

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____ by telephone/e-mail/FAX on _____ by _____ of TEA.	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	Edinburg CISD Organization Name	108904 County-District#
		Johnny G. Economedes Campus Name	002 Campus Number
		74-6000715 9-Digit Vendor ID#	01 ESC Region
		NOGA ID# (Assigned by TEA)	Amendment #

Texas Title I Priority Schools Grant

Schedule #1 - General Information

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

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

Project Beginning Date: 08/01/2010

Project Ending Date: 06/30/2013

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

Tier I Tier II Tier III

Part 1: Index to the Application

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

Sch No.	Schedule Name	Application	
		New	Amend
1	General Information	X	X
3	Purpose of Amendment	NA	<input type="checkbox"/>
4	Program Requirements	X	<input type="checkbox"/>
4A	Program Abstract	X	<input type="checkbox"/>
4B	Program Description	X	<input type="checkbox"/>
4C	Performance Assessment and Evaluation	X	<input type="checkbox"/>
4D	Equitable Access and Participation	X	<input type="checkbox"/>
5	Program Budget Summary	X	<input type="checkbox"/>
5B	Payroll Costs 6100	X	X
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	X	<input type="checkbox"/>
6E	NCLB Provisions and Assurances	X	NA
6F	Program-Specific Provisions and Assurances	X	NA

Certification and Incorporation

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

Authorized Official

Typed First Name	Initial	Last Name	Title
Dr. Rene		Gutierrez	Superintendent
Phone	Fax	Email	Signature/Date Signed (blue ink preferred)
(956)289-2300	(956)383-3576	Rene.gutierrez@ecisd.us	

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

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

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Texas Title I Priority Schools Grant
Schedule #1—General Information

Part 2: List of Required Fiscal-Related Attachments and Assurances

For competitive applications, the application will not be reviewed and scored if any of the required attachments do not accompany the application when it is submitted. Applicants will not be permitted to submit required attachments, or any revisions to those required attachments, after the closing date of the grant. Attach all required attachments to the **back** of the application as an appendix.

1 <input type="checkbox"/> N/A	Proof of Nonprofit Status
	Required for all open-enrollment charter schools sponsored by a nonprofit organization: Check box to indicate that proof of nonprofit status is attached. (See Part 1: General and Fiscal Guidelines and Part 3: Schedule Instructions for acceptable proof.)
2 <input checked="" type="checkbox"/>	Assurance of Financial Stability
	Required for all independent school districts, open-enrollment charter schools, and education service centers: Check box to indicate assurance that audit requirements have been met. All public school districts, open-enrollment charter schools, and education service centers must be in compliance with submitting the required annual audit for the immediate prior fiscal year to TEA in the time and manner requested by TEA, and the audit must be determined by the TEA Division of Financial Audits to be in compliance with the applicable audit standards. TEA reserves the right to ensure that all applicants are deemed by TEA to be financially stable at the initial time of preliminary selection for funding to receive a grant award. The TEA Division of Financial Audits will determine financial stability based on the required annual audit for the immediate prior fiscal year.
3 <input checked="" type="checkbox"/>	Assurance of Submittal of Reviewer Information Form
	Required for all applicants: Check box to indicate assurance that reviewer information form will be submitted. All applicants are required to complete the Reviewer Information Form and to submit it online by Thursday, May 6, 2010 . (See Part 2: Program Guidelines, "Reviewer Information Form," for instructions on how to access and submit the form.)

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**Texas Title I Priority Schools Grant
Schedule #1—General Information**

Part 3: Applicant Information

Local Educational Agency (LEA) Information

LEA Name				
ECISD				
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code
PO Drawer 990		Edinburg	Texas	78540-0990
U.S. Congressional District Number	Primary DUNS Number	Central Contractor Registration (CCR) CAGE Code	NCES Identification Number	
Tx-15	078485455	4B2A0	4818180	
Campus Name			County-District Campus Number	
Johnny G. Economedes High School			108904-002	
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code
1414 N. Alamo Rd		Edinburg	Texas	78542

Applicant Contacts

Primary Contact				
First Name	Initial	Last Name	Title	
Maria	L.	Guerra	Asst. Supt. For I.S.S.	
Telephone	Fax	Email		
(956)289-2300	(956)385-3346	ml.guerra@ecisd.us		
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code
P O Drawer 990		Edinburg	Texas	78540-0990
Secondary Contact				
First Name	Initial	Last Name	Title	
Ronaldo		Cavazos	Dir. of Federal Programs	
Telephone	Fax	E-mail		
(956)289-2300	(956)316-3728	r.cavazos@ecisd.us		
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code
P O Drawer 990		Edinburg	Texas	78540-0990

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Texas Title I Priority Schools Grant

Schedule #4—Program Summary and Application Requirements

Part 1: Grant Program Information;

Summary of Program: Purpose and Goals

School Improvement Grants, authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA) as amended by ARRA, are grants, through the Texas Education Agency, to local educational agencies (LEAs) for use in Title I schools identified for improvement, corrective action, or restructuring and other eligible campuses that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of their students so as to enable the schools to make adequate yearly progress and exit improvement status. Under the final requirements, as amended through the interim final requirements published in the Federal Register in January 2010 school improvement funds are to be focused on each State's "Tier I" and "Tier II" schools.

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

In the Tier I and Tier II schools an LEA chooses to serve, the LEA must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model.

Allowable Activities

Tier I and Tier II Grantees

- Grantees must expend grant funds for the required activities delineated for the selected intervention model as defined in the final federal regulations.
- Grantees may expend grant funds for the permissible activities delineated for the selected intervention model as defined in the final federal regulations.
- Grantees may expend grant funds for other school improvement activities deemed needed to address identified needs not addressed by the intervention model selected.

Tier III Grantees

- Tier III grantees may select one of the four intervention models in the federal regulations or the state's Tier III Transformation Model.
- If selecting one of the four models in the federal regulations, grantees must expend grant funds for the required activities delineated for the selected intervention model as defined in the final federal regulations. Grantees may expend grant funds for the permissible activities delineated for the selected intervention model as defined in the final federal regulations.
- Grantees may expend grant funds for other school improvement activities deemed needed to address identified needs not addressed by the intervention model selected.

In addition, a Tier I, Tier II, Tier III grantee campus that has implemented, in whole or in part, either the Turnaround, Restart, or Transformation models within the last two years may continue or complete the implementation of the intervention model with the TTIPS grant funds. For example, if a grantee campus has replaced its principal within the last two years, the LEA/campus will not be required to hire another new principal. An LEA/campus that receives TTIPS SIG funds in accordance with this flexibility must fully implement the selected model as required by the final federal requirements. In other words, if the school had been implementing the model only in part, it must use the funds it receives to expand its implementation so that it fully complies with the federal regulatory requirements.

The detailed required and permissible activities for each intervention model, as defined in the final federal regulations are listed on Schedule #4—Program Requirements and are incorporated by reference herein.

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Texas Title I Priority Schools Grant
Schedule #4—Program Requirements

Part 2: Statutory Requirements

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

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Texas Title I Priority Schools Grant
Schedule #4—Program Requirements

Part 2: Statutory Requirements

#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described
14	Applicant provides assurance that it will establish annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final federal requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the TEA) to hold accountable its Tier III schools that receive grant funds.	Program Assurances
15	Applicant provides assurance that it will, if it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization (CMO), or education management organization (EMO) accountable for complying with the final federal requirements.	Program Assurances
16	Applicant provides assurance that it will report to the TEA the school-level data required under section III of the final federal requirements.	Program Assurances
17	<p>If the LEA/campus selects to implement the turnaround model, the campus must implement the following federal requirements.</p> <ol style="list-style-type: none"> a. Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates; b. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students; <ol 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. 	Program Assurances

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Schedule #4—Program Requirements

Part 2: Statutory Requirements

#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described
18	<p>If the LEA/campus selects to implement the turnaround model, the campus may implement the following federal requirements.</p> <ol 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). 	Program Assurances
19	<p>If the LEA/campus selects to implement the school closure model, the campus must implement the following requirement.</p> <ol 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. 	Program Assurances
20	<p>If the LEA/campus selects to implement the restart model, the campus must implement the following federal requirements.</p> <ol 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. 	Program Assurances
21	<p>If the LEA/campus selects to implement the transformation model, the campus must implement the following federal requirements.</p> <ol style="list-style-type: none"> 1. Develop and increase teacher and school leader effectiveness. <ol style="list-style-type: none"> (A) Replace the principal who led the school prior to commencement of the transformation model; (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- <ol style="list-style-type: none"> (1) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and (2) Are designed and developed with teacher and principal involvement; (C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so; (D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and 	Program Assurances

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Texas Title I Priority Schools Grant
Schedule #4—Program Requirements

Part 2: Statutory Requirements

#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described
21	<p>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</p> <p>(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.</p> <p>2. Comprehensive instructional reform strategies.</p> <p style="padding-left: 20px;">(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</p> <p style="padding-left: 20px;">(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.</p> <p>3. Increasing learning time and creating community-oriented schools.</p> <p style="padding-left: 20px;">(A) Establish schedules and strategies that provide increased learning time; and</p> <p style="padding-left: 20px;">(B) Provide ongoing mechanisms for family and community engagement.</p> <p>4. Providing operational flexibility and sustained support.</p> <p style="padding-left: 20px;">(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</p> <p style="padding-left: 20px;">(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).</p>	Program Assurances
22	<p>An LEA may also implement other strategies to develop teachers’ and school leaders’ effectiveness, such as--</p> <p style="padding-left: 20px;">(A) Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;</p> <p style="padding-left: 20px;">(B) Institute a system for measuring changes in instructional practices resulting from professional development; or</p> <p style="padding-left: 20px;">(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.</p>	Program Assurances

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Texas Title I Priority Schools Grant
Schedule #4—Program Requirements

Part 2: Statutory Requirements

#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described
23	<p>An LEA may also implement comprehensive instructional reform strategies, 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. 	Program Assurances
24	<p>An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as--</p> <ul style="list-style-type: none"> (A) Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students’ social, emotional, and health needs; (B) Extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff; (C) Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or (D) Expand the school program to offer full-day kindergarten or pre-kindergarten. 	Program Assurances

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**Texas Title I Priority Schools Grant
Schedule #4—Program Requirements**

Part 2: Statutory Requirements

#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described
25	The LEA may also implement other strategies for providing operational flexibility and intensive support, such as-- (A) Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or (B) Implement a per-pupil school-based budget formula that is weighted based on student needs.	Program Assurances
26	An LEA that has nine or more Tier I and Tier II schools is prohibited from implementing the transformation model in more than 50% of those schools.	Program Assurances

By submitting the application and signing Schedule #1, the applicant is certifying that all requirements are met in these program narrative component descriptions and activities.

Part 3: Statutory Assurances

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

Part 4: TEA Program Assurances

#	TEA Assurance Description
1	Before full implementation funds are made available, the grantee must demonstrate that all early implementation activities have been completed. Successful completion of the early implementation will be measured in the Quarterly Implementation Reports (QIR), the Model Selection and Description Report, and through participation in TEA technical assistance. <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> i. Comprehensive Needs Assessment process. ii. Establish the grant budget by the required categories. iii. Identification and Selection of the intervention model. iv. Development of activities to implement selected intervention model. v. Development of Timeline of Grant Activities.

