ▪ Research And Accountability: Assistance in accessing student data for evaluation reports. ▪ Accounting/ Budgeting/Purchasing Departments: Assistance in managing budgets, tracking of expenses, purchases; and completion of periodic financial reports as required by TEA. ▪ Legal Department: Assistance in the development and approval of contracts. ▪ Curriculum Department: Support of curricular enhancements and assistance with the district's online curricular alignment resource. 				

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<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 align="center">Not Applicable</p>		

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<p>Partnership/Involvement of Others – Describe how the LEA/campus consulted with relevant stakeholders (students, staff, parents, community) regarding this application and proposed implementation of the school intervention model.</p>		
<p>To identify the needs of the campus, the following teams were consulted: Shared Decision-Making Committee (SDMC), Instructional Leadership Team (ILT), Project GRAD Support Team, Parent Teacher Organization (PTO), and the staff. The SDMC consisted of the administrative staff (principal and dean of instruction), a counselor, teachers, PTO president and PTO vice president, students and community members. The ILT was comprised of the principal, dean of instruction, counselors, college access coordinator, and department chair persons. The Project GRAD Support Team consisted of all support personnel assigned to the campus employed by Project GRAD. The PTO consisted of the PTO president and vice-president, secretary, and other members.</p> <p>Meetings with the five different groups were held at separate times in order to provide a variety of individuals with diverse perspectives in the plan, design, and implementation of the project.</p> <p>Each will be involved by participating in quarterly advisory committee meetings designed to generate input on the program's progress and make recommendations for modification. Additionally, the parent representative will serve as a liaison to the PTO, ensuring that parents are kept abreast of the progress towards the reform desired from the initial parent surveys is accomplished.</p> <p>The members of the SDMC will monitor the reform implementation and performance of the grant activities during the grant period as indicated in the section entitled Internal Communication, Coordination, and Reporting. The Grant Coordinator will report to the SDMC during the monthly SDMC meetings and the SDMC will serve as the official oversight committee during the duration of the grant. The members will review surveys and provide feedback to the Coordinator to ensure that the model provider is supplying all services in which the campus has contracted services.</p> <p>In quarterly meetings, the advisory committee will provide oversight to the reform activities, review progress reports, recommend program modifications, and serve as a networking resource within the school community.</p>		

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Management of Grant Activities – Describe how the LEA and campus will modify its practices and/or policies, as necessary, to ensure its implementation of the intervention(s) fully and effectively.		
<p>Monitoring of the TTIPS transformation project at Yates High School will occur on several levels. On the most basic level, students will be responsible for monitoring their progress through mechanisms such as six-week portfolios, daily journals, and electronic databases. Content area team leaders, teachers, tutors, and mentors will periodically monitor student progress using student progress checklists, standardized progress reports, preliminary diagnostics, and biweekly post-tests to assess progress. Through daily double-dosing, teachers will also continually monitor and document student achievement as well and schedule intervention needs as required. The interventions will be built into the extended-day to ensure timely impact. Additionally, based on information compiled by the data team, content area team leaders, and teachers, students will be placed in their respective Saturday Academy instructional areas to ensure they receive intensive instruction and monitoring in math and/or reading.</p> <p>The district will hire an external technical assistance provider that will work closely with the campus, administration, SDMC, school faculty, parents, and students. The results of these assessments will be reported monthly to the campus principal, SDMC, and the School Improvement Officer (SIO). The campus principal will compile the results of all assessments, and on a quarterly basis, share these results with the SIO, district administration, SDMC, school faculty, parents, and students. The Instructional Leadership Team (ILT) and the Data Team will also work to provide ongoing monitoring of campus and classroom data to assist in making instructional and organizational decisions and to ensure team goals and interventions are met or exceeded. Content area team leaders will serve as liaisons between the teachers and building principal. They will provide assistance to respective core academic teachers, monitor, and ensure department goals and student interventions as directed by the ILT are met or exceeded. Counselors will regularly monitor their assigned student groups as well and collaborate with teachers and staff to ensure both academic and non-academic interventions are met and documented.</p> <p>A striking element of the research on turnarounds is that successful turnaround leaders use speedy, focused results as a major catalyst to change the organization's culture. This stands in contrast to research about incremental (or "first order") change leaders, who focus on a broader process of cultural change to improve long-term results (Kotter, 1996; Senge, 1990; Waters et al., 2003).</p> <p>The Houston Independent School District will transform identified schools by:</p> <ul style="list-style-type: none"> • Intensive Tutoring During 2011-2012 School Year • Develop World Class Data Management System • Design and Align Curriculum to World Class Standards Including Strong Formative Assessment Process • Implement New School Improvement Plans District wide • Continue to Focus on Placing Quality Teachers in Every Classroom and Quality Principals in Each School • Provide Research Based Training Programs for Teachers and Principals <p>Houston ISD has made a clear commitment to strive for a dramatic departure from the status quo, and the Superintendent and Board Members have signaled the magnitude and urgency of that needed change. Each Secondary campus that fails to make school improvement targets must transform the school and demonstrate improvement within a short timeframe; it does not have the luxury of years to implement incremental reforms.</p> <p>HISD Transformation Tenets for Secondary Schools:</p> <ul style="list-style-type: none"> ▪ Human Capital Development: quality teachers, quality leadership ▪ Data Systems: access to critical data points ▪ Data-Driven Instruction: use of formative and summative assessments every two to four weeks and re-teach when necessary ▪ Tutoring: provide intensive tutoring for students ▪ Culture of High Expectations <p>A change in leadership practices, with a principal knowledgeable about transformational strategies, will demonstrate a new commitment for improvement. The principal can signify change in a number of ways by: a) clarifying expectations for students and faculty, b) initiating a new atmosphere of change on the first day, and c) sending the message that business-as-usual will not be acceptable; everyone needs to regroup. The new principal and staff will participate in specialized training and learn strategies to establish a stronger direction for the school. The staff will concur on the focus or mission of the school, agree upon a set of core beliefs, distribute leadership, institutionalize teams for planning, analyze student progress, coordinate the curriculum with research-based materials, and implement interventions for struggling students.</p>		

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Resource Management – Describe how the LEA/campus will align other resources (federal, state, local, and community) with the school improvement intervention.		
<p>Yates High School will align its intervention efforts with the district's professional development department to provide training when applicable and available. In coordination with the district, Yates High School will implement new teacher and administrator appraisal systems that link evaluation with professional development.</p> <p>Yates High School has additional grant allocations that will provide aligned services that will be used in conjunction with the TTIPS funding to attain progress toward stated goals.</p> <ul style="list-style-type: none"> ▪ 21st Century Grant <ul style="list-style-type: none"> ▫ Extended opportunities for learning ▫ STEM classes to provide support for the academic weaknesses of the students ▫ Tutorials provided daily ▫ Field experiences that enhance schoolwide objectives ▪ Title I, Part A – Regular ▪ Title I, Part A – Parental Involvement ▪ Title II, Part A <p>Yates High School plans to strengthen holistic support to meet student's academic and psycho-social needs by hiring a dedicated social worker to work with students and parents, appointing a teacher to establish club sponsors committee and to increase the amount of field trips, UIL competitions, and academic clubs that students have opportunity to participate in.</p> <p>The district is providing Apex Learning, a digital learning curriculum that is aligned with state standards and will be used for intervention, enrichment, and to provide students opportunity to earn high school credits.</p> <p>In May of 2011, Yates High School began to offer teachers relevant professional development in preparation for implementing data-informed instruction and intervention for the coming school year. The Instructional and Curriculum Specialists, Math coach, and lead teachers will work with teachers in content Professional Learning Communities to track student data.</p> <p>Business Partnerships: Yates High School currently has established written partnership letters with the following organizations: Houston Community College, University of Houston-Downtown, NASA, Project GRAD Houston, Region 4, and Jim Adler & Associates Attornies at Law along with Roland Martin, Correspondent for CNN. These organizations have agreed to work with Yates High School and provide continued support beyond the end of the grant period by assisting with providing help in implementing the dual credit courses on the university campus for Yates students to attend and providing mentoring and support for the students with the most need.</p> <p>Other Grant Opportunities: Yates High School will continue to seek out funding opportunities through other Grant programs. Yates is looking to enhance its Magnet School of Communications through seeking other funding to upgrade equipment and offer more technological media courses.</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' school improvement efforts.		
<p>Houston ISD is committed to the success of all of the students attending each of the campuses struggling to improve academic and behavioral outcomes.</p> <p>The Deputy Chief Academic Officer is responsible for all school operations of the district. She is supported by three Chief School Officers – one each for elementary, middle and high schools. Each chief supervises and supports a group of School Improvement Officers (SIOs). School Improvement Officers are responsible for coaching and supporting the principal and campus leadership of a group of schools, typically 6-10, representing diverse neighborhoods and demographic groups across the city and district.</p> <p>The SIO:</p> <ul style="list-style-type: none"> • Coaches and supports the development of leadership skills for campus principals; • Creates the opportunities, expectations and supports for school leaders to learn and work collaboratively to improve student outcomes; • Works collaboratively to transform central office work practices and district-school relationships to develop and sustain instructional leadership capacity at the campuses; • Secures and aligns necessary district resources including those of the transformation team to support campus leaders, teachers and staff in the implementation of high-yield strategies for instructional and academic improvement; • Represents the unique and urgent needs of the campuses directly to the Chief School Officer of the district and works to identify and remove or overcome any institutional, traditional or procedural barriers to the effective implementation of campus strategies and programs; • Maintains a persistent and public focus on instructional goals that maximize the quality and equity of instruction for all students; • Anchors instructional improvement activities to useful and timely student performance data, evidence and inquiry of various types; • Models instructional leadership thinking and action; • Brokers external resources to support principals' focus on instructional leadership; • Supports principals in the recruitment, selection, training and retention of highly effective teachers; and • Uses best practices in the design of high quality professional learning opportunities and delivery within the context of each administrator's and each teacher's daily work. <p>This SIO has the operational flexibility, resources and direct access to senior district leaders required to lead and support these campuses and to ensure the accomplishment of their student performance goals. Additionally, the HISD will provide technical assistance to Yates High School on multiple levels via <u>Central Office Administration</u> including the:</p> <ul style="list-style-type: none"> ▪ Grant Development Department: General grant management and technical assistance in the completion and filing of progress reports with TEA. ▪ Research And Accountability: Assistance in accessing student data for evaluation reports. ▪ Accounting/ Budgeting/Purchasing Departments: Assistance in managing budgets, tracking of expenses, purchases; and completion of periodic financial reports as required by TEA. ▪ Legal Department: Assistance in the development and approval of contracts. ▪ Curriculum Department: Support of curricular enhancements and assistance with the district's online curricular alignment resource. 		