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Texas Title I Priority Schools Grant
Schedule #4—Program Requirements

Part 4: TEA Program Assurances

#	TEA Assurance Description
2	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant.
3	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, the Texas School Improvement Conference, and sharing of best practices.
4	For the LEAs selecting the TEA Designed Models the applicant provide assurances that it will participate in and make use of technical assistance and coaching support provided by TEA, SIRC, and/or its subcontractors.
5	The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the effectiveness of the LEA's curriculum and its alignment with instruction occurring on the campus; assesses progress on student groups' academic achievement at the campus level; and guide instructional decisions by teachers for individual students.
6	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
7	The applicant will provide access for onsite visits to the LEA and campus by TEA, SIRC and its contractors.
8	The applicant, if selecting the Restart Model, agrees to contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.
9	The applicant, if selecting the Turnaround Model or Transformation Model (Tiers I and Tiers II only) agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.
10	<p>If the LEA/Tier III campus selects to implement the transformation model, the campus assures That it will it implement the following federal requirements.</p> <ol style="list-style-type: none"> 1. Develop and increase teacher and school leader effectiveness. <ol style="list-style-type: none"> A. Evaluate the effectiveness of the current principal and use the results of the evaluation to determine whether the principal should be replaced, be retained on the campus, or be provided leadership coaching or training. B. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so; C. Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and D. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school based on rigorous, transparent, and equitable evaluation systems for teachers and principals: <ol style="list-style-type: none"> 1. Takes into account data on student growth as a a factor as well as other factors such as multiple observation-based assessments of student performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and 2. Are designed and developed and with teacher and principal involvement

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**Texas Title I Priority Schools Grant
Schedule #4--Program Requirements**

Part 4: TEA Program Assurances

#	TEA Assurance Description
10	<p>2. Comprehensive instructional reform strategies.</p> <p style="margin-left: 20px;">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</p> <p style="margin-left: 20px;">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.</p> <p>3. Increasing learning time and creating community-oriented schools.</p> <p style="margin-left: 20px;">A. Establish schedules and strategies that provide increased learning time; and</p> <p style="margin-left: 20px;">B. Provide ongoing mechanisms for family and community engagement.</p> <p>4. Providing operational flexibility and sustained support.</p> <p style="margin-left: 20px;">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</p> <p style="margin-left: 20px;">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).</p>
11	<p>An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as--</p> <p style="margin-left: 20px;">(A) Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;</p> <p style="margin-left: 20px;">(B) Institute a system for measuring changes in instructional practices resulting from professional development; or</p> <p style="margin-left: 20px;">(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.</p>
12	<p>An LEA may also implement comprehensive instructional reform strategies, such as--</p> <p style="margin-left: 20px;">(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;</p> <p style="margin-left: 20px;">(B) Implement a school wide "response-to-intervention" model;</p> <p style="margin-left: 20px;">(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;</p> <p style="margin-left: 20px;">(D) Use and integrate technology-based supports and interventions as part of the instructional program; and</p> <p style="margin-left: 20px;">(E) In secondary schools--</p> <p style="margin-left: 40px;">(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;</p> <p style="margin-left: 40px;">(2) Improve student transition from middle to high school through summer transition programs or freshman academies;</p> <p style="margin-left: 40px;">(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</p> <p style="margin-left: 40px;">(4) Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.</p>

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Texas Title I Priority Schools Grant
Schedule #4—Program Requirements

Part 4: TEA Program Assurances

#	TEA Assurance Description
13	<p>An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as--</p> <ul style="list-style-type: none"> A. Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs; B. Extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff; C. Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or D. Expand the school program to offer full-day kindergarten or pre-kindergarten.
14	<p>The LEA may also implement other strategies for providing operational flexibility and intensive support, such as--</p> <ul style="list-style-type: none"> A. Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or B. Implement a per-pupil school-based budget formula that is weighted based on student needs.
15	<p>The LEA/campus assures TEA that data to meet the following federal requirements will be available and reported as requested.</p> <ul style="list-style-type: none"> a. Number of minutes within the school year. b. Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup. c. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes. (High Schools Only) d. College enrollment rates. (High Schools Only) e. Teacher Attendance Rate f. Student Completion Rate g. Student Drop-Out Rate h. Locally developed competencies created to identify teacher strengths/weaknesses i. Types of support offered to teachers j. Types of on-going, job-embedded professional development for teachers k. Types of on-going, job-embedded professional development for administrators l. Strategies to increase parent/community involvement m. Strategies which increase student learning time

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

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

Part 1: Grant Eligibility

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

Identify which timeline the LEA/Campus the applicant will implement.

- Option 1: LEA/campus currently engaged in aggressive reform
 Option 2: LEA/campus in need of foundational technical assistance

Part 2: Grant Program Summary. Provide a brief overview of the program you plan to implement on the campus. Be sure to address fundamental issues such as your local program goals and objectives that align with the RFA purpose and goals, rationale for program design, etc. Address the specific gaps, barriers, or weaknesses to be addressed by the intervention model to be selected. A response to this question must be completed in the original submission regardless of whether the LEA/campus has selected an intervention model at this time or not. Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).

The administrative team for Economedes High School has selected **Operation Excellence** under the Tier III Modified Transformation Model because it offers the greatest potential to dramatically improve student academic achievement. Our decision to select the Operation Excellence Model is based on the data that the district and campus committees evaluated and analyzed during the comprehensive needs assessment process. Economedes is establishing a partnership with the Operation Excellence staff. The OE staff will be the driving force in the school's transformation. The OE process is neither mechanical nor automatic. The OE program requires the building of school communities dedicated to new goals and transformation. Economedes High school's first priority in its transformation process is to address the needs of over 800 students identified as "at-risk" of not completing high school. Through a collaborative effort of all its stakeholders, Economedes High School and OE will implement the following strategies during its 3-year transformation process to address the identified gaps, barriers, or weaknesses.

Strategies to be Implemented During the 3-year Transformation Process

- Effective Leadership** – Retain principal who has served the campus less than two years, changed leadership practices, and implemented Operation Excellence successfully in the last two years; provide essential information and tools to analyze data and track progress; facilitate rapid and effective adjustments for school improvement,
- Effective Processes and Systems** - Implement the Accelerated School Project ; Provide ongoing, high quality, job-embedded professional development; Improve staff evaluation systems; Create performance-based incentives; Differentiate new teacher roles; and Re-assign staff within the campus to align staff competencies with school/student needs, provide targeted, intensive, and embedded professional development.
- Comprehensive Instructional Reform Strategies** – implement a multi-level instructional RTI model based on lexile/quantile framework; perform periodic fidelity checks, Ensure that teachers incorporate an array of research-based instructional and organizational goals and practices as means to accommodate student differences in learning; increase the use of technology that supports the teacher's instruction in each content area, including 9th-12th grade reading and math; Use AVID for comprehensive school reform; Examine school, and student-level data.
- Quality Teaching and Learning** - Align the school/ teacher curriculum across grade levels and content areas – including, supplementary resources with state standards; Evaluate effectiveness of current resources and programs; Provide the necessary resources, such as time, expertise, and administrative support from the campus and district level; Build capacity through teacher professional development on curriculum and instruction alignment to meet local and state standards,
- Culture of Success** - Create a "Culture of Success" for college readiness through educational awareness and community engagement; Provide information and opportunities to further a student's aspiration for post-secondary education; Provide student opportunities for learning and developing an understanding of what is necessary to become College Ready; Provide opportunities that prepare students for post secondary education; Implement activities to improve student attendance and increase graduation rates;
- Operational Flexibility and Sustained Support** - Build bridges and partnerships with parents and nonprofit organizations, including community-based organizations to ensure a healthy and supportive school and home environment; Use GEARUP program for sustained support; Provide quality instruction before and after school; Increase parental involvement in the school's decision making process.

The school and the district are fully committed to provide the resources and support systems that will ensure implementation of an effective school transformation model. The Edinburg CISD will ensure that objectives are met by providing effective oversight of the program in each phase of implementation. Through this grant program, Economedes High School will attain adequate yearly progress to the extent that an increased number of students will graduate and an increased number of students will be college-ready when they graduate.

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

Part 1: Comprehensive Needs Assessment

Section A: Campus Grade Levels

Type of School	Number of Students Enrolled in Grade Levels on the Campus to be Served with Grant														
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public School											882	543	602	499	2,526
Open-Enrollment Charter School															0
Total Students:	0	0	0	0	0	0	0	0	0	0	882	543	602	499	2,526
Total Instructional Staff														176.4	
Total Support Staff														23.0	

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

1	Economedes Personnel file
2	Campus Improvement Plan
3	Academic Excellence Indicator System Report 2008-2009
4	Texas Computer Cooperative (ITCCS) –Attendance, Dropout/Leaver Data, Transfers In/Out
5	Campus Master Schedule
6	Public Education Information Management Systems- Special Program Participation, Edit Plus
7	Teacher Surveys
8	Student Surveys
9	Parent Surveys
10	

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Texas Title I Priority Schools Grant

Schedule #4B—Program Description

Part 1: Comprehensive Needs Assessment Cont.

Section C: Process Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).

Describe, in detail, the process the LEA and campus followed/will follow to identify the needs of the campus.

District Process:

The District with the participation of the Assistant Superintendent of Curriculum and Instruction, the Director of Federal Programs, the Area Directors, the Title I Coordinator the Technology Director and the District Grant writer held weekly meetings with the campus principals to determine each individual campus needs. We discussed the campus issues that have prevented the schools from making satisfactory improvement in student academics and graduation rates. For each of the issues discussed, we shared ideas, processes, and systems to consider under each of the school reform models. The District provided the financial resources and staff support necessary for each campus to select the school reform model that was the most suitable for meeting the school's improvement needs.

The technology department developed a home survey that was communicated through our Parent Link. Through this link, the schools make an automated phone call to each student's home at a pre-determined time of day. The purpose of the survey was to learn about the parent's expectations with respect to their child's education, including college preparedness and awareness. Through the Parent Link survey, we also sought to attain the parent's point of view with respect to the current school culture and obtained their feedback on school improvement.

Campus Process:

Each school established a School Improvement Team that comprises of a team of teachers, administrators, and other support staff. This leadership team assisted in data analysis and evaluation. They had several afterschool and Saturday meetings to discuss campus needs and develop strategies to address those needs. The school used both qualitative and quantitative data to develop a strategic and comprehensive transformation plan that will best fit the needs of the school.

As listed above, the school reviewed data that is integral to the development of effective strategies for school reform. As part of our continuous needs assessment process, we will review data as soon as it becomes available and implement any program improvements that are critical to our school's success. We are scheduling monthly meetings to review our program needs and to monitor the implementation of program activities. All stakeholders will have opportunities to ask clarifying questions of the school improvement team for consideration of viable options. We will collect additional or missing data on an ongoing basis to ensure that we make decisions that are based on the most relevant and reliable information.

Our teams of teachers will continuously implement, assess, and adjust instruction in short-term cycles of improvement. Common team tasks will include intensive efforts to align content taught across grades, and development of interim and diagnostic mini-assessments to monitor student progress on a continuing basis. We will develop agendas and minutes and practice the use of organized procedures at our monthly meetings to ensure that we remain focused and productive. Our topics and discussions will be organized according to the timelines established in our Plan.

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Schedule #4B—Program Description			
Part 1: Comprehensive Needs Assessment Cont.			
Section D: Groups of Participants Contributing/to Contribute to Needs Assessment Process, ensuring Parents and Community Groups were involved in the process.			
1	School Administration: Principal, Curriculum Assistant and Counselors		
2	School District TIIPS Team: Area Directors, Federal Program Director, Title I Coordinator, Grant Writer		
3	Teachers: By grade level and subject area		
4	Site Based Decision Making (SBDM)		
5	Community Organizations		
6	School Improvement Resource Center (SIRC)		
7	Education Service Center 1 (ESC 1)		
8	Parent Groups		
9	Instructional Specialists		
10	Parental Involvement Office		

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

Part 2: Project Management

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

The district team has attended various technical assistance sessions and assures TEA that we will expend grant funds for the required activities delineated for the Tier III Modified Transformation Model as defined in the final federal regulations.

Capacity: The Edinburg CISD has a system of internal controls that ensures that funds are expended as approved in the grant application. Our finance systems and procedures have been audited and deemed to meet and exceed state requirements. The Edinburg CISD assures that we are in compliance with submitting the required annual audit for the immediate prior fiscal year to TEA and that the audit is in compliance with the applicable audit standards. The Edinburg CISD is financially stable and has the capacity to manage these grant funds in compliance with the final federal regulations. Our capacity to use grant funds effectively is evidenced by the district's Superior Achievement Rating received through the Financial Integrity Rating System of Texas.

Use of Grant Funds: The district's school improvement team was strategically selected to ensure that at least one team member had the experience and knowledge necessary to address each of the program requirements. Our Assistant Superintendent for Finance and Operations will ensure that we follow the statutory requirements with respect to ARRA regulations, the OMB Circulars, and other financial related issues. The budgets will be managed through the district's financial data base using an encumbrance process. This control allows staff to remain in compliance with the budgetary limitations for each object code. Authorization for the encumbrance and expenditure of funds will be reviewed and approved by key staff at the campus and district level. These staff members are responsible for ensuring that requests for use of funds are in accordance with the approved grant program activities

Services and Support: Our Federal Programs Director will serve as the district's program coordinator. He and his staff will coordinate the program activities with other district initiatives in place at the campus. He will ensure that we provide adequate resources to each required activity by establishing project-based budgets during the planning phase of our Plan. This means that each project, service, or support that is funded with grant funds includes an itemized budget. The budget category for each of the required activities includes payroll, contracted services, supplies and materials, other related operating costs.

In addition to providing adequate resources for effective implementation of the Plan, the District will provide the following supports for each of the required activities:

	Resources, Services, and/or Support
Increasing Teacher and School Leader Effectiveness	Ensure that only highly-qualified teachers and leaders are entrusted to our students by providing quality professional development and training. Teacher and leader effectiveness will be evaluated on an ongoing basis.
Comprehensive Instructional Reform Strategies	We will provide the time and financial resources for teachers to collaborate and learn to become leaders, and create work synergies intended to help them create an environment for academic excellence.
Increasing Learning Time and Creating Community Oriented Schools	We will strengthen the links of cooperation with our communities and families through our partnership with the Texas Valley Communities Foundation (TVCF). Together, we will address the full range of student needs, including, increasing the time and duration of our most effective parental and educational programs.
Providing Operational Flexibility and Sustained Support	We will provide the staff, facilities, and supplies and materials as needed for students to recover course credits and complete multi-disciplinary projects.

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<p>Schedule #4B—Program Description</p>		
<p>Part 2: Project Management Cont.</p>		
<p>Section A: LEA (District) Capacity Responses are limited to <i>one page each</i>, front side only, with a font size no smaller than 9 point (Arial or Verdana).</p>		
<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 a school intervention model.</p>		
<p>Economedes High School utilizes the campus community in order to implement this school's intervention model.</p> <p>Using the Campus Comprehensive Needs Assessment that was compiled by the staff in the early stages of Operation Excellence, the administrative body was able to commission staff development days and enrichment camps like SPA, or the Summer Planning Academy. Faculty came together and learned strategies that would improve student learning as well as improve teacher-student communication. Professionals like Gretchen Bernabe, Eddie Rodriguez, Dr. Diana Ramirez, Dr. Shirley Crook, and Kagan Strategists were hired to share their expertise on the topics students and teachers needed the most support in. Demystifying common TAKS prompts, TAKS writing strategies, and corporative learning groups were among some of the strategies that were taught to teacher leaders, paraprofessionals, librarians, and even the school nurses. Reaching all levels of campus staff through staff development would guarantee that the campus would not only improve, through its stakeholders, the ability and performance of highly capable students, but also improve the learning experience of those students in the special populations. When the new school year started in the Fall of 2008, teachers were equipped with new tools that, with a data-driven campus plan in the works, were sure to lead and inspire students to new heights.</p> <p>Because of the newly acquired knowledge the staff received, each member of the faculty and staff became stakeholders in the success and implementation of the school's intervention model. Starting with the Administrative body and ending with the paraprofessional staff, each level of the campus hierarchy worked to implement Operation Excellence. Finally, as a final act of campus involvement, the SBDM team approved the intervention model and continues to meet to modify the plan as the needs of the campus change.</p>		

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

Part 2: Project Management Cont.

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

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

The District will provide the necessary resources and staff support to ensure full and effective implementation of the selected intervention model. Any significant changes that affect the campus will be made only after input from, or at the request of, the school teams. At the campus level, the campus principal will be accountable for the implementation of the required program activities. The school principal will utilize the campus timeline of program activities according to grant specifications. The implementation of the required activities will be evidenced by weekly memos, daily announcements, grade level meetings, and/or staff meetings. The school principal and school improvement teams will solicit feedback from staff on an ongoing basis to ensure continuous improvement in the operation of the project.

District-level personnel will provide technical assistance during the project period and will work with the school principal to ensure that activities are implemented as planned. Although management of grant activities will be ongoing, the school principal and program manager will meet at least monthly to discuss the status and effectiveness of program implementation. The program manager will ensure timely and accurate submission of programmatic reports to the Texas Education Agency. The District's Business Office will be responsible for preparing and submitting financial reports.

During the program period, the district and schools will continue to utilize data systems that support a realistic diagnosis of the number of students who are being successful academically. We will also identify individual students who are at high risk of dropping out. We will produce bi-monthly interim progress reports on student performance and after analysis and evaluation, take corrective action if needed. Our teams of teachers will serve as role models and advocates for students. They will provide academic opportunities that will ensure students are successful. Further, students will be taught life skills to help them overcome obstacles that could impede them from completing the requisites for high school graduation.

The schools will teach in a personalized learning environment and provide more individualized instruction. We will conduct pre and post surveys of students to determine their learning styles, their strengths and weaknesses and their likes, and dislikes. We will use the information obtained put in practice the student's P-16 IGP. This will ensure that every student's academic goals and expectations are met. Our highly qualified teachers will provide a rigorous and relevant instruction to better engage students in learning, and provide the skills needed to graduate and to serve them after they leave school. The Program Manager will ensure that funding will be managed appropriately and follow local, state, and ensure that federal regulations will be followed.

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

Part 2: Project Management Cont.

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

Resource Management – Describe how the LEA/campus will align other resources (federal, state, local, and community) with the school improvement intervention.

ECISD and Economedes High School will collaboratively work with federal, state, local and community resources to improve student success. Education Resource Center Region One professional staff will provide resources to promote building leadership capacity, promote rigor through instructional practices, implement assessment of current practices, and evaluate high yield staff development. Education Resource Center Region 13 will provide administrative leadership to JEHS as the grant activities are developed and executed. Additionally, ENCORE, a community organization will partner with JEHS to provide college readiness campus to 200 students. Additionally the local, federal, and state resources will be used to support the following activities and initiatives:

Local Funds: Discipline Management Program
Accelerated Reader Program
Student Assistance Program
Instructional Assistants Program
Reading Instructional Program for Dyslexic Students

State Compensatory Education: Computer Assisted Instruction
CEI – Computer Assisted Reading Program
New Century – Computer Assisted Reading Program
Student Tutorial Program
Dean of Instruction
Newcomer Program for Recent Arrival Program

Title I Regular: Computer Assisted Instruction
Accelerated Reader Program
Student Tutorial Program
Student Assistance Program
Instructional Assistants Program
Reading Instructional Program for Dyslexic Students
Newcomer Program for Recent Arrival Program
Migrant Program
API Program
STAR Reading Program
Voyager Reading and Math Intervention Program

Title I Migrant: Migrant Program
API Program
STAR Reading Program

Title I Bilingual: Newcomer Program for Recent Arrival Program

Title I State Bilingual: Newcomer Program for Recent Arrival Program

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

Part 2: Project Management Cont.
Section A: LEA (District) Capacity Responses are limited to *one page each*, front side only, with a font size no smaller than 9 point (Arial or Verdana).

Grant Project Manager Qualifications – Describe the qualifications of the person selected to be the project manager for this grant on the campus.

Project Manager: District-level management of this grant will be the responsibility of the Director of Federal Programs will oversee the J. Economedes High School transformation project and has more than 21 years of experience in the field of education. He holds a master's degree in educational administration, a mid-management certification, a superintendent certification, and is currently a doctoral candidate in the Cooperative Superintendency Program (CSP) at the University of Texas at Austin. His experiences include several years as a biology and chemistry teacher at the high school level, 5 years as a high school assistant principal, and 5 years as high school principal. He has served as the Director of Federal Programs for the ECISD the last 8 years.

He has a direct line of communication with the superintendent as well as all central office department administrators. He oversees the budget management of state compensatory, Title I, Part A, Title I, Part C, Title II, and Title III grants and ensures that all resources are properly distributed in accordance to federal and state guidelines. He also holds authority to approve or reject all budget expenditures that are requested by this campus. He ensures that all campus expenditures are aligned to campus and district goals and ensures that all state and federal program guidelines are followed. He is well versed in state and federal fiscal responsibilities.

He will ensure that all resources are properly distributed on this campus in accordance with the grant guidelines and will approve all campus budget expenditures from this grant. He will also ensure that all staff paid for with funds from this grant meet all state and federal qualifications and will work closely with the Human Resources department to ensure the effective processing of teachers.

Principal: The Campus Principal obtained her Bachelor's of Science and Master of Arts in Education at Texas A&I University at Kingsville, Texas. Her teaching career included teaching in the Alice and Edinburg Public Schools at the elementary level. In 1978, she received her Master's of Art Degree in Bilingual Education at and her Mid-management certification in educational leadership. Since then, she has attained a superintendent's certificate and has completed over 30 hours of credit toward a doctorate in educational leadership.

In her long career in education, she has worn many hats in the educational system. She has served as a consultant with Region One Education Service Center and has worked as an elementary supervisor, a national educational consultant, a regional sales director for a technology publishing company, a bilingual director, an assistant principal for a middle school, as a principal at Escandón Elementary School, and is currently the Campus Principal at Johnny G. Economedes High School in Edinburg, Texas.

Aside from these positions, she has also shared her expertise in education by conducting seminars for teachers and administrators at literally hundreds of schools nationwide, as well as local, regional, state, national, and international educational institutions and conferences.