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Program Continuation and Sustainability – Describe how the LEA will sustain the campus reforms after the funding period ends.		
<p>The strategic intent of the Houston ISD is to transform persistently low performing schools and to close the achievement gap between the economically disadvantaged students and the majority. With that in mind the district is poised to lengthen the school hour, with additional teacher time and rigorous tutorials in the lowest performing high schools as a means of closing this achievement gap. <u>HISD is adopting the lengthened time, rigorous tutorials and parent commitment as a culture in the bid to transform these schools into high achieving, college and career ready life-long learning community.</u></p> <p>The district is committed to finding resources through Title 1, foundations matching grants and other resources to support this new direction in the attempt to transform its low performing schools into schools of choice where students feel safe, valued and can develop relationships with their educators.</p> <p><i>Incorporation of Project activities into district strategic and academic plan</i></p> <p>Mentoring relationships will be established between Exemplar and Targeted Schools to foster best practices and develop relevance and rigor in student activities. Targeted schools will meet regularly in PLCs to examine student work and teacher curriculum delivery with exemplar schools as coaches and mentors. Principals will provide on-going feedback after classroom walk-through to validate learning and to help teachers improve on student learning. New teacher pathways include Principals, district administrators and all teachers new to the district, training-of-trainer (TOT): training incorporated in new teacher in-service to enable teachers to understand the core values of the district.</p> <p>The Houston ISD Board of Education is totally on board with transforming schools to be a benefit to the students. Houston ISD has developed a strategic direction that will guide the best course of action for its students in order to realize the goals outlined by the Board of Education.</p> <p>The objectives of strategic planning process are:</p> <ol style="list-style-type: none"> 1. create a clear picture around efforts to increase student achievement; 2. integrate findings from other ongoing efforts (e.g., The New Teacher Project (TNTP); 3. outline a set of strategic initiatives that enable HISD to meet its goals, assembling current efforts into a single picture and identifying gaps; and 4. determine any adjustments required to current resources both human and financial to support the strategic initiatives. <p>Houston ISD plans to create an implementation and communication plan to support actions and gain alignment from key stakeholders on path forward.</p>		

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External Providers -- Describe how the LEA will recruit, screen, and select external providers to ensure their quality.		
<p>The district's Procurement Services Department is responsible for facilitating the processes governed by state and federal law to ensure best practices and a level playing field, as well as fair and equitable treatment for all suppliers. Through this synergistic effort, both the Supplier and HISD will benefit from working as business partners to strengthen the social and economic foundation of the district and the community at large. The <i>mission</i> of the HISD Procurement Services Department <i>is to ensure the uninterrupted flow of goods and services needed to efficiently operate the district cost effectively</i>. In other words, the right products and services, at the right cost, from the right Supplier, to the right location, at the right time, every time.</p> <p>Procurement Services has the authority to commit district funds for the acquisition of goods and services. Procurement Services is responsible for facilitating the processes governed by state and federal law to ensure best practices, and an equally competitive environment for the purchase of all goods and services. The district purchases a wide variety of goods and services, including but not limited to: (1) Consultants/Professional Services; (2) Construction/Repairs of Facilities; and (3) All other goods and services. <i>The district is required to competitively bid any/all expenditures greater than \$10,000.00 in the aggregate; meaning just about every purchase made by the district.</i></p> <p>BIDS AND PROPOSALS: <u>All expenditures (district-wide) must be competitively bid by the Procurement Services Department, only.</u> Competitive bids are generally solicited either by means of a Request For Proposal (RFP), or a competitive sealed bid (or proposal). While RFP's may result in additional negotiations before a contract award takes place, all bids/proposals should always be prepared with utmost care, providing the bidder's best offer. Contracts awarded as a result of an erroneous offer may result in serious financial loss or other hardship for the bidder. Current bid/proposal solicitations are announced in one or more local newspapers of mass-distribution for two consecutive weeks. They are also posted on the district's Procurement Web site and are physically posted on the district bulletin board in the Hattie Mae White Educational Support Center.</p> <p>Usually, all contracts that require Board of Education approval (\$10,000. or greater) will result in a Master Agreement (contract), against which, one or more purchase orders may reference.</p> <p>MINORITY AND WOMEN BUSINESS ENTERPRISES (M/WBE) PROGRAM: HISD, in keeping with its high standards, good business practices and fiduciary responsibility as a taxpayer supported public entity, continually strives to ensure that all Suppliers have the opportunity to support HISD, and is committed to providing equal procurement opportunities to MWBE Suppliers. HISD defines M/WBE Suppliers as a business enterprise that is at least 51% owned, operated, managed, and controlled by one or more members of the following socially or economically disadvantaged groups: African Americans, Hispanic Americans, Asian/Pacific Island Americans, native American Indians (American Indians, Eskimos, Aleuts, and native Hawaiians), and non-minority women. HISD's minimum MWBE goal is 20% of all purchasing and construction, and 25% for professional services. At the very least, good faith efforts in the use of MWBE's are required by policy in the purchase of:</p> <ul style="list-style-type: none"> • Goods and Nonprofessional Services (General and Subcontractors) • Construction Contract • Professional Services <p>All district Suppliers are asked to commit to the same goals when doing business with their Suppliers. M/WBE seminars are held on the first (business) Monday of each month.</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>Richard Dufour has done significant work in the area of Professional Learning Communities (PLCs). When considering the sustainability of a program, it is necessary for Yates High School to create a PLC. Much of the PLC work originated at Adlai Stevenson High School in Lincolnshire, Illinois. At the beginning of his time at Stevenson HS, there was a system that made learning optional for students. However, after the development of a PLC, all of the data made significant gains. Currently, 98% of their students are collegebound, they have a 95.8% attendance rate, a 96.3% graduation rate, and the average score for the 1,600+ students who took an AP exam was 3.88. Stevenson HS regularly leads in AP participation and is the only high school in Illinois to receive a Blue Ribbon Award for Excellence in Education. The Dean of Student system of management for students that offers a personalized approach to education was created at Stevenson HS. While many of these accomplishments are far from the present state of Yates HS, all of these items are goals for Yates in the near future. The expected outcome of this site visit to Adlai Stevenson HS is for all campus leaders to see the end result of a school that has embodied the PLC concept and created a collegebound culture through student academic readiness and student personalization.</p> <p>The second site visit will be to High Tech High in San Diego, California (HTH). HTH offers a rigorous project-based instructional approach. The projects often combine more than one core subjects/learning objectives helping students to connect learning across disciplines. The main purpose of this site visit is to observe the academic rigor featured coupled with the thematic math, science, and technology. The commended rates on TAKS testing at Yates HS are below the district and state average. Exposing teachers, especially those who teach Pre-AP classes, to the level of rigor introduced at High Tech High will enhance the advanced academics program at Yates.</p> <p>Site visits to other campuses are necessary to provide continuity for our programs based on what other education institutions are accomplishing. To complete this goal, a site visit committee will be created to oversee the process of our campus selections. The committee will access and review pertinent state and federal school documents such as the campus' equivalent to AEIS reports (if it is out of state), their AYP data, and the schools' report cards.</p> <p>The site visit committee <u>will</u> analyze improvement and success rates of the schools in the areas that correspond to Yates High School's campus deficiencies. Those areas are:</p> <ol style="list-style-type: none"> 1. graduation and completion rates 2. attendance rate 3. achievement in assessments 4. student literacy and numeracy 5. staff proficiency and professional development 6. discipline 7. classroom management 8. parental and community involvement. <p>Focus will be on the numbers- where the schools were before the model was implemented and the gains achieved by the campus following the transformation.</p> <p>To ensure the selection process is beneficial and appropriate, Yates High School will make certain the schools and their surrounding</p> <table style="width: 100%;"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> ▪ classroom instruction in a small school setting to document the effectiveness of student learning ▪ emphasis of a college preparatory culture and climate ▪ tutoring sessions ▪ administrative delegation of duties and processes ▪ curriculum used and its impact; method for data collection and usage to drive instruction; strategies for increased parental involvement and community support </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> ▪ course offerings that accommodate student needs (including those in need of targeted interventions) ▪ organizational structure of the school ▪ the overall use of the campus's extended day and year ▪ methodologies used to increase student attendance ▪ techniques to recruit and retain students. </td> </tr> </table>			<ul style="list-style-type: none"> ▪ classroom instruction in a small school setting to document the effectiveness of student learning ▪ emphasis of a college preparatory culture and climate ▪ tutoring sessions ▪ administrative delegation of duties and processes ▪ curriculum used and its impact; method for data collection and usage to drive instruction; strategies for increased parental involvement and community support 	<ul style="list-style-type: none"> ▪ course offerings that accommodate student needs (including those in need of targeted interventions) ▪ organizational structure of the school ▪ the overall use of the campus's extended day and year ▪ methodologies used to increase student attendance ▪ techniques to recruit and retain students.
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<p>Lack of Capacity -- If the LEA is not applying to serve each Tier I school (is not an "in" school) or a "stand-alone" school for each Tier I school), provide a detailed explanation of why the LEA lacks capacity to serve each school. 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>		

Not Applicable

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Part 3: Intervention Model		
Section A: Intervention Model Selection Process		
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 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 checked="" type="checkbox"/> Tier III Transformation <input type="checkbox"/> Texas Early College High School (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 School Improvement Resource Center (SIRC) or other TEA approved technical assistance provider or the LEA/campus will implement its own intervention design within the final requirements of the grant program. (For all campuses.)		
<input type="checkbox"/> TEA Designed Model with Technical Assistance Provided by the School 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 School Improvement Resource Center or other TEA approved technical assistance providers in no way implies or guarantees funding.</i>		
OR		
<input checked="" 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 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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Texas Title I Priority Schools Grant, Cycle 2
Schedule #4B—Program Description

Part 3: Intervention Model

Section B: Model Selection Process –Describe in detail:

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

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

Jack Yates High School will implement the Tier III Transformation model. The basic premises of the program to be implemented at Yates are: 1) A personalized approach to learning, 2) The concept of building a Professional Learning Community (PLC) to achieve sustainability, 3) Creating a college bound culture, 4) Recruiting and retaining highly effective teachers, and 5) Building capacity in the Human Capital to create a high performing, no-excuses culture.

The first premise of this grant is Creating a Personalized Approach to Learning. Yates HS currently has 100 - 9th graders and 45 - 10th graders who are not on track to graduate high school within four years with their cohort. Many of them have failed more than one core content area and are missing credits as a result. Research by the North Carolina Department of Education shows that 9th graders who fail to receive enough credits to move with their cohorts have a significant probability of becoming high school dropouts. The research also shows schools that personalization of learning and schools with 9th grade academies do significantly better. Currently, the completion rate for Yates is 81.3% , the attendance rate is 90.4%, and the dropout rate is 6%. All of these are dismal when comparing to state averages. In order to remedy these indicators, a proactive approach is necessary. Yates HS plans to implement the *Dean of Students* system of student management. The Deans will be paid on a teacher plus monthly stipend pay scale. All 9th and 10th grade students will be assigned a Dean of students with the Dean:Student ratio being 1 Dean per 100 students. Each Dean and student group will be called a "College Cohort" with the college name being voted on by the students who are in the cohort after research on several colleges and universities. Each Dean will be responsible for their 100 students. They have the following responsibilities for the students: a) Student Attendance, b) Daily monitoring of academic progress via GradeSpeed (online gradebook), c) Student tutorial attendance when assigned, d) Student discipline, and e) Parent involvement (monthly communication with parents), and each will be strong in a content area so that they can serve dual functions- as a Dean and tutor to students. The Deans will be expected to make contact with the school the student attended in 8th grade to gather information on the students and place the most at-risk student on "Dean Watch" so that they can receive additional time and support and the teachers can be made aware. The primary goal of this initiative is to ensure that 100% of the students remain on track with their graduating cohorts as 9th and 10th graders. Small reward incentives will be awarded monthly for the Dean/Deans who have the best score based on the following matrix:

<u>Student Attendance</u>		<u>% Failure (grades)</u>		<u>Tutorial Attendance</u>		<u>Student Discipline</u> <u>% w/ ISS-OSS</u>	
96% +	4 points	0- 3%	4 points	90 – 100%	4 points	0 -2%	4 points
95 – 95.9%	3 points	3.1 - 5%	3 points	80 – 89%	3 points	2.1 – 4%	3 points
94 – 94.9%	2 points	5.1 – 7%	2 points	75 – 79%	2 points	4.1 – 6%	2 points
93 – 93.9%	1 point	7.1 – 9%	1 point	70 – 74%	1 point	6.1 – 8%	1 points

This approach parallels the Dean System of Management used at Adlai Stevenson High School in Lincolnshire, Illinois, which has been included as a site visit in this grant.

The second premise of this grant is Creating a Professional Learning Community at Yates HS where adults collaborate regularly to discuss the data and engage in professional dialogue around best practices. It is evident that more work is needed in this area based on the low scores in Math (52% Met Standard), Science (70% Met Standard), and the low percentage of students who have scored commended on either test (all below 10%). Creating Critical Friends groups, offering training on the concept of a Professional Learning Community to staff members, and creating protocols for discussion within Professional Learning Communities will be a priority. Grant funding will be used to assist Yates in creating a strong PLC through taking staff to workshops on PLCs at Work, the Pyramid Response to Intervention, and Building common assessments all presented by Solution Tree Staff Development by Rick Dufour. The goal of this is to create a sustainable system at Yates for years to come.