Because of her early childhood experiences as a migrant, she fostered a passion in educational leadership of the limited English proficient, at-risk, and migrant students. Her school, which serves primarily children who are limited English proficient, of low-socioeconomic status and/or migrant, is currently listed as a TEA Recognized school and is striving for greater heights during her tenure as instructional leader at Economedes High School.

The Campus Principal will work together closely with the Director of Federal Program to supervise all aspects of Operation Excellence. She is responsible for the management of this campus and will be responsible for overseeing the transformation project until the end of this grant.

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

Part 2: Project Management Cont.

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

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

The Director for Federal Programs and his staff will be responsible for supporting the campus’ school improvement efforts. This department is the best equipped with staff and resources needed to successfully coordinate district initiatives and the activities required under this program. The department’s designee will maintain open communication during the grant period to ensure that program objectives are working as planned. He will oversee the activities at school and ensure that student needs are being met. The responsibilities of the federal programs director will include: oversight of the transformation process, ensuring rapid responsiveness to the transformation efforts, assisting in eliminating barriers that may hinder the transformation process, and serving as a resource and mentor to the administrator and campus

Conferences between the district and campus staff will be ongoing. Situations of severe consequences will be taken care of as soon as practicable. The program manager will schedule formal meetings and discussions with program staff at least twice a month. On a quarterly basis, the program manager will prepare interim progress reports for the Assistant Superintendent of Instruction and Support Services, the superintendent and/or the school board. An annual report will include the evaluation results of program operations and the strategies used to achieve the actual outcomes.

LEA support includes building capacity for change. We will assist in developing the knowledge and skills, through training, professional development coaching, and consultation. Further, we will support an incentive program for teachers in order to give people a reason to change. We will consider the inclusion of consequences within the incentive program if our legal counsel so advises. We support rewarding teachers and principals for adopting effective practices and demonstrating significant improvement. To assist them in attaining their goals, we will support opportunities to innovate and to break away from the system’s own barriers and constraints.

Additionally, the LEA, through the Federal Program Department, will regularly conduct the following activities:

- Monitor progress of the intervention plan.
- Provide feedback to principals when needed and or requested.
- Respond promptly to principal requests for assistance
- Hold regularly scheduled meetings with principals from the participating schools
- Assist principals in problem solving
- Serve as a liaison between the district and program representatives
- Assist in efforts to increase community and parental involvement
- Partner with campus to generate a positive school culture
- Support the placement of social service resources at the campus
- Attend required trainings

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

Part 2: Project Management Cont.

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

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

The Edinburg Consolidated Independent School District will sustain campus reforms at Economedes High School after the funding period ends through the following strategies, processes and practices:

- (1) Effective collection and use of data at least three times per year.
- (2) Dedicate sufficient time on a routine and non-negotiable basis for data analysis and planning by teams at the district and school level
- (3) Support and train key stakeholders on how to make positive behavioral changes
- (4) Provide ongoing support, training, and/or incentives during implementation of cultural changes
- (5) Allocate resources—human and fiscal—to support sustainability of reforms beyond the grant period.
- (6) Engage a wide representation of the community in the planning process for program continuation and sustainability.
- (7) Ensure that new staff is committed to adopting the reform measures

Economedes High School will continue using the Operation Excellence throughout the TTIPS grant years. This process will build capacity within the school and continue to effectively address challenges. Actions and initiatives that will be continued past the grant years include, updated training for all staff on the Operation Excellence governance and inquiry, orientation training for any newly hired staff members, updated training for board members and central administration, review and realignment of curriculum as needed, and an annual evaluation of the effectiveness of the process. Continuing training will occur throughout the year centering on powerful learning and teaching. Staff development time will be included in the school calendar specifically for updated training on the cadres and strategic action team's inquiry process and to provide additional resources.

Systemic transformation will continue as **Operation Excellence** is continued and refined each year. Professional Learning Communities as instituted by the OE Process will continue each year as all staff are trained and retained annually regarding the clarity of purpose and culture of high expectations.

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Texas Title I Priority Schools Grant
Schedule #4B--Program Description

Part 2: Project Management Cont.

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

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

The Edinburg CISD recruits, screens, and selects external providers through the competitive bid process. Depending on the scope of the work, selection is made through sealed competitive bids, requests for proposals, or sole source. When more than one vendor submits a bid, we select the vendor that either submits the lowest bid, or is the highest ranking in terms of meeting district needs. It is also customary for the district to conduct a cost /benefit analysis to ensure efficient use of funds. The District does not enter into any binding agreements with vendors until after all required contract are reviewed and approved by the district attorney. Further, no contract is executed until approved by the Purchasing Office and /or the Board of Trustees.

In selecting the Tier III Transformation model, we reviewed (a) the provider's qualifications, (b) the services and trainings offered, and (c) their historical experience. We selected:

1. SIRC- School Improvement Resource Center- Provides the campus with Technical Assistance Provider, provide professional development for staff in reference to school weaknesses, provide on-site visits during the school year, provide technical assistance to complete all TEC reports effectively and efficiently, and provide consultants that were proven leaders in the educational field.
2. AVID- Advance Via Individual Determination- Provides schools with more opportunities for college readiness.
3. Encore- Seeks to increase the number of students who graduate from Texas high schools and fully prepare them for college, work, and life.
4. GEARUP- Provides schools and students with more opportunities for college readiness.
5. Doing the What works- Turning around chronically performing schools. <http://dww.ed.gov>
6. Breaking Ranks II- Strategies for Leading High School Reform- www.ascd.org/el

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

Part 2: Project Management Cont.

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

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.

Through research, networking, and attendance at various technical assistance workshops, we were made aware of various campuses that have proven successful in implementing an intervention model. With the consent of the campus improvement teams, we selected the following schools for site visits because they are comparable to our district in enrollment, demographics, and academic performance.

The process for selecting each of the following schools was similar. We considered those campus whose needs closely resembled our own. We selected:

Los Fresnos ISD
Plano ISD
Westlake ISD
Dallas ISD
Immigrant Intake Center

The expected outcomes from each of the following site visits are described below:

- (1) Determine how the other school met yearly and quarterly AYP via their timelines.
- (2) Gain understanding on course rigor
- (3) Studied how they took commendations and built on them and took recommendations and improved/developed workable objectives centered on CSFs for increased academic performances.

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

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

Lack of Capacity -- If the LEA is not applying to serve each Tier I school (is not applying for grant funding for each Tier I school), provide a detailed explanation of why the LEA lacks capacity to serve each Tier I school.

The Edinburg CISD **does not have any** Tier I schools and therefore, is not applying to serve any Tier I school.

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

Part 3: Intervention Model

Section A: Intervention Model Selection Process

Intervention Model to be Implemented – Indicate the model(s) being *considered* by the LEA/campus for implementation. Indicate whether the LEA/campus will participate in the TEA Approved Model with Technical Assistance provided by the TEA-funded School Improvement Resource Center or the LEA/campus will implement its own intervention design within the requirements of the grant program.

- Turnaround
 - Closure
 - Restart
 - Transformation
 - Tier III Modified Transformation
 - TEA Designed Model with Technical Assistance Provided by the School Improvement Resource Center
 - Supplemental Education Services (SES) incorporated into the intervention model
- Note: Applying to implement the TEA Approved Model with Technical Assistance Provided by the School Improvement Resource Center in no way implies or guarantees funding.*
- The LEA/campus will implement its own intervention design, within the parameters required by the final federal regulations released by USDE

Schedule #4B—Program Description, Part 3, Intervention Model, continued on next page

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

Part 3: Intervention Model

Section B: Model Selection Process –Describe in detail:

1. The process the LEA and campus followed/will follow to select a school intervention model that aligns to the identified needs of the campus.
2. The timeline delineating the steps the campus will take to implement the selected intervention.

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Under new leadership, Johnny G. Economedes High School has begun the transformation process that has taken the school to higher levels of achievement. JEHS is in its 2nd year of renewal, maintaining the expectations that, as a campus, there will be a continuing evolution of a systemic reform of our campus programs and initiatives. As a school eligible for the Texas Title 1 Priority School Grant, Economedes High School hopes to continue to expand the implementation of reform strategies already in place. Operation Excellence, the campus' process to dramatically and expediently raise student achievement, is the vehicle that drives the school's upward mobility, along with programs like AVID, or Advancement Via Individual Determination, and GEAR UP in order to make students more college-ready. With our predominantly Hispanic and economically disadvantaged populations, Economedes High School struggles to keep these students achieving at high levels of excellence and therefore, could use these funds to develop the leadership that will continue to identify areas for rapid change, recruit new and strengthen existing staff through targeted and intensive professional development, increase community and parental involvement, and provide a flexible and sustained support system with a built-in incentive and reward system.

Economedes High School serves a predominately Hispanic population, with a vast majority identified as "economically disadvantaged." The school services approximately 2,469 students, where roughly 98% of that number is Hispanic and 94% are labeled "economically disadvantaged" and "at risk," respectively. Currently, Economedes High services 435 English Language Learners, 301 Migrant students, and 284 Special Education students, the highest numbers among all three of the High Schools in the Edinburg district. Because of the school's failure to meet AYP in the 2007-2008 school year due to these special populations, the faculty and administration of Johnny Economedes High school took a proactive stance and began to implement, Operation Excellence, a state-mandated 2-year corrective action plan, in hopes of propelling these students into higher levels of achievement, and therefore, improve campus performance as a whole.

Using the Campus Comprehensive Needs Assessment that was compiled by the staff in the early stages of Operation Excellence, the administrative body was able to offer staff development days and enrichment camps like SPA, or the Summer Planning Academy. Faculty came together and learned strategies that would improve student learning as well as improve teacher-student communication. Professionals like Gretchen Bernabe and Kagan Strategists were hired to share their expertise on the topics students. When the new school year started in the Fall of 2008, teachers were equipped with new tools that, with a data-driven campus plan in the works, were sure to lead and inspire students to new heights. Systemic reform of campus initiatives does not only extend to academic endeavors, but to community orientated projects as well. Wanting to involve as many of the feeder schools as possible, elementary campuses and Jr. High Schools in our area were invited to participate in our Bonfire/Homecoming Festival, where the younger generation of Jaguars can be exposed to high school life in order to build a sense of school pride and ownership.

Economedes High School has a close relationship to the community. Because the test is long and rigorous, a small snack of a peanut butter and jelly sandwich is provided to students on testing days. Parent volunteers, and even some students with a sense of duty, came in and helped assemble the sandwiches for four days of testing. And it is this sense of partnership with the parents and students that Economedes High hopes to continue to build and harness. These programs take students out into the realm of higher education and give them a glimpse of how they can achieve a college degree and then give back to the community through that education. Essentially, the idea of community comes around full circle with the plans already instated in the campus correction plan.

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

Part 3: Intervention Model
Section B: Model Selection Process Cont. Responses are limited to **five pages**, front side only, with a font size no smaller than 9 point (Arial or Verdana).

Because the campus correction plan is so extensive, a checks and balances system has been implemented to ensure the success of the campus as a whole. Economedes High School is still under the 2-year Stage 3 Corrective Action Plan outlined in Operation Excellence, and hopes to, ultimately, break free of this stigma. There is a fine balance between what the campus can accomplish with the necessary funds and what it must do if funding is not available. Although it seems that the campus is improving at a resounding rate, the campus is sure to lose momentum if the schools resources are cut and is weighed down by the myriad of issues each special population brings with it. The natural growth of these special populations in the coming decade means an even greater allocation of limited resources. The state-mandated move from the TAKS test to End of Course testing beginning with the 2011-2012 Freshman class and all the issues such a transition entails will also require an earmarking of school assets. Furthermore, exiting from Stage 3 AYP is bittersweet. The sanctions may be lifted, and the specter of Stage 4 eliminated, but the state and federal school improvement funds that subsidized the corrective initiatives will also be gone.

The issues that plague Economedes High School center around the demographic of students the campus serves, the high number of students coded in special populations, and the lack of resources and funds the campus will be facing if, and when, they exit Stage 3 of AYP. In response to these clearly-defined needs, goals, and systemic reform initiatives already in place and in their fledgling stages, Economedes High School offers the following timeline and model of the selection process to continue the skyward direction the campus is taking.

I. Timeline of Model Selection Process

- In early April, 2010 the School Improvement Resource Center (SIRC) Technical Assistance Provider, alerted the administration at Economedes High School that the campus met the TTIPS eligibility requirements as a Tier III School. On April 15, 2010, the SIRC Technical Assistance Provider, Edinburg Consolidated Independent School District Federal Programs Director, District Title I Director, Economedes High School Principal, and a JEHS Assistant Principal, attended a workshop at the Region One Education Service Center. The workshop, which was sponsored by the Texas Education Agency and SIRC, was a day-long information and training session where all eligible school district campuses discussed the TTIPS Grants and its requirements.
- On April 24, 2010, the principal called an organizational meeting at Economedes High School to form campus-wide focus groups to discuss the TTIPS Grant and develop a Comprehensive Needs Assessment that would serve as the framework for the TTIPS application process. Eight teams were formed, each including one campus leader, one counselor, one clerk, one instructional assistant, and a cadre of teachers. All committees received training and follow-up support in developing each respective portion of the Comprehensive Needs Assessment. Each team developed their findings with a variety of resources, including the Encore Study, surveys, and research-based literature and data.

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

Part 3: Intervention Model

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

- A follow-up meeting was held on May 15, 2010. Present at the selection meeting were the Campus leadership team, members of the Valley Community Foundation, the University of Texas-Pan American GEAR UP and AVID groups, representatives from SureScore Company, UTPA Faculty representatives, an Edinburg Community Member, an Economedes High School student, and his mother. With Operation Excellence as the catalyst, the Transformation Model becomes the formula that ensures the dynamic evolution of a college and career-readiness culture for all Economedes High School students. Factored into the decision-making process for choosing the Transformation Model was a review of previous School District Action that included replacement of the Economedes High School Educational Leader within the previous two years, and the fact that the administration and staff were in year two of implementing the state-mandated Corrective Action Plan ("Operation Excellence") to address its Stage III AYP status.

To ensure full, effective and comprehensive implementation of the Economedes High School Transformation Model, the Campus Principal and the Texas Title I Priority Schools Grant Writing Team established a 3-year timeline to adopt and fully complete all Federal and state- required activities outlined by the TTIPS Grant. Year 1 focuses on staff development and education on improving academic performance in ELA/Writing, Mathematics, Science and Social Studies. Year 1 will also focus on ensuring all Comprehensive Instructional Reform Strategies are data-driven and ensure immediate and measurable school improvement.

II. Timeline for Transformation Model Implementation

- Year 1: Professional Development Targeting School Leadership and Instructional Staff focusing on Learner-Centered Instruction, Resource Acquisition, Support Programs, Materials.
 - Create and implement a series of 90-day action plans to be formulated, implemented and reviewed throughout the 3 years. The 90-day action plans will be administered by a site-based committee that includes administrators, administrators, guidance personnel, teacher leaders, and community partners. All 90-day action plans will be reviewed every 30 days for progress towards stated goals.
 - of the Transformation Model foundations review and revise Needs Assessment and Professional Development plans.
 - Administer campus snapshots to collect and analyze data that will be used to develop goals in 90-day action plans.
 - Establish Mandatory Intensive, job-embedded, On-site and Off-site Professional Development sessions (based on classroom observation and student data) provided and instituted by organizations such as the Texas Transformation Project Summer Seminar, Region 1 Education Service Center (or associated regions around the state), SIRC, the Texas Turnaround Center, the Texas Association of Secondary School Principals (TASSP), and the Southern Association of High School Principals (SAHSP) to increase Teacher Quality and increase the use of effective, data-driven learner-centered classroom strategies, optimize time-on-task, and facilitate student engagement.
 - Provide financial and vocational incentives to recruit, place, and retain key staff members with the skills and expertise to effectively implement and facilitate the strategies of Operation Excellence.

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

Part 3: Intervention Model

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

- o Establish an annual summative evaluation process and instrument to ensure full implementation
- o Install a merit-based schedule of stipends based on a transparent and equitable evaluation system with clearly-defined criteria that uses both quantitative and qualitative assessments to reward the most effective teachers.
- o Identify and recruit Teacher Leaders that will provide a Support System for all classroom teachers and instructional staff that offers ongoing mentorship and professional support to maximize performance and address areas of needed professional development. Teacher leaders will also collect observation-based data to guide both professional development and student intervention.
- o Employ job-embedded professional development strategies aligned with Operation Excellence.
- o Form a committee that includes members of administration, the guidance department, and staff members from each core area to initiate a study of the School Within a School Model and formulate strategies of adoption for Year 2 implementation.
- o Update Economedes High School Credit Recovery Policies and Strategies
- o Write and publish revised copies of both the student and staff handbooks that outline the new Credit Recovery Policies and Strategies.
- o Create a data-driven early warning Student Information System (SIS) that identifies students in danger of dropping out of Economedes High School and combine it Intervention Plan to aid at-risk students that includes school wide Positive Behavior Support interventions.
- o Establish and staff a comprehensive Credit Recovery and Tutorial Center that allows for the maximum flexibility of scheduling so that students have access before school, during school, after school, weekends, evening hours, and throughout summer sessions.
- o Initiate delivery of online support for remediation and credit recovery.
- o Explore options such as extending the school day or installing a Modified Block Schedule to increase and extend learning opportunities.
- o Review, update and revise 90-day Action Plan as needed for Year 2.
- o Review, update, and revise Comprehensive Needs Assessment as needed for Year 2.
- o Revise and update implemented professional development plan as needed.

Year 2:

- o Implement comprehensive learner-centered reform strategies discussed and established during Year I Professional Development Sessions. Provide continued Professional Development, both on-site and on-line for all classroom teachers and instructional staff to ensure ongoing effective professional growth and learner-centered strategies.
- o Ensure that all newly-employed instructional staff receives the appropriate staff development in all pertinent information related to the Comprehensive Needs Assessment, the TTIPS Grant, the Economedes High School Transformation model, and all related material and data.
- o Administer campus-wide snapshots to collect and analyze data.

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Part 3: Intervention Model

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

- o Identify students most at risk of losing credit and/or dropping out of Economedes High School and initiate early-intervention protocols to ensure said students are assisted as early as possible.
 - o Continue implementation of Positive Behavior System (PBS) Interventions.
 - o Continue ongoing reviews and evaluations of Positive Behavior System (PBS) Interventions.
 - o Review, update, and write new 90-Day Action Plan for Spring 2 and Year 3, respectively.
 - o Teacher Leaders present preliminary findings on Action Research Project.
 - o Use annual Summative sessions for data/process review and evaluation to determine what parts of Corrective Action Plan are working and what issues need further attention. Revise the Campus Action Plan to address any issues that need further attention.
 - o Continue summer professional development sessions, both on-site and off-site.

- Year 3
 - o Continue Professional Development sessions both on-site and on-line for staff.
 - o Continue new staff orientation development in all pertinent information related to the Comprehensive Needs Assessment, the TTIPS Grant, the Economedes High School Transformation model, and all related material and data.
 - o Re-administer Campus-wide Snapshots to collect and analyze data.
 - o Continue Positive Behavior Support Interventions.
 - o Continue providing enhanced social services and credit recovery services for students in crisis.
 - o Collect behavioral and PEIMS data for Positive Behavior System (PBS) evaluation.
 - o Finalize Action Research Projects.
 - o Review and update 90-Day Action Plan for Spring 3.
 - o Teacher Leaders present Action Research Project findings.
 - o Use annual Summative Session to data/process review and evaluation of what parts of Corrective Action Plan were most effective and what issues need further attention in the future.
 - o Develop a Sustainability Plan to continue addressing issues and developing 90-Day action plans to create goals for intervention and correction and to continue using Teacher Leaders as an instructional support resource.

Conclusion

It is every school administration and staff's paramount duty to prepare their students to become productive members of society. To that end, the members of Johnny Economedes High School's educational community hope to use the Texas Title 1 Priority Schools Grant to expand Operation Excellence into a comprehensive plan across all levels of campus and community life. The ultimate goal is to ensure that through a proactive plan of attack, Economedes High School and the students that it services and nurtures will be prepared for life outside the walls of their high school institution. One can hope that these students will in turn, give back to the community that has selflessly given to them because they learned that skill from their high school. The Texas Title 1 Priority Schools Grant will allow this campus to continue doing the breakthrough work already in the works and give these students the opportunity for a more successful academic career and a legacy of life-long learners. Local, state, and federal guidelines will be followed.

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

Part 3: Intervention Model

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

1	School Administration: Principal, Curriculum Assistant, Assistant Principals, and Dean of Instruction
2	Administrative Support Staff: Instructional Lead Teacher, Counselor, Social Worker
3	District TTIPS Team: Area Directors, Federal Programs Director, Title I Coordinator, Grant Writer
4	Teachers: From each grade level and Content Area
5	Campus Site-based Decision Making Committee (i.e. the school's governing body)
6	Community-based Organization: Texas Valley Communities Foundations with the ENCORE program
7	School Improvement Resource Center (SIRC)
8	Parents and Parent Groups
9	Region I Education Service Center
10	District Curriculum Specialists

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Section D: Improvement Activities and Timeline

On the following pages of charts applicants should describe all other school improvement activities that will be incorporated with the model to be selected.

For each additional improvement activity entered, enter the Critical Success Factor Code(s) from this table, enter the LEA/campus' rationale for including the activity, provide the supporting research that indicates the activity will be effective, and indicate the beginning and ending date of the activity.