The third premise is Creating a College Bound Culture at Yates HS. While college exposure is the goal for all 9th and 10th graders, the goal is college readiness and acceptance for the 11th and 12th grade students. Yates HS plans on offering more AP coursework and also providing dual credit earning opportunities for all students. The goal of Yates HS will be to expose at least 80% of the students within the three year window to *at least* one dual credit class and 25% to AP coursework. In order to make this possible, the 9th and 10th graders have to become excited about the idea of attending college. With the assistance of the student activity fund (local/non-grant funds) for Yates HS, cohort college t-shirts will be provided for each "College Cohort" to be worn on Wednesdays. The TTIPS grant will be used to

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Texas Title I Priority Schools Grant, Cycle 2 Schedule #4B—Program Description		
Part 3: Intervention Model		
Section B: Model Selection Process Cont. Responses are limited to three pages , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<p>fund college campus visits once per semester, facilitate college week with a door/hallway decorating contest, ensure that every 9th grader completes a career profile, provide character and career days, and provide PSAT camp for all incoming 10th graders. Funding will be used to host a college reception for the top 50 PSAT performing students along with their parents to introduce them to Tier I colleges and universities and reward them for their achievement. The 9th and 10th grade students will use the TTIPS grant money to incorporate a Science, Technology, Engineering, and Mathematics theme throughout the classes. Four additional math teachers and two additional Science teachers will be needed in order to provide better elective choices. We would like for these teachers to help reduce the class-size ratio and to each teach a STEM elective for the 9th and 10th grade students (Robotics, engineering design, architecture, etc). Each course will be expected to incorporate technology and project-based learning within the classes. Teachers will need training on project-based learning. The grant will fund a site visit to High Tech High School in San Diego, California. This will provide a visual for the teachers. Funding will also be used to create a 21st century technology-rich learning community. Each classroom will be equipped with a basic technology package that includes a SMART Board, LCD projector, document camera, a set of Senteo clickers for immediate response, and each department provided with a laptop cart for student use. In addition, each year, science labs will be updated to provide state-of-the-art science labs for the students.</p> <p>The 11th and 12th grade students will be taken on college visits both inside and outside of the state of Texas. Funding will be used to provide intense workshops on writing college essays, the college application process, fund buses to take parents and students to visit colleges and universities, and to pay for buses to transport students to Houston Community College and University of Houston-Downtown to take dual credit coursework and gain exposure to being on a college campus. Every 11th grader will take the SAT exam by the end of their 11th grade year and be inserviced on how to read the results and what they mean to each student individually. There will be a parent/student banquet for the top 50 scoring students on the SAT so that their parents can come and receive additional information on tier I college opportunities.</p> <p>The fourth premise is <u>Recruiting and Retaining Highly Effective Teachers</u>. Various measures will be used to determine teacher effectiveness such as AP scoring rates, student performance on TAKS/EOC, student growth on EVASS, and certification/college GPA. A hiring bonus will be provided for high-level recruits that fall in any of these categories. A retention bonus will also be provided for the teachers provided that their assigned students have shown favorable results on the state test/ AP exams (80% +) and they have remained at Yates HS through the three years of the grant and have committed to return the fourth year to create a consistent and sustainable program. The students at Yates HS do not receive reading instruction. They only receive English which is supposed to be a course that integrates reading skills in it. However, based on the data and teacher conversations, there are many students who still need to develop reading skills. The grant will recruit 2-3 highly effective reading teachers and provide an additional reading class for the students with lower Lexile scores.</p> <p>The final premise of this transformation is Building <u>Capacity in the Human Capital Through Ongoing Professional Development</u>, job embedded coaching, and conference attendance to explore best practices around the nation. The first year of the grant will be focused on creating a strong professional learning community through dialogue on best practices. Each week, during their common off-periods, teacher will use one day to discuss the pacing calendar and do lesson planning and one day to participate in professional development to be facilitated by the teachers, campus administration, outside contractors, etc. This professional development calendar will be developed by the campus instructional leadership team (ILT). Themes will include, but not be limited to content area strategies, technology training, student engagement, looking at student work, content area literacy, creating common assessments, etc. Funding will be needed to pay contract amounts for workshops, substitute pay, extra duty pay for after-school and Saturday workshops, and travel to and from various conferences around the nation. The second year of the grant will be focused on Differentiating Instruction (DI). Yates HS will have a DI team who will attend the "Differentiated Instruction" Train the Trainers "Institute. Team members will be chosen from each of the disciplines throughout the campus. Their commitment will be to use the PLC time to train the teachers on the various ways to differentiate instruction within their classrooms. The third year of this grant will offer a differentiated approach to professional development for each teacher. Administrators will conference with each teacher to discuss additional areas that they feel they still need to be developed in. The goal of the final year of the grant will be sustainability in the academic program and allowing the campus teacher leaders to lead independently with administrators there for support.</p> <p>There is a comprehensive incentive plan to drastically improve the academic culture of the school within HISD called ASPIRE, which is</p>		

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Texas Title I Priority Schools Grant, Cycle 2

Schedule #4B—Program Description

Part 3: Intervention Model

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

funded by TEA's DATE grant and another federal teacher incentive grant, as well as local district funds. Each teacher will have to develop performance goals for their students at the beginning of the school year. Added to the performance goals will be teacher attendance expectations, teacher professional development hours, academic club sponsorship, and certification to teach AP courses and dual-credit courses. Core content certified teachers will be given opportunities to become special education certified to create a highly effective special education department. Administrators will be required to increase positive student outcomes of the department that they directly supervised. The school principal will ensure the quality of implementation for the grant that will be paid for out of other district incentive grant funds. Likewise, teachers will receive incentives for their success in student growth and achievement from another district source.

In order for Yates HS to see significant gains in student achievement, dropout rates, graduation rates, and attendance, there has to be a cooperative effort between the stakeholders, student buy-in to being college ready and college bound, and parent education on the options for each student. When there is an adult involved (at the school) in every student's life who knows their name and cares about the individual welfare of the child, student success is optimal. This transformation model to be done at Yates HS requires lots of human capital to get the job done. However, this personalized approach will serve as a model to many struggling schools throughout the nation. Lastly, children can never be better until adults are better. The huge emphasis on professional development will only enhance the student learning and create lifelong learners. The Yates HS culture will significantly change within the three years of this grant and the program will be able to sustain itself because of the significant culture change alone!

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Texas Title I Priority Schools Grant, Cycle 2			
Schedule #4B—Program Description			
Part 3: Intervention Model			
Section C: Groups of Participants – List the groups of participants who will actively assisted in the process to select a school intervention model that aligns to the identified needs of the campus.			
1	Shared Decision-Making Committee		
2	Instructional Leadership Team		
3	Project GRAD Support Team		
4	Parent Teacher Organization		
5	Staff		
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7			
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9			
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Texas Title I Priority Schools Grant, Cycle 2

Schedule # 4C—Model Requirements and Timeline

Reform/Improvement Activity Timeline for Implementation

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

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

Reform/Improvement Activity	Begin Date MM/YY	End Date MM/YY	Model Requirement Number	CSF/ Milestone Code
Hire Teacher Interventionists/Deans	8/2011	8/2011	3TR-4, 3TR-9	3B, 7C
"Professional Learning Communities (PLC) at Work" Book Study	8/2011	8/2011	3TR-7	3A, 7B
PLC at Work Institute	8/2011	8/2011	3TR-7	3A, 7B
Lion Camp & Dean Orientation	8/2011	8/2013	3TR-5	5B, 5C
Data-Driven Curriculum Mapping	8/2011	8/2013	3TR-3	1A, 1B, 2B, 4B, 4C
New Appraisal Teacher Training	8/2011	8/2013	3TR-6	7A

Beginning Date: 08/01/2011 Project Ending Date: 06/30/2014

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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	
Avid/Intervention	8/2011	5/2014	3TR-2, 3TR-3	1A, 1C, 2B, 4A	
Monday PLC Focus Meeting	8/2011	6/2014	3TR-2, 3TR-3	1A, 1B, 1C, 2B, 2C, 4C	
Thursday Professional Development (Rotation of Technology Training, Student Engagement, Literacy Strategies, and Instructional Strategies)	8/2011	6/2014	3TR-2, 3TR-7	1A, 3A, 7B	
Instructional Coaching	8/2011	5/2014	3TR-2, 3TR-3	1C, 2A, 2B	
Culturally Responsive Classroom Management Strategies Workshop	8/2011	11/2011	3TR-7	6B	
Shared Decision-Making Committee (SDMC) Monthly Meetings	8/2011	6/2014	3TR-5	2C, 5A, 5B	
Notification of Teacher Retention TTIPS Grant Incentive	9/2011	9/2013	3TR-9	7C	
Parent Teacher Organization Monthly Meetings	9/2011	6/2014	3TR-5	5A, 5B	
Attend Building Common Assessment 2-Day Workshop	9/2011	9/2011	3TR-2, 3TR-3, 3TR-7	1A, 1B, 2B, 3A, 4C, 7B	

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Schedule # 4C—Model Requirements and Timeline						
Reform/Improvement Activity Timeline for Implementation-continued.						
Reform/Improvement Activity	Begin Date MM/YY	End Date MM/YY	Model Requirement Number	CSF/Mile stone Code		
Department Biweekly Data Meetings	9/2011	5/2014	3TR-2, 3TR-3	1A, 1C, 2A, 2B, 2C, 3C, 4C		
Alumni Monthly Meetings	9/2011	5/2014	3TR-5	5A, 5B		
Marsha Tate's Brain-Based Research Workshop	10/2011	10/2011	3TR-7	3A, 7B		
Fall Semester College Day & Spring Semester Career Day	10/2011	5/2014	3TR-5	5C, 6C		
Parent Center	10/2011	5/2014	3TR-5	5C		
Academic Pep Rallies	10/2011	5/2014	3TR-8, 3TR-10	6A, 6B, 6C, 7C		
College Tour	11/2011	5/2014	3TR-5, 3TR-10	5C, 6C		
Financial Aid Workshop	1/2012	2/2014	3TR-5	5C		
Site Visit to Adlai Stevenson High School	3/2012	3/2012	3TR-7	3A, 7B		

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Schedule # 4C—Model Requirements and Timeline						
Reform/Improvement Activity Timeline for Implementation-continued.						
Reform/Improvement Activity	Begin Date MM/YY	End Date MM/YY	Model Requirement Number	CSF/Mile stone Code		
Attend Job Fairs to Recruit Highly Qualified Teachers	4/2012	6/2014	3TR-9	7C		
Site Visit to High Tech High	5/2012	5/2012	3TR-7	3A, 7B		
"Whatever It Takes" Book Study	5/2012	6/2012	3TR-7	3A, 7B		
Top Achieving 50 Students PSAT & SAT/ACT Honor Celebration	5/2012	5/2014	3TR-4, 3TR-10	3B		
Pyramid Response to Intervention Institute	6/2012	6/2012	3TR-7	3A, 7B		
Differentiated Instruction Train the Trainer Conference	6/2012	6/2012	3TR-7	3A, 7B		
High Tech High Summer Institute- Sharing Best Practices	6/2012	8/2012	3TR-7	3A, 7B		
Differentiated Professional Development Activities for all Staff based on Needs not met by above Reform/Improvement Activities	8/2013	6/2014	3TR-7	3A, 7B		
Monthly Principal Leadership Collobative Meetings	8/2011	6/2014	3TR-1	3A		