- 1 – Improve Academic Performance, including (but not limited to) Reading/ELA and Math
 - A. Data-driven instruction
 - B. Curriculum Alignment (both horizontal and vertical)
 - C. On-going Monitoring of Instruction
- 2 – Increase the Use of Quality Data to Drive Instruction
 - A. Data Disaggregation/Training
 - B. Data-driven Decisions
 - C. On-going Communication
- 3 – Increase Leadership Effectiveness
 - A. On-going Job Embedded Professional Development
 - B. Operational Flexibility
 - C. Resource/Data Utilization
- 4 – Increase Learning Time
 - A. Flexible Scheduling
 - B. Instructionally-focused Calendar
 - C. Staff Collaborative Planning
- 5 – Increase Parent/Community Involvement
 - A. Increased Opportunities for Input
 - B. Effective Communication
 - C. Accessible Community Services
- 6 – Improve School Climate
 - A. Increased Attendance
 - B. Decreased Discipline Referrals
 - C. Increased Involvement in Extra/Co-Curricular Activities
- 7 – Increase Teacher Quality
 - A. Locally Developed Appraisal Instruments
 - B. On-going Job Embedded Professional Development
 - C. Recruitment/Retention Strategies

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Part 3: Intervention Model

Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 1: Improve Academic Performance including (but not limited to) Reading/ELA and Math

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1-A., B., C.; 2-A., B., C.; 3-A., C.; 4-A., C.; 5-A., B.; 6-A., B., C.; 7-B.	Improve student achievement in Reading/ELA across all grade levels.	The enrollment of Economedes High School includes 94% Economically Disadvantaged students, 63% academically At-Risk students, 17% Limited English Proficient students, 11% federally identified Migrant students and 2% recent Immigrant status students. JEHS currently has 12 Senior students who have failed to pass the English Language portion of the TAKS test and therefore, will not be eligible to graduate with their peers for this school year.	<p>Ivey, Gay. (2010, March). Texts That Matter. <i>Educational Leadership</i>, 18-23.</p> <p>Rulon, Michael. (2002, June). Authenticity: The Key to Standards-Based Assessment. <i>Classroom Leadership</i>. Retrieved from http://www.ascd.org</p> <p>Hoffman, N., Webb, M. (2010, April). From Hope to Belief. <i>Educational Leadership</i>, 54-58.</p> <p>Saravia-Shore, Marietta. (1943 Archive). Diverse Teaching Strategies for Diverse Learners. <i>Educational Leadership</i>. Retrieved from http://www.ascd.org</p> <p>Schniedewind, N., Davidson, E. (2000, Sept.). Differentiating Cooperative Learning. <i>Educational Leadership</i>, 24-27.</p> <p>Kagan, Spencer. (1989, December). The Structural Approach to Cooperative Learning. <i>Educational Leadership</i>, 12-17.</p> <p>Saravia-Shore, Marietta. (1943 Archive). Diverse Teaching Strategies for Diverse Learners. <i>Educational Leadership</i>. Retrieved from http://www.ascd.org</p>	August 2010	June 2013

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Section D: Improvement Activities and Timeline (cont.)
Critical Success Factor 1: Improve Academic Performance including (but not limited to) Reading/ELA and Math

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1-A., B., C.; 2-A., B., C.; 3-A., C.; 4-A., C.; 5-A., B.; 6-A., B., C.; 7-B.	Improve student achievement in Social Studies across all grade levels	The enrollment of Economedes High School includes 94% Economically Disadvantaged students, 63% academically At-Risk students, 17% Limited English Proficient students, 11% federally identified Migrant students and 2% recent Immigrant status students. JEHS currently has 5 Senior students who have failed to pass the Social Studies portion of the TAKS test and therefore, will not be eligible to graduate with their peers for this school year.	Conley, David T. (2007, April). The Challenge of College Readiness. <i>Educational Leadership</i> , 23-29. Conley, David T. (2008, October). What Makes a Student College Ready? <i>Educational Leadership</i> . Retrieved from http://www.ascd.org Pitch, L., Marchand, G., Hoffman, B., Lewis, A. (2008, October). Avid Effectiveness Study. <i>Advancement Via Individual Determination Program</i> , 1-10. Conley, David T. (2007, April). The Challenge of College Readiness. <i>Educational Leadership</i> , 23-29.	August 2010	June 2013
1-A., B., C.; 2-A., B., C.; 3-A., C.; 4-A., C.; 5-A., B.; 6-A., B., C.; 7-B.	Utilizing high-yield, data-driven instructional strategies, applications and research-based best practices with the greatest operational flexibility.	To ensure academic performance improvement, Reading/ELA and Mathematics academic core areas along with all other content areas must deliver a horizontally and vertically aligned daily & weekly lesson focus utilizing high engagement instructional strategies designed to increase student motivation and student graduation rates	Sowell, E., Zambo, R. (1997, Summer). Alignment Between Standards and Practices in Mathematics Education: Experiences in Arizona. <i>Journal of Curriculum and Supervision</i> , 344-355	August 2010	June 2013

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Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 1: Improve Academic Performance including (but not limited to) Reading/ELA and Math

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1-A., B., C.; 2-A., B., C.; 3-A., C.; 4-A., C.; 5-A., B.; 6-A., B., C.; 7-B.	Improve student achievement in Math across all grade levels	The enrollment of Economedes High School includes 94% Economically Disadvantaged students, 63% academically At-Risk students, 17% Limited English Proficient students, 11% federally identified Migrant students and 2% recent Immigrant status students. JEHS currently has 72 Senior students who have failed to pass the Math portion of the TAKS test and therefore, will not be eligible to graduate with their peers for this school year.	Conley, David T. (2007, April). The Challenge of College Readiness. <i>Educational Leadership</i> , 23-29. Conley, David T. (2008, October). What Makes a Student College Ready? <i>Educational Leadership</i> . Retrieved from http://www.ascd.org Pitch, L., Marchand, G., Hoffman, B., Lewis, A. (2008, October). Avid Effectiveness Study. <i>Advancement Via Individual Determination Program</i> , 1-10. Conley, David T. (2007, April). The Challenge of College Readiness. <i>Educational Leadership</i> , 23-29.	August 2010	June 2013
1-A., B., C.; 2-A., B., C.; 3-A., B.; 4-C.; 5-A., B.; 6-A., B., C.; 7-B.	Establish a Small Learning Community Model to serve 9 th and 10 th Grade students to ensure the effective transition of all 9 th and 10 th Grade students into the advanced academic performance program	To increase the number of students that are prepared to enter advanced academic courses and increase the number of students who graduate with post-secondary college and career readiness	Sowell, E., Zambo, R. (1997, Summer). Alignment Between Standards and Practices in Mathematics Education: Experiences in Arizona. <i>Journal of Curriculum and Supervision</i> , 344-355	August 2010	June 2013
1-A., B., C.; 2-A., B., C.; 3-A., B.; 4-C.; 5-A., B.; 6-A., B., C.; 7-B.	Establish a 9 th and 10 th Grade Reading/ELA/Writing, Mathematics, Science Academic Achievement Academy embedded within the regular instructional day.	To effectively implement the Response To Intervention Model of highly focused, targeted and prescriptive Tier II and Tier III instruction designed to close the gaps of content area knowledge.	Sowell, E., Zambo, R. (1997, Summer). Alignment Between Standards and Practices in Mathematics Education: Experiences in Arizona. <i>Journal of Curriculum and Supervision</i> , 344-355	August 2010	June 2013

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Part 3: Intervention Model

Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 1: Improve Academic Performance including (but not limited to) Reading/ELA and Math

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1-A., B., C.; 2-A., B., C.; 3-A., B.; 4-A., C.; 5-A., B.; 6-A., B., C.; 7-B.	Establish a 11 th and 12 th Grade Reading/ELA/Writing, Mathematics, Science and Social Studies Comprehensive Credit Recovery Academy embedded within the regular instructional day.	To effectively implement a support system designed to ensure successful attainment of course credit and graduation requirements while utilizing drop-out prevention strategies within the regular instructional day in addition to increasing the number of students who graduate.	Sowell, E., Zambo, R. (1997, Summer). Alignment Between Standards and Practices in Mathematics Education: Experiences in Arizona. <i>Journal of Curriculum and Supervision</i> , 344-355	August 2010	June 2013
1-A., B., C.; 2-A., B., C.; 3-A., B.; 4-A., C.; 5-A., B.; 6-A., B., C.; 7-B.	Strengthen, expand and provide sustainability to the existing Afterschool Tutorial Program designed to provide an Extended School Day and enhance student performance in Reading/ELA, Mathematics and Science across all grade levels.	To effectively implement a highly focused Tier III instruction and educational experiences designed to support primary content area instruction across all grade levels with a TEKS aligned curriculum scaffold in Reading/ELA, Mathematics and Science	Jones, John Hodge. (1995, November). Extending School Hours: A Capital Idea. <i>Educational Leadership</i> , 44-46. "The Case for Saturday School." March, 20, 2010. Retrieved from http://online.wsj.com	August 2010	June 2013
1-A., B., C.; 2-A., B., C.; 3-A., B.; 4-A., B., C.; 5-A., B.; 6-A., B., C.; 7-B.	Establish a Summer Enrichment Academy designed to provide an Extended School Year and enhance student performance in Reading/ELA, Mathematics, Science and Social Studies across all grade levels.	To effectively implement a process-oriented academic support system designed to transform the culture and achievement motivation of low-performing at-risk students through positive year-long educational experiences that ensure academic success	Jones, John Hodge. (1995, November). Extending School Hours: A Capital Idea. <i>Educational Leadership</i> , 44-46.	August 2010	June 2013

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Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 1: Improve Academic Performance including (but not limited to) Reading/ELA and Math

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1-A., B., C.; 2-A., B., C.; 3-A., B.; 4-C.; 5-A., B., C.; 6-A., B., C.; 7-B	Strengthen, expand and provide sustainability to the existing Advancement Via Individual Determination (AVID) Program within all content areas and across all grade levels to increase college and career readiness for first-generation prospective post-	To increase the number of high school graduates within the "academic middle" who are traditionally underserved as first-generation prospective post-secondary students. To increase the number of first-generation prospective post-secondary students who	Jones, John Hodge. (1995, November). Extending School Hours: A Capital Idea. <i>Educational Leadership</i> , 44-46.	August 2010	June 2013
1-A., B., C.; 2-A., B., C.; 3-A., B.; 4-C.; 5-A., B., C.; 6-A., B., C.; 7-B.	Further embed and incorporate the existing Advancement Via Individual Determination (AVID) Program proven performance strategies.	To effectively implement proven teaching strategies designed to ensure at-risk student involvement in the learning process and increase active learning and student motivation for individualized academic success across all grade levels.	Pitch, L., Marchand, G., Hoffman, B., Lewis, A. (2008, October). Avid Effectiveness Study. <i>Advancement Via Individual Determination Program</i> , 1-10. Conley, David T. (2007, April). The Challenge of College Readiness. <i>Educational Leadership</i> , 23-29.	August 2010	June 2013
1-A., B., C.; 2-A., B., C.; 3-A., B.; 4-C.; 5-A., B., C.; 6-A., B., C.; 7-B.	Provide long-term campus-wide expansion and sustainability to the college and career readiness strategies associated with the existing Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR-UP)	The successes of this United States Department of Education program is currently limited to serving a small cohort of students and merits replication and inclusiveness of all students across all grade levels and all content areas within our campus community	Danielson, Charlotte. Enhancing Student Achievement. <i>Books</i> . Retrieved from www.ascd.org/publications/books/102109/chapters/School_Organization.aspx	August 2010	June 2013
1-A., B., C.; 2-A., B., C.; 3-A., B.; 4-C.; 5-A., B., C.; 6-A., B., C.; 7-B	Implement a campus-wide Instructional Plan and Lesson Framework across all grade levels and all content areas with a horizontally and vertically aligned	To increase the number of students who graduate under the Distinguished Achievement Plan allowing for greater acceptance and successful completion of post-secondary	Danielson, Charlotte. Enhancing Student Achievement. <i>Books</i> . Retrieved from www.ascd.org/publications/books/102109/chapters/School_Organization.aspx	August 2010	June 2013

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Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 1: Improve Academic Performance including (but not limited to) Reading/ELA and Math

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1-A., B., C.; 2-A., B., C.; 3-A., B.; 4-A., B.; 5-A., B., C.; 6-A., B., C.; 7-B.	Further embed and incorporate the existing Advancement Via Individual Determination (AVID) Program proven performance strategies.	To effectively implement proven teaching strategies designed to ensure at-risk student involvement in the learning process and increase active learning and student motivation for individualized academic success across all grade levels.	Pitch, L., Marchand, G., Hoffman, B., Lewis, A. (2008, October). <i>Avid Effectiveness Study. Advancement Via Individual Determination Program, 1-10.</i> Conley, David T. (2007, April). <i>The Challenge of College Readiness. Educational Leadership, 23-29.</i>	August 2010	June 2013
1-A., B., C.; 2-A., B., C.; 3-A., B.; 4-A., B., C.; 5-A., B., C.; 6-A., B., C.; 7-B.	Provide long-term campus-wide expansion and sustainability to the college and career readiness strategies associated with the existing Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR-UP)	The successes of this United States Department of Education program is currently limited to serving a small cohort of students and merits replication and inclusiveness of all students across all grade levels and all content areas within our campus community	Danielson, Charlotte. <i>Enhancing Student Achievement. Books.</i> Retrieved from www.ascd.org/publications/books/102109/chapters/School_Organization.aspx	August 2010	June 2013
1-A., B., C.; 2-A., B., C.; 3-A., B.; 4-A., B., C.; 5-A., B., C.; 6-A., B., C.; 7-B.	Implement a campus-wide Instructional Plan and Lesson Framework across all grade levels and all content areas with a horizontally and vertically aligned	To increase the number of students who graduate under the Distinguished Achievement Plan allowing for greater acceptance and successful completion of post-secondary	Danielson, Charlotte. <i>Enhancing Student Achievement. Books.</i> Retrieved from www.ascd.org/publications/books/102109/chapters/School_Organization.aspx	August 2010	June 2013
1-A., B., C.; 2-A., B., C.; 3-A., B.; 4-A., B., C.; 5-A., B., C.; 6-A., B., C.; 7-B.	Enhance and develop greater campus, student, instructional staff, parent and school community access to online and satellite distance learning.	To allow all students the opportunity to access remediation/credit recovery courses, regular education courses and post-secondary advanced courses outside of the traditional campus environment and the established campus instructional schedule.	Geer, Cindy. (1996, Winter). <i>Multiplying Opportunity-The Clermont Country Distance-Learning Network. Curriculum Technology Quarterly.</i> Retrieved from http://www.ascd.org	August 2010	June 2013

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Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 2: Increase the use of Quality Data to Drive Instruction					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1-A., B., C.; 2-A., B., C.; 3-A., C.; 4-A., B., C.; 5-B.; 6-A., B.; 7-A., B., C.	Improve student achievement in Reading/ELA/Writing, Mathematics, Science and Social Studies across all grade levels through the use of quality data to drive campus-wide decision-making	To ensure that all instructional decisions, curriculum adjustments and individualized prescriptive responses to intervention are designed to positively impact student performance through student mastery of the specific TAKS objectives and the TEKS student expectations For all content areas and across all grade levels	"Research in the TI MathForward Program in Richardson, TX ISD." Retrieved from http://education.ti.com Holthaus, Robert A. (2008, June). The effects of a high school coaching program on the SAT-Mathematics test scores. <i>ProQuest Dissertations & Theses</i> . 105 pages. Slavin, Robert E. (1995, October). "Research on Cooperative Learning and Achievement: What We Know, What We Need to Know."	August 2010	June 2013
1-A., B., C.; 2-A., B., C.; 3-A., C.; 4-A., B., C.; 5-B.; 6-A., B.; 7-A., B., C.	Modify the annual curriculum master schedule based on student performance data and course/credit completion	To implement an annual curriculum master schedule that meets the instructional needs of all students and to ensure that the highest qualified and most experienced instructional staff are assigned to those instructional areas where they can have the greatest positive impact on student performance	Pitch, L., Marchand, G., Hoffman, B., Lewis, A. (2008, October). Avid Effectiveness Study. <i>Advancement Via Individual Determination Program, 1-10</i> . Conley, David T. (2007, April). The Challenge of College Readiness. <i>Educational Leadership, 23-29</i> .	August 2010	June 2013
1-A., B., C.; 2-A., B., C.; 3-A., C.; 4-A., B., C.; 5-B.; 6-A., B.; 7-A., B., C.	Provide professional development for the entire instructional staff through an annual summer planning academy (SPA) for campus-wide data disaggregation using the School Improvement Resource Center (SIRC) Model	To ensure that the entire instructional staff across all grade levels and all content areas possess a full understanding of the content area instructional needs of each and every student	Crowther, Sandee. (1998, February). Secrets of Staff Development Support. <i>Educational Leadership, 75-76</i> . Sparks, D., Hirsh, S. New Vision for Staff Development. <i>Books</i> . Retrieved from www.ascd.org	August 2010	June 2013

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Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 2: Increase the use of Quality Data to Drive Instruction

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1-A., B., C.; 2-A., B., C.; 3-A., C.; 4-A., B., C.; 5-B.; 6-A., B.; 7-A., B., C.	Utilize the SureScore comprehensive curriculum assessment program and the EduSoft comprehensive standards-based assessment application program continuously in the evaluation of student performance.	To provide timely per student performance data to instructional staff, the Dean of Students, and the curriculum supervising administrator in order to assess all grade levels and all content areas	Conley, David T. (2007, April). The Challenge of College Readiness. <i>Educational Leadership</i> , 23-29. Conley, David T. (2008, October). What Makes a Student College Ready? <i>Educational Leadership</i> . Retrieved from http://www.ascd.org	August 2010	June 2013
1-A., B., C.; 2-A., B., C.; 3-A., C.; 4-A., B., C.; 5-B.; 6-A., B.; 7-A., B., C.	Utilize the SureScore comprehensive curriculum assessment program and the EduSoft comprehensive standards-based assessment application program continuously to provide timely per student performance data to drive the daily, weekly instructional decisions.	To Provide immediate feedback to content area teachers, the entire instructional staff, the Dean of Instruction and the curriculum supervising administrator through continuous and timely assessment for all content areas and across all grade levels.	Geer, Cindy. (1996, Winter). Multiplying Opportunity-The Clermont Country Distance-Learning Network. <i>Curriculum Technology Quarterly</i> . Retrieved from http://www.ascd.org "Research Demonstrates the Value of Career and Technical Education." Retrieved from www.acteonline.org	August 2010	June 2013
1-A., B., C.; 2-A., B., C.; 3-A., C.; 4-A., B., C.; 5-B.; 6-A., B.; 7-A., B., C.	Provide opportunities for on-going daily and weekly communication between content area teachers, and the Dean of Instruction.	To enable data-driven decisions to be implemented as a result of student mastery or non-mastery of the specific TAKS objectives and the TEKS student expectations For all content areas and across all grade levels.	"Mansfield Independent School District Virtual School Policy Guidelines/Handbook." Retrieved from http://www.mansfieldisd.org/departments/technology/pdf/studentaup.pdf "Mansfield Independent School District (MISD)." Retrieved from www.cisco.com	August 2010	June 2013
1-A., B., C.; 2-A., B., C.; 3-A., C.; 4-A., B., C.; 5-B.; 6-A., B.; 7-A., B., C.	Utilize data disaggregation of student performance.	To ensure the accurate evaluation of all of the specific elements of the instructional program enabling data-driven .	Popham, W. James. (2008, December). Anchoring Down the Data. <i>Educational Leadership</i> , 85-86.	August 2010	June 2013

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Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 2: Increase the use of Quality Data to Drive Instruction

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1-A., B., C.; 2-A., B., C.; 3-A., C.; 4-A., B., C.; 5-B.; 6-A., B.; 7-A., B., C.	Utilize data disaggregation of student performance data by teacher, classroom group, identified student sub-population, course/subject area, grade level and content area department along with PDAS instruments and empirical "walk-through" observations to guide teacher accountability in the pedagogical process	To ensure teacher effectiveness in the delivery of the specific TAKS objectives and the TEKS student expectations and that "bell-to-bell" "Face-To-Face" instruction and the highest quality of teaching for engagement is occurring each day throughout all classrooms and within each content area and across all grade levels	Popham, W. James. (2008, December). <i>Anchoring Down the Data. Educational Leadership</i> , 85-86.	August 2010	June 2013
1-A., B., C.; 2-A., B., C.; 3-A., C.; 4-A., B., C.; 5-B.; 6-A., B.; 7-A., B., C.	Implement an annual pre & post student performance data collection process to be utilized as both a diagnostic tool summative evaluation instrument for all elements of the instructional program	To guide the review of student performance snapshots and application of prescriptive measures designed to increase the effectiveness of the entire instructional program	Popham, W. James. (2008, December). <i>Anchoring Down the Data. Educational Leadership</i> , 85-86.	August 2010	June 2013
Add additional pages as needed.					

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Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 3: Increase Leadership Effectiveness

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1-A., B., C.; 2-A., B., C.; 3-A., B., C.; 4-A., B., C.; 5-B.; 6-A., B.; 7-A., B., C.	Partner with ESC Regional Service Centers and ESC Region 13 School Improvement Resource Center (SIRC) for the purpose of participating and obtaining the face-to-face leadership training.	To provide engagement in the continuous efforts that dramatically transform the school with SIRC as the state entity charged with providing technical support to all TTIPS grantees while ensuring maintenance of effective reform strategies by Teacher-Leaders throughout the school community	"Leading Change in Professional Learning Communities." (1999, December). <i>Education Update</i> . Retrieved from http://www.ascd.org	August 2010	June 2013
1-A., B., C.; 2-A., B., C.; 3-A., B., C.; 4-A., B., C.; 5-B.; 6-A., B.; 7-A., B., C.	Implement Professional Learning Communities (PLC) for all instructional staff.	To ensure a comprehensive collaborative approach to reform and pedagogical improvement across the entire curriculum through the fostering of on-going professional development.	Bennett, E., Schulte, K. (2003, February). Book Clubs as Professional Development. <i>Classroom Leadership</i> . Retrieved from http://www.ascd.org	August 2010	June 2013
1-A., B., C.; 2-A., B., C.; 3-A., B., C.; 4-A., B., C.; 5-B.; 6-A., B.; 7-A., B., C.	Develop and implement a campus-wide Leader-of-Leaders Model that enables all instructional staff to have the opportunity to become Teacher-Leaders within their content area.	To create strong leadership from both administrators and teachers as an essential building block for successful school reform while creating opportunities for leaders.	"Leading Change in Professional Learning Communities." (1999, December). <i>Education Update</i> . Retrieved from http://www.ascd.org	August 2010	June 2013
1-C.; 2-C.; 3-A., C.; 4-C.; 5-B.; 6-A., B., C.; 7-B., C.	Conduct professional development sessions for the counseling and guidance team that focuses on collaboration with the instructional staff	To bridge the communication gap between academic scheduling and the delivery of instruction enabling a prescriptive approach to academic guidance and counseling for students and parents	Flowers, J., Keating, M. (2005, Summer). A Case of Closing the Achievement Gap. <i>Educational Leadership</i> . Retrieved from www.ascd.org "Making Benchmark Testing Work." Retrieved from www.ascd.org/ascd_express.vol5/503_herman_abstract.aspx	August 2010	June 2013