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Texas Title I Priority Schools Grant, Cycle 2		
Schedule #4D—Performance Assessment and Evaluation		
Part 1: Component Description. By submitting this application, the applicant agrees to comply with any reporting and evaluation requirements that TEA may establish and to submit the reports in the format TEA requests. (Response limited to one page, font size no smaller than 9 pt, Arial or Verdana)		
Section A: Ongoing Monitoring/Continuous Improvement - Describe the LEA/campus' process for providing on-going monitoring of grant activities to ensure continuous improvement		
<p>The proposed project's evaluation plan includes both formative and summative components to ensure ongoing monitoring for continuous improvement. The overall responsibility for implementing the project's evaluation plan, at the campus level, is the responsibility of the Project Administrator. The Project Administrator will work closely with the Houston ISD Research and Accountability Department to facilitate the implementation and monitoring of the proposed project. With the assistance of the Houston ISD Research and Accountability Department, the Project Administrator will report, where appropriate on a quarterly and end-of-year basis, both formative and summative program findings to the Campus Principal and school staff, parents, community members, key partners, the Houston ISD Superintendent of Schools and Board of Trustees, and the Texas Education Agency.</p> <p>The products of the ongoing monitoring and formative evaluation will be used to provide timely, regular, and useful feedback to the district and school community on the success and progress of implementation, as well as to identify areas for needed improvement. The plan for ongoing monitoring for continuous improvement will be based on the stated goals and objectives, as outlined previously. The proposed project's processes will be continually reviewed and improved.</p> <p>In order to ensure that a process for ongoing monitoring for continuous improvement is implemented, the evaluation design will follow an action plan at the campus level that will accomplish the following:</p> <ul style="list-style-type: none"> • Convene regular meetings with staff and other stakeholders for the discussion of monitoring and progress; • Based on these meetings with stakeholders for the discussion of monitoring and progress, program modifications, as needed, will be formulated and implemented; • Surveys will be provided, at regular intervals throughout the grant period, to elicit feedback from students, parents, and other stakeholders; and • For issues that cannot be resolved at the campus level, the Campus Principal will report these challenges, in a timely manner, to the Project Administrator and/or the Superintendent of Schools for quick resolution. <p>The plan will articulate policies and procedures for facilitating ongoing monitoring and continuous improvement will be made available and will be communicated to all staff and stakeholders at the beginning of the project's grant period, as well as made available for reference, at any time, by making a request to the Project Administrator. Overall, the process to ensure ongoing monitoring for continuous improvement will be aligned to the seven Critical Success Factors for TTIPS Cycle 2.</p>		

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Texas Title I Priority Schools Grant, Cycle 2 Schedule #4D—Performance Assessment and Evaluation		
Part 1: Component Description. By submitting this application, the applicant agrees to comply with any reporting and evaluation requirements that TEA may establish and to submit the reports in the format TEA requests. (Response limited to one page, font size no smaller than 9 pt, Arial or Verdana)		
Section 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>The proposed project's evaluation plan includes both formative and summative components. A goal-based approach will be used to evaluate the proposed project. The overall design will implement a multiple-operation framework that will present and clarify, as appropriate, data outcomes to produce a comprehensive evaluation. Quantitative and qualitative methodologies will be used in data collection and analysis, based on which continuous improvement mechanisms that will be implemented. The overall responsibility for implementing the project's evaluation plan, at the campus level, is the responsibility of the Campus Principal and Project Administrator. The Project Administrator will work closely with the Houston ISD Research and Accountability Department to facilitate the implementation of the formative evaluation.</p> <p>The formative evaluation will be conducted to determine if the proposed activities are indeed being implemented, as described in the project's goals and objectives, and whether or not they are contributing to the overall success of the program. Progress reports will be completed by the Campus Principal and the Project Administrator, with the assistance of the Houston ISD Research and Accountability Department, and will be submitted in a timely manner to TEA, as required. The Project Administrator will utilize the goals and objectives to assess the following:</p> <ol style="list-style-type: none"> (1) To what extent are the activities of the proposed program being implemented as planned; (2) To what extent are the objectives of the proposed program being met; (3) To what extent is the quality of the professional development meeting the needs of the teachers and school; (4) To what degree has the proposed program stimulated systemic changes in the teacher knowledge, skills, and practice as it relates to improving the quality of education; (5) To what degree has this program impacted student achievement; and (6) To what extent has parent participation increased? <p>The formative evaluation plan will also assess all grant-related activities, as implemented. The formative evaluation will be aligned to the seven Critical Success Factors for TTIPS Cycle 2. The formative evaluation reports will provide detailed analysis and project findings on the following:</p> <ul style="list-style-type: none"> • Quality, type, and degree of planning, implementation, and evaluation of project activities; • Quality, type, and degree of collaboration with project partners; • Quality and level of communication with and reporting to management on the progress of the project and any problems encountered; • Quality, type, and degree of participatory involvement practiced by the principals, teachers, parents, and, when appropriate, students; • Quality, type, and level of professional development activities; • Quality, type, and level of how well learning time is increased; • Quality, type, and level of how well leadership effectiveness is increased; • Quality, type, and level of how well the use of quality data to drive instruction is increased; • Quality, type, and level of improvement in student academic performance in (but not limited to) Reading, ELA, Math; • Quality, type, and level of improvement in overall school climate; • Quality, type, and level of services actually provided to the targeted population; • Quality and type of curriculum that is utilized; • Quality and type of instruction and how well teacher quality is increased; • Quality of any products or documents developed as part of the project; • Strengths and weaknesses of the project design, implementation, and evaluation; and • Extent to which recommendations for modifying or improving the program as a result of on-going evaluation activities were implemented. 		

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Texas Title I Priority Schools Grant, Cycle 2

Schedule #4D—Performance Assessment and Evaluation

Part 1: Component Description. By submitting this application, the applicant agrees to comply with any reporting and evaluation requirements that TEA may establish and to submit the reports in the format TEA requests. (Response limited to one page, font size no smaller than 9 pt, Arial or Verdana)

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

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

The overall responsibility for implementing the project's evaluation plan for qualitative and quantitative data collection methods, at the campus level, is the responsibility of the Campus Principal and Project Administrator. The Campus Principal will ensure that qualitative and quantitative data is collected for the school. All data, via established, standardized protocols at the participating campus, will be collected, disaggregated, analyzed, and reported by comparing baseline data to demonstrated quantitative and qualitative performances, outcomes and processes within the school for each year of the grant period. Data collection methods will include project records, student records, test results, and survey results – including but not limited to: Student and faculty climate surveys conducted annually; student achievement and test scores reported and evaluated by grading period, semester, and annually; numbers of parents, community members, students and faculty participating in project activities reported annually; and student surveys and evaluation of work-based learning experiences reported by semester. The data collection methods will include data across the seven Critical Success Factors.

How the data will be disaggregated: The quantitative and qualitative data that will be collected, disaggregated, analyzed, and reported, as part of the evaluation plan. Multiple types of data will be collected for the entire grant period, including data for (1) **student performance indicators** (e.g., overall student academic achievement; state assessment test results by subject, and grade level; percentage of students performing at/above grade level by subject area; attendance and promotion rates; and disciplinary referrals); (2) **implementation and program context indicators** (e.g., how well the project is implemented in meeting the goals and objectives on time and within budget, and how well issues are dealt with and resolve as they occur); and (3) **staff development and parent involvement and training indicators** (e.g., what is the impact of the staff development and parent involvement and training). The evaluation plan will both aggregate and disaggregate measures of student academic achievement, by sub-populations of students (i.e., African American, Hispanic, White, Native American, Asian/Pacific Islander, Male, Female, Special Education, Economically Disadvantaged, and Limited English Proficient).

How the results will be used to improve instruction: Based on the evaluations results, the school will be able to use both quantitative and qualitative data findings to improve instruction within the scope of the seven Critical Success Factors. Every three weeks, teacher content teams will administer locally-developed core-subject common assessments based on instructional calendars developed at the beginning of the school year using HISD curriculum as a guide and in agreement with the approved TTIPS application, once selected for funding by TEA. Team leaders, at the school, will share the data obtained from the formative assessments with teachers for review within days of administration. Based on the results, teachers will revise instructional calendars and lessons for re-teaching, when necessary, as well as identifying students in need of targeted assistance. The teachers will then re-assess student performance on the same material, after intervention, to identify whether or not the material was sufficiently learned and to determine effectiveness of intervention strategies.

Attendance and grade data will be collected on the district's grading program, GradeSpeed (which also reports on failure, attendance, and other information regarding student performance in classes). Campus administrators will run these reports each grading cycle to determine failure rates by grade, teacher, subject, ethnicity and other demographic factors relevant to assuring all students are successful. In addition, the school will review discipline data on a weekly basis, while the academic teams and the school's dropout prevention and recovery committee will review each week grade, attendance, and discipline reports to promptly identify students in danger of dropping out or losing credit for classes so that they can intervene in a timely manner. Parents will also be empowered by being informed how to use GradeSpeed to monitor, via a computer with Internet access and by cell phone, their student's academic progress and class attendance rates. Climate surveys will be used to assess how well instruction has improved.

How continuous improvement will result from ongoing data analysis: Data collection methods are designed to elicit continuous feedback and performance assessment from all stakeholders, and to address all strategies and activities related to the project. Depending on the scale level of the data collected, qualitative and/or quantitative analytical procedures may be used to process and present the evaluation findings. Content teams will review all of the data described above as part of the daily PLC discussions. Campus leaders will develop a schedule of data-driven discussions and planning sessions as part of the plan for professional development so that staff review each element of campus and student data weekly or monthly and summatively at the end of each semester. As results are reviewed, each group will report program-level data to campus leaders and the Project Administrator on the progress of implementation of project activities and the level of effectiveness of the initiatives in order to promptly identify any needed adjustment in the implementation of the project plan. The Campus Principal and Project Administrator will report to the campus and district leadership the aggregated results of classroom walkthrough observations, PDAS reports, and student achievement each semester, or as requested.

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Texas Title I Priority Schools Grant, Cycle 2		
Schedule # 4D—Performance Assessment and Evaluation		
Part 2: Process for Development of Performance Goals		
Describe the process used to develop the campus' performance goals. Include the groups participating in the development of the goals. Responses are limited to two pages , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<p>A variety of meetings were held to compose the campus performance goals. The first meeting held was with the instructional leadership team. This team was composed of all of the department chairs, counselors, principal, and Dean of Instruction. In this meeting, the data for the 2010-2011 school year was discussed. The team was asked to scribe what they saw in the data and devise needs to write in the grant. The ILT determined that math performance was a challenge and thus, needed support. The counselors advised the team that the 9th and 10th grade math classes were too large. Since the 9th graders only received 33% passing, lots of support would be needed for them as they enter 10th grade next school year. They also struggle with reading and will need additional support in objective 4, which is the objective that tests higher order thinking skills. Thus, additional blocks of reading are necessary. The next concern was the science achievement (70%). Science is not tested in the 9th grade. The 9th grade students went the entire year with substitutes in science. So, they will definitely need more support in science as 10th graders. All of the teachers agreed that there needs to be more accountability for individual students. The attendance rate is 90.5% for the school year. The Dean/Intervention system of management is necessary so that there can be increased personalization for the students. Another concern for the ILT was the commended rate for students overall. The highest rate for commended performance was 11%. Math was only 3%. The teachers felt that better scheduling needed to happen in order to ensure that all of the students were placed in the right classes. Many could handle the Advanced Placement classes, and should have been placed in there without election. More effort has to be placed on working with higher level students, not just the lower level students.</p> <p>The second meeting was held with the Shared Decision Making Committee (SDMC). When the SDMC viewed the data, the major concern was the recruiting of highly effective teachers. The Special Education population was a concern. The committee believed that more effort needs to be placed on ensuring that the special education co-teachers were knowledgeable in the content areas. An incentive needs to be paid for content area teachers who become special education endorsed. Student incentives are necessary for taking the Advanced Placement tests and scoring 3 or more. Also, the suggestion was made to include buses for the students to be transported to local community colleges to be exposed to college campus and classes. Parents were concerned that the school did not make a large enough effort to educate the parents on the college planning process. Parents also want to visit college campuses with their students. Many parents are not aware of the PSAT/SAT process for college admission. In response, the parents would like to see the school provide more PSAT/SAT preparation classes for the students.</p> <p>The third meeting held was a PTO meeting with several of the parents on the PTO Board. The concern was that Yates provide more checks and balances for the students with a higher level of student personalization. There are many students who attend the school who are pregnant or have had babies. These students need more hands-on assistance from the school because their attendance is irregular. Social services are needed for the school. Thus, many of the PTO members felt that a social worker would be beneficial to the student achievement of many of the students who need extra assistance due to social ills. The other concern mirrored all other stakeholder's concerns- the academic achievement of the students. Several asked for more math, science, and technology electives. The 9th and 10th grade students need more of an emphasis on STEM electives and project-based learning. Parents would like to see the students produce more projects that are similar to those that they would be responsible for in the real world.</p>		

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Texas Title I Priority Schools Grant, Cycle 2		
Schedule # 4D—Performance Assessment and Evaluation		
Part 2: Process for Development of Performance Goals (cont.)		
Describe the process used to develop the campus' performance goals. Include the groups participating in the development of the goals. Responses are limited to two pages , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<p>The last meeting held was the meeting with the Project GRAD team at Yates. They expressed concern regarding creating a collegebound culture at the school for more than just the top 10% students. They wanted to see the students exposed to college from the first. In order to meet this goal, students would have to be exposed to more rigorous teaching at the 9th and 10th grade levels. So, the proposal was for Yates to create an academically strong program with teachers who are trained and who stay at the school. Retention has been a problem at Yates. Teachers are often trained well and decide to leave when other opportunities arise. So, a stipend for retention of those who stay through the period of the grant and continue into the 4th year for purposes of sustainability.</p> <p>The common threads throughout each meeting was a focus on student achievement. Preparing teachers for teaching on a higher level is paramount and addressing the needs for staff development of the teachers is a needed emphasis for this grant. Creating a college bound culture throughout the school is necessary because it currently does not exist. Personalization of the learning environment will serve to assist all students as well. A complete transformation of culture through all of these initiatives can achieve the desired results of all the stakeholders. The TTIPS grant will undoubtedly serve the purpose of increasing student achievement while creating an environment that urges every student to set college as their ultimate goal.</p>		

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Texas Title I Priority Schools Grant, Cycle 2

Schedule # 4D—Performance Assessment and Evaluation

Part 3: Annual Performance Goals – Performance goals should be tied to the activities identified in Schedule # 4C – Part 2-Reform/Improvement Activity Enter the annual goals for student achievement, on both the State's assessments and other measures identified by the LEA, to which the LEA is holding the campus accountable. Each year's progress goal must increase from the prior year. Goals may not be amended or modified at a later date. Each column must be completed.

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/EOC	78	85	90	95
2	Improve Student Achievement in Mathematics (Required)*	TAKS/EOC	53	70	75	80

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

3	Improve Student Achievement in Science	TAKS/EOC	70	75	80	85
4	Improve LEP Student Achievement	TLPAS	46	70	75	80
5	Improve Percent Commended Performance	TAKS/EOC	2	10	15	20

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	Biweekly Data Meeting	Sign-In Sheets	0	15/yr	20/yr	25/yr
2	Common Assessments	Submission of Assessment	0	1/six wks (6)	1/month (10)	1/3 wks (12)
3						
4						

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Texas Title I Priority Schools Grant, Cycle 2

Schedule # 4D—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance (2010)	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Written Administrator Walk-Throughs w/ conference	New Tchr Appraisal System	2/yr	9/yr	18/yr	25/yr
2	Train the Trainer	Sign-In Sheets	0	2/yr	6/yr	10/yr
3	Leader Presentation of Staff Development on Instructional Strategies	Sign-In Sheets with surveys	0	2/yr	4/yr	6/yr
4						
5						

4. Increase Learning Time – Enter the annual goals for increasing learning time on the campus, to which the LEA is holding the campus accountable.

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance (2010)	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase instruction time in Math	Master Schedule/Bell Schedule	225 min/wk	410/wk	420/wk	420/wk
2	Increase instruction time in Reading/ELA	Master Schedule/Bell Schedule	225 min/wk	410/wk	420/wk	420/wk
3	Increase instruction time in Science	Master Schedule/Bell Schedule	225 min/wk	410/wk	420/wk	420/wk
4	Increase time for Tutorials/Intervention	Master Schedule/Bell Schedule	0	180/wk	180/wk	180/wk
5						

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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	Parent-Student College Tour	Sign-In Sheet	0	4	6	8
2	PSAT, SAT/ACT Honor Ceremony	Sign-In Sheet	0	1	1	1
3	Financial Aid Workshops	Sign-In Sheet	0	1	2	2
4	Lion Camp	Sign-In Sheet	0	1	1	1
5						

6.Improve School Climate – Enter the annual goals for improving the school climate, to which the LEA is holding the campus accountable.

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance (2010)	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase Teacher Attendance	Budget	64K for Subs	30K	20K	20K
2	Increase Student Attendance	PEIMS	90.5	92	93	94
3	Increase number of Clubs Offered	Campus Data	12	17	22	27
4						
5						

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Texas Title I Priority Schools Grant, Cycle 2

Schedule # 4D—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance (2010)	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Recruit Core teacher to get Special Education endorsement	Certification	0	3/yr	6/yr	9/yr
2	Recruit at Job Fairs	Job Fair	2	4/yr	4/yr	4/yr
3	Recruit "Teach for America" applicants	TFA Fair	1	2	3	4
4	Differentiated Professional Development	PD Log	4	6/yr	8/yr	8/yr
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	Increase Completion Rate	AEIS	81.6	85	87	89
2	Decrease Dropout Rate	AEIS/PEIMS	6	5.5	5	4.5
3	Increase College Ready Graduates	AEIS	52	60	65	70
4	Increase number of Dual Enrollment Completion	AEIS	19.6	21	23	25
5	Increase AP Offering	Master Schedule	12	15	17	19

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Texas Title I Priority Schools Grant, Cycle 2 Schedule #4E—Program Waivers		
Waiver Requests		
Applicants must check the waivers in which the LEA/campus intends to implement.		
<p><input checked="" type="checkbox"/> Extending the period of availability of school improvement funds.</p> <p><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></p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Note: Since TEA has requested and received a waiver of the period of availability of these school improvement grant funds, this waiver automatically applies to all LEAs in the State and <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.</p> </div> <p><input type="checkbox"/> "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.</p> <p><i>Under this waiver, the LEA with an eligible Tier I or Tier II campus implementing the turnaround model or restart model may have their School Improvement status reset regardless of the actual AYP status and other school improvement interventions, such as School Choice and Supplemental Education Services (SES) would not be applicable. This waiver allows the campus two years to effectively implement the selected turnaround or restart model of reform without additional statutory school improvement interventions being required.</i></p> <p><input type="checkbox"/> Implementing a school wide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.</p> <p><i>This waiver allows a Tier I Title I campus that otherwise does not qualify to operate a Schoolwide program to do so in order to implement the Tier I reform model selected.</i></p>		

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Texas Title I Priority Schools Grant, Cycle 2					
Schedule # 4F—Equitable Access and Participation: Barriers and Strategies					
No Barriers					
#	No Barriers	Students	Teachers	Others	
000	The applicant assures that no barriers exist to equitable access and participation for any groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Barrier: Gender-Specific Bias					
#	Strategies for Gender-specific Bias	Students	Teachers	Others	
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Barrier: Cultural, Linguistic, or Economic Diversity					
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others	
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B08	Seek technical assistance from Education Service Center, Technical Assistance Center, Title I, Part A School Support Team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B09	Provide parenting training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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

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

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Texas Title I Priority Schools Grant, Cycle 2				
Schedule # 4F—Equitable Access and Participation: Barriers and Strategies				
Barrier: Absenteeism/Truancy				
#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K03	Conduct home visits by staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K05	Provide mentor program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community partnerships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or Institution of higher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: High Mobility Rates				
#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L02	Establish partnerships with parents of highly mobile families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Lack of Support from Parents				
#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M03	Recruit volunteers to actively participate in school activities.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, acknowledge in school activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Texas Title I Priority Schools Grant, Cycle 2				
Schedule # 4F—Equitable Access and Participation: Barriers and Strategies				
Barrier: Shortage of Qualified Personnel				
#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide professional development in a variety of formats for personnel.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N06	Collaborate with colleges/universities with teacher preparation programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Lack of Knowledge Regarding Program Benefits				
#	Strategies for Lack of Knowledge regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities & benefits.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P03	Provide announcements to local radio stations & newspapers about program activities/benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Lack of Transportation to Program Activities				
#	Strategies for Lack of Transportation to Program Activities	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q04	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Other Barrier				
#	Strategies for Other Barrier	Students	Teachers	Others
Z99	Other Barrier:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other Strategy:			

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Texas Title I Priority Schools CYCLE 2

Schedule #5—Program Budget Summary

Program Authority:
 P.L. 107-110, Section 1003(g), as amended by ARRA, P.L. 111-5
 CFDA # 84.388A & 84.377A

Fund Code
 ARRA (CFDA# 84.388A): 286
 Regular (CFDA# 84.377A): 276

Project Period: August 1, 2011 through June 30, 2014

		A	B	C	D	E	F	G	H
		Year 1			Year 2		Year 3		TOTAL
Class/Object Code and Description	Pre-Implementation	Program Costs	Admin	Program Costs	Admin	Program Costs	Admin	Program Costs	Total Budget
1 Payroll Costs 5B - 6100		1,157,431		958,903		760,199			\$ 2,876,533
2 Professional and Contracted Services 5C - 6200		107,395		126,395		112,395			\$346,185
3 Supplies and Materials 5D - 6300		2,034		35,000		52,500			\$89,534
4 Other Operating Costs 5E - 6400	18,395	56,882		36,482		25,222			\$136,981
5 Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only)		354,521		288,223		307,278			\$950,022
6 Total Direct Costs	\$18,395	\$1,678,263	\$	\$1,445,003	\$	\$1,257,594	\$		\$4,399,255
7 2.429% Indirect Costs			\$32,600		\$28,098		\$23,083		\$83,781
8 Total Budgeted Costs	\$18,395	\$1,678,263	\$32,600	\$1,445,003	\$28,098	\$1,257,594	\$23,083		4,483,036
9 Total Costs by Year		¹ \$1,729,258		² \$1,473,101		³ \$1,280,677			⁴ \$4,483,036

1—Total Costs for Pre-Implementation and Year 1 may not exceed \$2,000,000.	2—Total Costs for Year 2 may not exceed \$2,000,000.	3—Total Costs for Year 3 may not exceed \$2,000,000.
4—The total requested may not exceed \$6,000,000.		

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

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Texas Title I Priority Schools CYCLE 2									
Schedule #5B--Payroll Costs (6100)									
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	Lower teacher:pupil ratio; Double block math & ELA	6		\$	\$ 316,800	\$ 264,000	\$ 211,200	\$ 792,000
2	Educational Aide								
3	Tutor	Individualized plan (20 hrs/wk)		4		15,000	15,000	15,000	45,000
Program Management and Administration									
5	Data Entry Clerk	Record keeping & assist grant coordinator		1		18,000	18,000	18,000	54,000
LEA and Campus Level Positions									
8	District Shepherd								
9	Project Coordinator	Oversight/Implementation	1			72,500	72,500	72,500	217,500
12	Social Worker		1			50,000	50,000	50,000	150,000
Other Employee Positions (Add additional page if needed)									
14	Title: Teacher Interventionist/Dean		7			385,000	275,000	165,000	825,000
15	Title: Instructional Technologist		1			60,000	60,000	60,000	180,000
18	Subtotal Employee Costs				\$	\$ 917,300	\$754,500	\$ 591,700	\$2,263,500
Substitute, Extra-Duty, Benefits									
		Specify (rate, # of days, etc.)							
19	6112 Substitute Pay	Ongoing Professional Dev for Teacher/Staff				10,000	10,000	10,000	30,000
20	6119 Professional Staff Extra-Duty Pay	Professional Dev for all Teachers during school yr (weekends/after school) & in Summer Months				25,000	25,000	25,000	75,000
22	6140 Employee Benefits					205,131	169,403	133,499	508,033
24	Subtotal Substitute, Extra-Duty, Benefits Costs				\$	240,131	204,403	168,499	613,033
25	Grand Total Payroll Budget (line 18 + line 24)				\$	\$1,157,431	\$958,903	\$760,199	\$ 2,876,533

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Texas Title I Priority Schools CYCLE 2						
Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval						
Expense Item Description	Pre-Implementation	Year 1 Costs	Year 2 Costs	Year 3 Costs	Total Budgeted Amount	
6212 Audit Costs (other than audits required under OMB Circular A-133)	\$	\$	\$	\$	\$	
6269 Specify purpose: Rental or Lease of Buildings, Space in Buildings, or Land						
6299 Specify purpose and provide calculation: Contracted Publication and Printing Costs (specific approval required only for nonprofit charter schools)						
6299 Specify purpose: Scholarships and Fellowships (not allowed for nonprofit charter schools)						
6299 Specify purpose:						
Subtotal	\$	\$	\$	\$	\$	\$

Professional and Consulting Services (6219/6239) Less than \$10,000						
Line #	Topic/Purpose/Service	4,000	9,000	9,000	9,395	Total
1.	Classroom Management Training & Follow-up Visit					12,000
2.	Region IV Instructional Strategies Workshops					27,000
3.	Student Engagement Training					27,000
4.	AIMS Education Foundation: Hands-On Math & Science					28,185
5.						
6.						
7.						
8.						
9.						
10.						
Professional and Consulting Services Less than \$10,000 Subtotal		\$	\$ 31,395	\$ 31,395	\$ 31,395	\$ 94,185

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Texas Title I Priority Schools CYCLE 2							
Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval							
Professional and Consulting Services (6219) Greater than or Equal to \$10,000							
1. Description of Professional or Consulting Service (Topic/Purpose/Service): Include # of days/rate per day							
Brain-based Research on Student Engagement; 3 days/\$5000 per day							
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							
Title: Consultant			\$	\$ 20,000	\$ 10,000	\$ 10,000	\$ 40,000
Subgrants, Subcontracts, Subcontracted Services				15,000	8,500	8,500	32,000
Supplies and Materials				3,500			3,500
Other Operating Costs				1,500	1,500	1,500	4,500
Capital Outlay (Subgrants Only)							
Indirect Cost (%)							
Total Payment to Contractor			\$	\$ 20,000	\$ 10,000	\$ 10,000	\$ 40,000

2. Description of Professional or Consulting Service (Topic/Purpose/Service): Include # of days/rate per day							
Instructional Strategies; 5 days/\$4000 per day							
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							
Title: Consultant			\$	\$ 20,000	\$ 20,000	\$ 20,000	\$ 60,000
Subgrants, Subcontracts, Subcontracted Services				20,000	20,000	20,000	60,000
Supplies and Materials [Note: Price includes all supplies and materials]							
Other Operating Costs							
Capital Outlay (Subgrants Only)							
Indirect Cost (%)							
Total Payment to Contractor			\$	\$ 20,000	\$ 20,000	\$ 20,000	\$ 60,000

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Texas Title I Priority Schools CYCLE 2					
Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval					
Professional and Consulting Services (6219) Greater than or Equal to \$10,000 (continued)					
3. Description of Professional or Consulting Service (Topic/Purpose/Service): <i>Include # of days/rate per day</i> Student Transportation Outside Houston City Limits					
Contractor's Cost Breakdown of Service to be Provided		# Positions	Pre-Implementation	Year 1 Costs	Year 2 Costs
Contractor's Payroll Costs				\$ 36,000	\$ 65,000
Title: COACH USA				\$ 51,000	\$ 152,000
Subgrants, Subcontracts, Subcontracted Services					
Supplies and Materials					
Other Operating Costs				36,000	65,000
Capital Outlay (Subgrants Only)					
Indirect Cost (_____ %)					
		Total Payment to Contractor	\$	\$ 36,000	\$ 65,000
				\$ 51,000	\$ 152,000
4. Description of Professional or Consulting Service (Topic/Purpose/Service): <i>Include # of days/rate per day</i>					
Contractor's Cost Breakdown of Service to be Provided		# Positions	Pre-Implementation	Year 1 Costs	Year 2 Costs
Contractor's Payroll Costs				\$	\$
Title:				\$	\$
Subgrants, Subcontracts, Subcontracted Services					
Supplies and Materials					
Other Operating Costs					
Capital Outlay (Subgrants Only)					
Indirect Cost (_____ %)					
		Total Payment to Contractor	\$	\$	\$
				\$	\$

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Texas Title I Priority Schools CYCLE 2

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

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

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

NOT APPLICABLE

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

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

NOT APPLICABLE

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

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

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

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

NOT APPLICABLE

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		\$	\$	\$	\$	\$
Title:						
Capital Outlay (Subgrants Only)						
Indirect Cost (%)						
Total Payment to Contractor			\$	\$	\$	\$

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

NOT APPLICABLE

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		\$	\$	\$	\$	\$
Title:						
Capital Outlay (Subgrants Only)						
Indirect Cost (%)						
Total Payment to Contractor			\$	\$	\$	\$
Subtotal: Professional and Consulting Services Greater Than or Equal to \$10,000:			\$ 76,000	\$ 95,000	\$ 81,000	\$ 252,000
Subtotal of Professional and Contracted Services Costs Requiring Specific Approval			\$	\$	\$	\$
Subtotal of Professional and Consulting Services or Subgrants Less than \$10,000			\$ 31,395	\$ 31,395	\$ 31,395	\$ 94,185
Subtotal of Professional and Consulting Services Greater than or Equal to \$10,000			\$ 76,000	\$ 95,000	\$ 81,000	\$ 252,000
Remaining 6200- Professional and Contracted Services that do not require specific approval*			\$	\$	\$	\$
Grand Total			\$ 107,395	\$ 126,395	\$ 112,395	\$ 346,185

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

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Texas Title I Priority Schools CYCLE 2							
Schedule #5D - Itemized 6300 Supplies and Materials Costs Requiring Specific Approval							
Expense Item Description		Pre-Implemen tation	Year 1 Costs	Year 2 Costs	Year 3 Costs	Total Budgeted Amount	
6321	Textbooks for Ap/ Dual Credit Classes as they are added	\$	\$ 2,034	\$ 35,000	\$ 52,500	\$ 89,534	
6329	Reading Materials						
6330	Testing Materials						
6399	Technology Hardware- Not Capitalized						
	# Type	Purpose	Quantity	Unit Price			
	1						
	2						
	3						
	4						
6399	Technology Software- Not Capitalized						
	# Type	Purpose	Quantity	Unit Price			
	1						
	2						
	3						
	4						
6399	*						
Total Supplies and Materials Requiring Specific Approval		\$	\$ 2,034	\$ 35,000	\$ 52,500	\$ 89,534	
Remaining 6300- Supplies and Materials that do not require specific approval*		\$	\$	\$	\$	\$	
Grand Total		\$	\$ 2,034	\$ 35,000	\$ 52,500	\$ 89,534	

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

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Texas Title I Priority Schools CYCLE 2						
Schedule #5E - Itemized 6400 Other Operating Costs Requiring Specific Approval						
	Expense Item Description	Pre-Implementation	Year 1 Costs	Year 2 Costs	Year 3 Costs	Total Budgeted Amount
6410	In-state Travel for Employees (includes registration fees)*	\$	\$	\$	\$	\$
6411	Out of State Travel for Employees (includes registration fees) Specify purpose: Various Conferences on PLC and PLC Concepts; Site Visits	18,395	50,442	32,562	20,742	122,141
6412	Travel for Students (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools)		5,880	3,360	3,920	13,160
6413	Specify purpose: College Tours					
	Stipends for Non-Employees (specific approval required only for nonprofit charter schools)					
6419	Specify purpose: Travel for Non-Employees (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools)		560	560	560	1,680
	Specify purpose: College Tours with Student to Enhance Parental Engagement					
	Total 64XX- Operating Costs Requiring specific approval	\$ 18,395	\$ 56,882	\$ 36,482	\$ 25,222	\$ 136,981
	Remaining 6400 - Other Operating Costs that do not require specific approval**	\$	\$	\$	\$	\$
	Grand Total	\$ 18,395	\$ 56,882	\$ 36,482	\$ 25,222	\$ 136,981

*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.

To ensure teachers are working effectively, collaboratively and not in isolation, we have planned several trips to start Professional Learning Communities and teambuilding. Additionally, core teachers will be trained specifically at the national or regional convention in that subject area. To get started with PLCs immediately, pre-implementation money is needed to attend a conference on August 1-3, 2011. The cost of \$18395 includes airfare, hotel, per diem (food), and registration for a team of 15. This is a one-time trip. Other workshops/conferences to attend are AP College Board (a group of 10 cost \$9850 every year which includes airfare, hotel, good, and registration), NSTA Conference (a group of 4 cost \$3700 every year which includes airfare, hotel, good, and registration), NCTM Conference (a group of 4 cost \$3332 every year which includes airfare, hotel, good, and registration), Differentiated Instruction Train the Trainer Institute (the same group of 15 from PLC one year which includes airfare, hotel, good, and registration), Pyramid Response to Intervention Institute (the same group of 15 from PLC conference cost \$17860 for one year which includes airfare, hotel, good, and registration), Building Common Assessments Workshop (a group of 10 cost \$11840 for one year which includes airfare, hotel, good, and registration), and IRA Conference (a group of 4 cost \$3860 every year which includes airfare, hotel, good, and registration)

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)		101912020 County-District -Campus No.					
		School Year 2011-2014		Amendment No.					
Texas Title I Priority Schools, Cycle 2									
Schedule #5G - Itemized 6600/15XX Capital Outlay- Capitalized Assets Regardless of Unit Cost (15XX is for use by Charter Schools sponsored by a nonprofit organization)									
	Description/Purpose	Justification	Unit Cost	Quantity	Pre-Implementation	Year 1 Costs	Year 2 Costs	Year 3 Costs	Total Budgeted Amount
6699/15XX- Library Books and Media (capitalized and controlled by library)									
1			\$	\$	\$	\$	\$	\$	\$
66XX/15XX- Technology Hardware - Capitalized									
2	SMART Board	Student Engagement	1,800	30		18,000	18,000	18,000	54,000
3	Senteo Clickers	Formative Assessment	1,800	20		36,000	18,000	18,000	72,000
4	Apple Desktop	Lab for 9 th & 10 th grade students	16,366	90		49,078.50	49,078.50	98,157	196,314
5	Laser Printer	Student use	1,600	6		3,200	3,200	3,200	9,600
6	Laptops	Teacher use when planning	1,088	75		81,600	0	0	81,600
7	Mobile Cart (Laptop-30)	Engagement/Instruction - students	35,660	5		142,642	71,321	71,321	285,285
8	LCD Projectors	Technology in classroom	700	30		15,000	21,000	14,000	35,000
9	Document Cameras	Engagement/Instruction - students	500	30		15,000	15,000	15,000	45,000
10	Graphing Calculators	Technology initiative	125	400			25,000	25,000	50,000
66XX/15XX- Technology Software- Capitalized									
11	SAT Tutorial	Prepare Students for Exam	40	90			3,600	3,600	7,200
13									
14									
15									
16									
17									
18									
66XX/15XX- Equipment and Furniture									
19	Computer Tables	Computer Lab					10,500	21,000	31,500
20	Internet Drops	Internet Connection in Labs				10,000	10,000	20,000	40,000
25									
26									
27	Capital expenditures for improvements to land, buildings, or equipment which materially increase their value or useful life.								
	Grand Total				\$	\$ 354,521	\$ 288,223	\$ 307,278	\$961,023

SCHEDULE #6A GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2011-2014	 <u>101912</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 School Year 2011-2014	<u>101912</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 School Year 2011-2014	 <u>101912</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 school districts, open enrollment charter schools, and regional education service centers in Texas must comply with the accounting requirements in the Financial Accounting and Reporting (FAR) module of the *Financial Accountability System Resource Guide*, Texas Education Agency (34 CFR 74.21; 34 CFR 80.20; TEA *Financial Accountability System Resource Guide*).
- M. Expenditure Reports:** Contractor shall submit expenditure reports in the time and manner requested by Agency as specified in the instructions to the Standard Application System (SAS) which are incorporated by reference. Unless otherwise specified, interim reports are due to TEA within 15 days after the end of each reporting period. Unless otherwise specified, the final expenditure report is due within 30 days after the ending date of the grant. Revised expenditure reports, where the grantee is claiming additional expenditures beyond that originally requested, must be submitted within 60 days after the ending date of the grant, or as specified in the applicable Program Guidelines.
- N. Refunds Due to TEA:** If Agency determines that Agency is due a refund of money paid to Contractor pursuant to this contract, Contractor shall pay the money due to Agency within 30 days of Contractor's receipt of written notice that such money is due to Agency. If Contractor fails to make timely payment, Agency may obtain such money from Contractor by any means permitted by law, including but not limited to offset, counterclaim, cancellation, termination, suspension, total withholding, and/or disapproval of all or any subsequent applications for said funds.
- O. Records Retention:** Contractor shall maintain its records and accounts in a manner which shall assure a full accounting for all funds received and expended by Contractor in connection with the contract project. These records and accounts shall be retained by Contractor and made available for programmatic or financial audit by Agency and by others authorized by law or regulation to make such an audit for a period of not less than five years from the date of completion of the contract project or the date of the receipt by Agency of Contractor's final claim for payment or final expenditure report in connection with this contract, whichever is later. If an audit has been announced, the records shall be retained until such audit has been completed.
- Contractor understands that acceptance of funds under this contract acts as acceptance of the authority of the State Auditor's office, or any successor agency, to conduct an audit or investigation in connection with those funds. Contractor further agrees to cooperate fully with the State Auditor's Office or its successor in the conduct of the audit or investigation, including providing all records requested. Contractor will ensure that this clause concerning the authority to audit funds received indirectly by subcontractors through Contractor and the requirements to cooperate is included in any subcontract it awards.
- P. Time and Effort Recordkeeping:** For those personnel whose salaries are prorated between or among different funding sources, time and effort records will be maintained by Applicant that will confirm the services provided within each funding source. Applicant must adjust payroll records and expenditures based on this documentation. This requirement applies to all projects, regardless of funding source, unless otherwise specified. For federally funded projects, time and effort records must be in accordance with the requirements in the applicable OMB cost principles.
- Q. Forms, Assurances, and Reports:** Contractor shall timely make and file with the proper authorities all forms, assurances and reports required by federal laws and regulations. Agency shall be responsible for reporting to the proper authorities any failure by Contractor to comply with the foregoing laws and regulations coming to Agency's attention, and may deny payment or recover payments made by Agency to Contractor in the event of Contractor's failure so to comply.
- R. Intellectual Property Ownership:** Contractor agrees that all Works are, upon creation, works made for hire and the sole property of TEA. If the Works are, under applicable law, not considered works made for hire, Contractor hereby assigns to TEA all worldwide ownership of all rights, including the Intellectual Property Rights, in the Works, without the necessity of any further consideration, and TEA can obtain and hold in its own name all such rights to the Works. Contractor agrees to maintain written agreements with all officers, directors, employees, agents, representatives and subcontractors engaged by Contractor for the Contract Project, granting Contractor rights sufficient to support the performance and grant of rights to TEA by Contractor. Copies of such agreements shall be provided to TEA promptly upon request.

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2011-2014	<u>101912</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 School Districts and Nonprofit Organizations: The foregoing Intellectual Property Ownership provisions apply to any school districts, nonprofit organizations, and their employees, agents, representatives, consultants and subcontractors. If a school district or nonprofit organization or any of its subcontractor(s) wish to obtain a license agreement to use, advertise, offer for sale, sell, distribute, publicly display, publicly perform or reproduce the Works, or make derivative works from the Works, then express written permission must first be obtained from the TEA Copyright Office.

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

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

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

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

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

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2011-2014	 101912 County-District No. or Vendor ID.
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- W. Agency Property (terms):** In the event of loss, damage or destruction of any property owned by or loaned by Agency while in the custody or control of Contractor, its employees, agents, consultants or subcontractors, Contractor shall indemnify Agency and pay to Agency the full value of or the full cost of repair or replacement of such property, whichever is the greater, within 30 days of Contractor's receipt of written notice of Agency's determination of the amount due. This applies whether the property is developed or purchased by Contractor pursuant to this contract or is provided by Agency to Contractor for use in the contract project. If Contractor fails to make timely payment, Agency may obtain such money from Contractor by any means permitted by law, including but not limited to offset or counterclaim against any money otherwise due to Contractor by Agency.
- X. Travel Costs:** Amounts authorized for maximum recovery for travel and per diem costs against any state or federal funding source are restricted to those amounts which are approved in the State of Texas Appropriations Bill in effect for the particular funding period. Any amount over this limit must come from local funding sources. Applicant must recover funds at a lesser rate if local policy amounts are less than the maximum allowed by the state. Out-of-state travel may not exceed the federal government rate for the locale. Travel allowances are not allowable costs.
- Y. Funds for Religious Worship, Instruction:** No funds will be used to pay for religious worship, instruction, or proselytization, or for any equipment or supplies for such, or for any construction, remodeling, repair, operation, or maintenance of any facility or part of a facility to be used for religious worship, instruction, or proselytization (34 CFR 76.532 and P. L. 107-110, section 9505).
- Z. Disclosure of Gifts and Campaign Contributions:** The grantee shall file disclosures of gifts and campaign contributions as required by State Board of Education Operating Rule 4.3, which is incorporated as if set out in full. The grantee has a continuing obligation to make disclosures through the term of the contract. Failure to comply with State Board of Education Operating Rule 4.3 is grounds for canceling the grant.
- AA. Submission of Audit Reports to TEA:** Grantees which are public school districts and open enrollment charter schools agree to submit the required annual audit report, including the reporting package required under OMB Circular A-133, if an audit is required to be conducted in accordance with OMB Circular A-133, to the TEA Division of School Financial Audits in the time and manner requested by the Agency.
- Grantees which are **nonprofit organizations (other than charter schools) and universities/colleges** that expend \$500,000 or more total in federal awards in any fiscal year and are thus required to conduct a Single Audit or program-specific audit in accordance with the requirements in OMB Circular A-133, agree to submit a copy of such audit to TEA when the schedule of findings and questioned costs disclosed audit findings relating to any federal awards provided by TEA. A copy of such audit shall also be submitted to TEA if the summary schedule of prior audit findings reported the status of any audit findings relating to any federal awards provided by TEA.
- A **nonprofit organization or university/college grantee** shall provide written notification to TEA that an audit was conducted in accordance with OMB Circular A-133 when the schedule of findings and questioned costs disclosed no audit findings related to any federal awards provided by TEA or when the summary schedule of prior audit findings did not report on the status of any prior audit findings related to any federal awards provided by TEA. Nonprofit organizations (other than charter schools) and universities/colleges shall submit the audit report to the TEA Division of Discretionary Grants. Audit reports must be submitted to TEA within 30 days of receipt of the report from the auditor. Failure to submit a copy of the audit to TEA could result in a reduction of funds paid to the grantee, a refund to TEA, termination of the grant, and/or ineligibility to receive additional grant awards from TEA.
- BB. Federal Rules, Laws, and Regulations That Apply to all Federal Programs:** Contractor shall be subject to and shall abide by all federal laws, rules and regulations pertaining to the contract project, including but not limited to:
- 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 School Year 2011-2014	<u>101912</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 school or school system, or for the transportation of students or teachers (or for the purchase of equipment for such transportation) in order to carry out a plan of racial desegregation of any school or school system (20 USC 1228).
 5. **Direct Financial Benefit:** Contractor certifies that funds expended under any federal program will not be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization [20 USC 1232(b)(8)].
- EE. Payment for Services:** Payment for service(s) described in this Contract is contingent upon satisfactory completion of the service(s). Satisfaction will be determined by TEA's Project Administrator, in his sole discretion but in accordance with reasonable standards and upon advice of his superiors in TEA, if necessary.
- FF. Family Code Applicability:** By signing this Contract, Contractor, if other than a state agency, certifies that under Section 231.006, Family Code, that Contractor is not ineligible to receive payment under this Contract and acknowledges that this Contract may be terminated and payment may be withheld if this certification is inaccurate. TEA reserves the right to terminate this Contract if Contractor is found to be ineligible to receive payment. If Contractor is found to be ineligible to receive payment and the Contract is terminated, Contractor is liable to TEA for attorney's fees, the costs necessary to complete the Contract, including the cost of advertising and awarding a second contract, and any other damages or relief provided by law or equity.
- GG. Interpretation:** In the case of conflicts arising in the interpretation of wording and/or meaning of various sections, parts, Appendices, General Provisions, Special Provisions, Exhibits, and Attachments or other documents, the TEA Contract and its General Provisions, Appendices and Special Provisions shall take precedence over all other documents which are a part of this contract.
- HH. Registered Lobbyists:** No state or federal funds transferred to a contractor/grantee may be used to hire a registered lobbyist.

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2011-2014	101912 <hr/> County-District No. or Vendor ID.
Texas Title I Priority Schools, Cycle 2		

- II. Test Administration and Security:** This contract is executed by Agency subject to assurance by Contractor that it has at all times been and shall remain in full compliance with Title 19, Texas Administrative Code Chapter 101, and all requirements and procedures for maintaining test security specified in any test administration materials in the possession or control of Contractor, or any school, campus, or program operated by Contractor. Notwithstanding any other provision in this contract or any other document, this contract is void upon notice by Agency, in its sole discretion, that Contractor or any school, campus, or program operated by Contractor has at any time committed a material violation of Title 19, Texas Administrative Code Chapter 101, or any requirement or procedure for maintaining test security specified in any test administration materials in the possession or control of Contractor, or any school, campus, or program operated by Contractor. Expenditures and/or activities for which Contractor may claim reimbursement shall not be accrued or claimed subsequent to receipt of such notice from Agency.
- JJ. Social Security Numbers:** Social Security numbers will not be provided by TEA as a part of this agreement. TEA is not requiring or requesting school districts or other grantees to provide Social Security numbers as a part of this agreement.
- KK. Student-identifying Information:** Contractor agrees that in executing tasks on behalf of TEA, Contractor will not use any student-identifying information in any way that violates the provisions of FERPA and will destroy or return all student-identifying information to TEA within thirty (30) days of project completion.
- LL. High-Risk Status, Special Conditions, and Enforcement Actions:** Pursuant to the provisions in 34 CFR 80.12 and 74.14, a grantee may be identified by TEA as high-risk if the grantee has a history of unsatisfactory performance; is not financially stable; has a financial management system that does not meet federal financial management standards or the requirements in TEA's Financial Accounting and Reporting (FAR) module; has not conformed to terms and conditions of previous awards; or is otherwise not responsible. TEA may impose one or more special conditions or restrictions on a high-risk grantee, including payment on a reimbursement basis; withholding authority to proceed to the next phase until receipt of evidence of acceptable performance within a given funding period; requiring additional, more detailed financial reports; additional project monitoring; requiring the grantee to obtain technical or management assistance; establishing additional prior approvals; or other conditions that may be legally available. A grantee identified as high-risk will be notified in writing by TEA of the special conditions imposed and the process for removing the high-risk status and special conditions.

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

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

Rev. 05/2010

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

SCHEDULE #6 B Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	TEXAS EDUCATION AGENCY Standard Application System School Years 2011-2014	<u>101912020</u> County-District-Campus No.
Texas Title I Priority Schools Grant, Cycle 2		

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.11.

Terms defined: As used in these Provisions and Assurances

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

SCHEDULE #6B Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	TEXAS EDUCATION AGENCY Standard Application System School Years 2011-2014 Required for all federal grants regardless of the dollar amount	<u>101912020</u> County-District-Campus No.
Texas Title I Priority Schools Grant, Cycle 2		

6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled ***Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions***, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Non-procurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

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

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

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

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

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

SCHEDULE #6C. Lobbying Certification	TEXAS EDUCATION AGENCY Standard Application System School Years 2011-2014 Required for all federally funded grants greater than \$100,000.	<u>101912020</u> County-District-Campus No.
Texas Title I Priority Schools Grant, Cycle 2		

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

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

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

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

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

11/89
 03/90

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

SCHEDULE #6D -

Disclosure of Lobbying Activities

TEXAS EDUCATION AGENCY**Standard Application System****School Years 2011-2014**101912020

County-District-Campus No.

Texas Title I Priority Schools Grant, Cycle 2

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

Federal Program:

Name:

1. Type of Federal Action☐

- a. Contract
b. Grant

2. Status of Federal Action:☐

- a. Bid/Offer/Application
b. Initial award
c. Post-award

3. Report Type:☐

- a. Initial filing
b. Material change

For Material Change Only:

Year: _____

Quarter: _____

Date of last Report: _____

4. Name and Address of Reporting Entity:☐

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**
(if individual, last name, first name, MI):**10. b. Individuals Performing Services** (including address if different from No. 10a; last name, first name, MI):

(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 #6ENCLB ACT PROVISIONS &
ASSURANCES**TEXAS EDUCATION AGENCY****Standard Application System****School Years 2011-2014**101912020

County-District-Campus No.

Texas Title I Priority Schools Grant, Cycle 2

The following special provisions apply to all programs funded under the Elementary and Secondary Education Act, as amended by P. L. 107-110, No Child Left Behind (NCLB) Act of 2001. By signing Schedule #1 of this SAS, the applicant is assuring it is in compliance with the following provisions:

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

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2011-2014	<u>101912020</u> County-District-Campus No.
Texas Title I Priority Schools Grant, Cycle 2		

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

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2011-2014	 <u>101912020</u> County-District-Campus No.
Texas Title I Priority Schools Grant, Cycle 2		

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

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2011-2014	<u>101912020</u> County-District-Campus No.
Texas Title I Priority Schools Grant, Cycle 2		

4. Highly Qualified:

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

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

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6. Professional Development includes activities that:

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

7. Scientifically Based Research:

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

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

8. Teacher Mentoring: Activities that-

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

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

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

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

Revised 03/03

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

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Federal Statutory Requirements

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

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

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

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individual students.

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

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

Statutory Program Assurances

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

TEA Program Assurances

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

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

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Texas Title I Priority Schools Grant, Cycle 211) An LEA **may** also implement comprehensive instructional reform strategies, such as--

- A. Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;
- B. Implement a school wide "response-to-intervention" model;
- C. Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;
- D. Use and integrate technology-based supports and interventions as part of the instructional program; and
- E. In secondary schools--
 - 1) Increase rigor by offering opportunities for students to enroll in advanced coursework (such as advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;
 - 2) Improve student transition from middle to high school through summer transition programs or freshman academies;
 - 3) Increase graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or
 - 4) Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.

12) An LEA **may** also implement other strategies that extend learning time and create community-oriented schools, such as--

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

13) The LEA may also implement other strategies for providing operational flexibility and intensive support, such as--

- A. Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or
- B. Implement a per-pupil school-based budget formula that is weighted based on student needs.

14) The LEA/campus assures TEA that data to meet the following federal requirements will be available and reported as requested.

- a. Number of minutes within the school year.
- b. Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup.
- c. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes. (High Schools Only)
- d. College enrollment rates. (High Schools Only)
- e. Teacher Attendance Rate
- f. Student Completion Rate
- g. Student Drop-Out Rate
- h. Locally developed competencies created to identify teacher strengths/weaknesses
- i. Types of support offered to teachers
- j. Types of on-going, job-embedded professional development for teachers
- k. Types of on-going, job-embedded professional development for administrators
- l. Strategies to increase parent/community involvement
- m. Strategies which increase student learning time

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In addition to the standard terms of award, all funding provided under the Recovery Act will be subject to the provisions, assurances and conditions for American Recovery and Reinvestment Act of 2009 (ARRA or Recovery Act). **The applicant understands that failure to comply with one or more of these provisions and assurances may result in the Texas Education Agency (TEA) taking one or more enforcement actions authorized in Title 34 of the Code of Federal Regulations (CFR) §§ 74.62 and 80.43.**

Terms defined:

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

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

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

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

GRANTEE – the subrecipient of TEA and applicant of funds.

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

B. Period of Availability and Encumbrances/Obligations: Unless otherwise specified in the Notice of Grant Award (NOGA), all funds are effective from the beginning date specified on the Notice of Grant Award (NOGA) through June 30, 2014. Carryover of funds will not be available beyond that date. Unobligated/unexpended funds will be returned to the Department of Treasury. The paragraph in the General Provisions pertaining to Encumbrances and Obligations applies as follows:

Encumbrances/Obligations and Liquidations: All encumbrances/obligations shall occur on or between the beginning and ending dates of the contract. All goods must be received and all services rendered between the beginning and ending dates of the contract. The contractor must liquidate (record as an expenditure) all obligations (encumbrances) incurred under the contract no later than 30 days after the ending date of the contract, to coincide with the submission of the final expenditure report, due 30 days after the ending date of the contract. In no manner shall encumbrances be considered or reflected as accounts payable or as expenditures, and an encumbrance cannot be considered an expenditure or accounts payable until the goods have been received and the services have been rendered. Obligations that are liquidated and recognized as expenditures must meet the allowable cost principles in OMB Circular A-87, A-21, or A-122 (as applicable) and program rules, regulations, and guidelines contained elsewhere. This applies to all grant programs, including state and federal, discretionary and formula.

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

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

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

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

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

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

- 1. School-by-School Listing of Per-Pupil Educational Expenditures:** Each local educational agency that receives ARRA funds for use under Title I Part A funds (including Title I Part A Improving Basic Programs and Title I SIP Academy Grant) must file with the TEA, no later than December 1, 2009, a school-by-school listing of per-pupil educational expenditures from State and local sources during the 2008-2009 academic year. The format for collecting this information has not yet been determined by TEA. Subsequent instructions will be provided to grantees for reporting this information. By submitting this application, the grantee agrees to submit this information in the time, form, and manner requested by TEA. TEA must report the information to the Secretary of Education by March 31, 2010 (ARRA, Title VIII, Department of Education, Education for the Disadvantaged).
- 2. Separate Tracking and Monitoring of ARRA Funds:** ARRA funds must be separately tracked and monitored independently of any non-Recovery Act funding. Funds shall not be commingled with non-Recovery Act funds. Grantees must submit certain information to TEA in order for TEA to comply with quarterly reporting requirements established in Section 1512 of the Recovery Act. Recovery Act-related reporting requirements are incorporated as a special condition of this award.
- 3. Quarterly Reporting for ARRA:** Not later than 10 calendar days after the end of each calendar quarter, TEA and any other **direct** recipient of ARRA funds must report to the U.S. Department of Education with regard to recovery funds received in accordance with number 4 below (Section 1512[c]). (A "direct recipient" is a state agency or any entity that applies for and receives funds **directly** from a federal government agency.) TEA must obtain certain information from grantees in order to comply with this reporting requirement. By submitting this application, the grantee agrees to submit information to TEA in the time, form, and manner requested.

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

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

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

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

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

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

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

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

1. **Examination of Records:** The Comptroller General of the United States and any of its employees, contractors, agents, representatives, or designees, may examine any records related to obligations and use by any state or local government of funds made available under ARRA. (Section 901[b]).
2. **Access of Government Accountability Office (GAO):** Each contract and each subcontract awarded using funds made available under ARRA shall provide that the Comptroller General of the United States and his representatives are authorized to examine any records of the contractor or any of its subcontractors, or any State or local agency administering such contract, that directly pertain to, and involve transactions relating to, the contract or subcontract and to interview any officer or employee of the contractor or any of its subcontractors, or of any State or local government agency administering the contract, regarding such transactions (Section 902).
3. **Reviews by Inspector General:** The Inspector general of the U.S. Department of Education shall review, as appropriate, any concerns raised by the public about specific investments using funds made available in this Act. Any findings of such reviews shall be relayed immediately to the Secretary of Education. In addition, the findings of such reviews, along with any audits conducted by any inspector general of ARRA funds, shall be posted on the inspector general's website and linked to the recovery.gov website, except that portions of reports may be redacted to the extent the portions would disclose information that is protected from public disclosure under sections 552 and 552a of Title 5, United States Code (Section 1514).
4. **Access of Offices of Inspector General to Certain Records and Employees:** With respect to each contract or grant awarded using ARRA funds, any representative of an Inspector General of the U.S. Department of Education or other appropriate federal agency is authorized to examine any records of the contractor or grantee, any of its subcontractors or subgrantees, or any State or local agency administering such contract, that pertain to, and involve transactions relating to, the contract, subcontract, grant, or subgrant, and to interview any officer or employee of the contractor, grantee, subgrantee, or agency regarding such transactions (Section 1515).
5. **Recovery Accountability and Transparency Board:** Section 1521 of the ARRA establishes the Recovery Accountability and Transparency Board to coordinate and conduct oversight of ARRA funds to prevent fraud, waste, and abuse. The Board shall submit "flash reports" on potential management and funding problems that require immediate attention; quarterly reports; and annual reports to the President and Congress, including the Committees on Appropriations of the Senate and House of Representatives, summarizing the findings on the use of ARRA funds. The Board may conduct its own independent audits and reviews of ARRA funds. All reports shall be made publicly available on the www.recovery.gov website established by the Board. See paragraphs J and K below with regard to reports of suspected fraud or abuse (Sections 1523 and 1524).
6. **Recovery Independent Advisory Panel:** Section 1541 of the ARRA establishes the Recovery Independent Advisory Panel to make recommendations to the Recovery Accountability and Transparency Board on action the Board could take to prevent fraud, waste, and abuse relating to ARRA funds.

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

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

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

1. **Combining ARRA Funds on a Schoolwide Program:** Unless otherwise stated in the Program Guidelines, ARRA funds are permitted to be used on a Title I Part A schoolwide Campus/Program. Funds may be combined with other funding sources, but grantees still must be able to identify precisely the items of obligation and expenditure for ARRA reporting. You must also be able to report the types and number of jobs that were created or saved with ARRA funds.
3. **Special Contracting Provisions:** To the maximum extent possible, contracts funded under the ARRA shall be awarded as fixed-price contracts through the use of competitive procedures. A summary of any new contract awarded with ARRA funds that is not fixed-price and not awarded using competitive procedures shall be posted in a special section of the www.recovery.gov website established by the Recovery Accountability and Transparency Board (Section 1554).
4. **Use of Funds for Certain Expenditures Prohibited:** ARRA funds shall not be used for any casino or other gambling establishment, aquarium, zoo, golf course, or swimming pool (Section 1604).
5. **Use of Funds for Construction Prohibited:** Unless specifically authorized in the applicable program statute, regulations, guidelines, Request for Application (RFA), TEA Standard Application System (SAS), the approved grant application, or other written authorization, none of the ARRA additional formula funds shall be used for construction, remodeling, or renovation.
6. **Buy American - Use of American Iron, Steel, and Manufactured Goods:** If construction is allowed and approved pursuant to the previous paragraph pertaining to "Use of Funds for Construction Prohibited", none of the funds may be used for the construction, alteration, maintenance, or repair of a public building or public work unless all of the iron, steel, and manufactured goods used in the project are produced in the United States unless waived by the Secretary of Education (Section 1605).

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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.
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