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Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 3: Increase Leadership Effectiveness

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1-A., B., C.; 2-A., B., C.; 3-A., B., C.; 4-A., B., C.; 5-B.; 6-A., B.; 7-A., B.	Establish a common staff development period for department heads and instructional team leaders within the regular school day to ensure collaborative teaming, administrative support and the capacity for Teacher-Leaders to observe and evaluate teacher effectiveness within content area classrooms	To provide opportunities to track progress and modify instruction and apply immediate interventions at the department level while ensuring communication and collaboration in the examination of student performance data	Thiers, Naomi. (2007, September). Teachers as Leaders. <i>Educational Leadership</i> . Retrieved from http://www.ascd.org	August 2010	June 2013
1-A., B., C.; 2-A., B., C.; 3-A., B., C.; 4-A., B., C.; 5-B.; 6-A., B.; 7-A., B., C.	Provide additional supports and professional development to teachers and principals enabling all instructional staff to effectively meet the needs of students.	To ensure that all instructional staff have the capacity to provide high-yield instructional strategies for the school's student population in the most need of assistance	Knuth, Doreen. School Administration Managers Help Principals Bear Leadership Burden. <i>ASCDExpress</i> . Retrieved from http://www.ascd.org	August 2010	June 2013
1-A., B.; 2-B., C.; 3-A.; 4-C.; 7-B.	Direct the campus leadership team and Teacher-Leaders to participate in Webinars and Podcasts.	To allow all instructional staff to integrate technology-based supports into the highest-yielding best instructional practices.	Atkins, K., Rossi, M. (2007, September). Change From Within. <i>Educational Leadership</i> . Retrieved from http://www.ascd.org	August 2010	June 2013

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Texas Title I Priority Schools Grant
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Part 3: Intervention Model

Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 4: Improve Learning Time

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1-A., B., C.; 2-A., B., C.; 3-B., C.; 4-A., B., C.; 6-A., B., C.; 7-B.	Increase the academic Master Schedule course offerings to address the new 26-credit state-mandated graduation requirement	Due to the recent increase in TEA course requirements for graduation starting with the 2010-2011 school year, this initiative allows students to obtain additional credits each school year, thereby increasing student graduation rates	Reeves, Douglas. Learning Leader. <i>ASCD Publications</i> . Retrieved from http://www.ascd.org	August 2010	June 2013
1-A., B., C.; 2-A., B., C.; 3-B., C.; 4-A., B., C.; 6-A., B., C.; 7-B.	Allow students to enroll in an optional additional course offerings prior to the regular school day and after the regular school day schedule	Enables students to obtain one or two additional credits each school year through the expansion and extension of the regular school day, thereby increasing student graduation rates	Brown, John L. Observing Dimensions of Learning in Classrooms and Schools. <i>ASCD Publications</i> . Retrieved from http://www.ascd.org	August 2010	June 2013
1-A., B., C.; 2-A., B., C.; 3-B., C.; 4-A., B., C.; 6-A., B., C.; 7-B.	Establish a program of Saturday Mini-semesters throughout the calendar year permitting students the opportunity to complete additional courses for both remediation and/or advancement	To provide flexible scheduling and additional opportunities for credit recovery and advancement beyond the schedule of a traditional school week, thereby increasing student graduation rates	Jones, John Hodge. (1995, November). Extending School Hours: A Capital Idea. <i>Educational Leadership</i> , 44-46. "The Case for Saturday School." March, 20, 2010. Retrieved from http://online.wsj.com	August 2010	June 2013
1-A., B., C.; 2-A., B., C.; 3-B., C.; 4-A., B., C.; 6-A., B., C.; 7-B.	Conduct Saturday instructional sessions utilizing PLATO and API modules throughout the calendar year for credit recovery	To provide flexible scheduling and additional opportunities for credit recovery and advancement beyond the schedule of a traditional school week, thereby increasing student graduation rates	Jones, John Hodge. (1995, November). Extending School Hours: A Capital Idea. <i>Educational Leadership</i> , 44-46. "The Case for Saturday School." March, 20, 2010. Retrieved from http://online.wsj.com	August 2010	June 2013

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Part 3: Intervention Model

Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 4: Improve Learning Time

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1-A., B., C.; 2-A., B., C.; 3-B., C.; 4-A., B., C.; 6-A., B., C.; 7-B.	Implement a partial modified Block Schedule within the regular school day schedule to allow students the opportunity to complete Advanced Placement coursework while ensuring success on the College Board National Examination System	Facilitates the student's ability to meet state requirements while increasing performance within the Advanced Placement program	Conley, David T. (2007, April). The Challenge of College Readiness. <i>Educational Leadership</i> , 23-29. Hackman, Donald G. (1995, November). Ten Guidelines for Implementing Block Scheduling. <i>Educational Leadership</i> , 24-27.	August 2010	June 2013
1-A., B., C.; 2-A., B., C.; 3-B., C.; 4-A., B., C.; 6-A., B., C.; 7-B.	Implement Saturday School sessions throughout the calendar year for Credit-by-Examination credit granting courses	Allows for advancement and/or remediation outside the traditional school week, thereby increasing student graduation rates	Conley, David T. (2007, April). The Challenge of College Readiness. <i>Educational Leadership</i> , 23-29.	August 2010	June 2013
1-A., B., C.; 2-A., B., C.; 3-B., C.; 4-A., B., C.; 6-A., B., C.; 7-B.	Contract additional highly qualified certified teachers to assist in remediation and small group tutoring within the regular school day, in addition to during flexibly scheduled evening sessions and within scheduled Saturday School sessions	To provide students increased learning time during the regular school day and allows for the modification of delivery of instruction through an Extended Week	Jones, John Hodge. (1995, November). Extending School Hours: A Capital Idea. <i>Educational Leadership</i> , 44-46. "The Case for Saturday School." March, 20, 2010. Retrieved from http://online.wsj.com	August 2010	June 2013
1-A., B., C.; 2-A., B., C.; 3-B., C.; 4-A., B., C.; 6-A., B., C.; 7-B.;	Create an on-campus Credit Recovery Center for students to utilize throughout the school day and during the evening hours	Allows for flexibility in students schedule to recover credits lost and increase student graduation rates.	Jones, John Hodge. (1995, November). Extending School Hours: A Capital Idea. <i>Educational Leadership</i> , 44-46. "The Case for Saturday School." March, 20, 2010. Retrieved from http://online.wsj.com	August 2010	June 2013

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Part 3: Intervention Model

Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 4: Improve Learning Time

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1-A., B., C.; 2-A., B., C.; 3-B., C.; 4-A., B., C.; 6-A., B., C.; 7-B.	During the summer months, increase the number of course-specific summer camps and curriculum academies to direct remediation, credit recovery and/or advancement	Increases opportunities outside the school year for students seeking remediation or advancement, thereby increasing student graduation rates	Cooper, H,Valentine, J.C., Charlton, K. & Melson A. (2003). The effects of modified school calendars on school achievement on school and community attitudes. <i>Review of Educational Research, 73(1), 1-52.</i>	August 2010	June 2013
1-A., B., C.; 2-A., B., C.; 3-B., C.; 4-A., B., C.; 6-A., B., C.; 7-B.	Implement a campus-wide distance learning program for all students across all grade levels and all content areas utilizing satellite distance learning digital instructional technology to include web-based application providing for Extended School Day, Extended School Week and Extended School Year learning opportunities	To increase opportunities to learn through the flexible scheduling of instruction outside the traditional school day for students seeking remediation and/or advancement while increasing student graduation rates	Cooper, H,Valentine, J.C., Charlton, K. & Melson A. (2003). The effects of modified school calendars on school achievement on school and community attitudes. <i>Review of Educational Research, 73(1), 1-52.</i>	August 2010	June 2013

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Part 3: Intervention Model

Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 5: Increase Parent/Community Involvement

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1-A., B., C.; 2-A., B., C.; 3-B., C.; 4-A., B., C.; 5-A., B., C.; 6-A., B., C.; 7-B.	Expand the functionality of telecommunications, web-based student management and classroom record-keeping applications and increase the Teacher-to-Parent on-going interaction utilizing cyber-communication tools.	To provide more effective, timely and continuous communication with parents, thereby increasing immediate parental engagement and responses to overall student performance	www.parentlink.net www.gs.ecisd.us	August 2010	June 2013
2-C.; 5-A., B., C.	Increase the number of community service agencies through partnerships with city, county and state entities that have the capacity to directly serve students and their parents	The enrollment of Economedes High School includes 94% Economically Disadvantaged students, 63% academically At-Risk students, 17% Limited English Proficient students, 11% federally identified Migrant students and 2% recent Immigrant status students.	www.txp2p.org www.ttbh.org www.surescore.com	August 2010	June 2013
2-C.; 5-A., B., C.	Develop and implement a Parental Leadership Program modeled after the University of Texas-Pan American GEAR-UP Las Platicadoras Program	To provide parent leadership training sessions allowing the greater dissemination of information to the school community served by the campus .	UTPA Gear Up – Las Platicadoras www.aspira.org www.utpa.edu	August 2010	June 2013
2-C.; 5-A., B., C.	Increase parental connection and school involvement activities for all students while specifically targeting students with learning disabilities, at-risk students and Limited English Proficient students	To provide increased opportunities for parents of low-performing students to become more directly involved in their child's education	District Administration June 2007 vol. 43 Issue 6,p. 17-17 www.utpa.edu	August 2010	June 2013

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Part 3: Intervention Model

Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 5: Increase Parent/Community Involvement

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
2-C.; 5-A., B., C.	Establish a campus-based Parent Center designed to facilitate increased parental engagement and adult education through partnership with ESC Region 1 Adult Education Services Division	To create a central on-campus contact point designed to encourage parental involvement and provide a facility for the coordination of parent adult education and leadership training	www.latinoliteracy.com	August 2010	June 2013
1-B., C.; 2-C.; 3-B., C.; 5-A., B., C.; 6-A., B., C.; 7-B.	Schedule an increase in the number of parent training sessions and adult education that focuses on college and career readiness standards and initiatives	To resolve the identified disconnect between parental desire for their child's preparedness for post-secondary education and their actual knowledge of how college preparation systems operate and student expectations for performance are applied	<u>Understanding the Perception of College Readiness in the Rio Grande Valley of South Texas</u> , Texas Valley Communities Foundation, August, 2009.	August 2010	June 2013
1-B., C.; 2-C.; 3-B., C.; 5-A., B., C.; 6-A., B., C.; 7-B.	Increase parent training and adult education sessions on English as a Second Language (ESL), computer literacy and parenting skills	To promote increased parental communication and engagement while encouraging positive interaction with the school community	Parental involvement literature	August 2010	June 2013
1-B., C.; 2-C.; 3-B., C.; 5-A., B., C.; 6-A., B., C.; 7-B.	Partner with the ENCORE Project (Engaging Communities for College Readiness) to ensure awareness of the college and career readiness standards that are applied to the entire school community served by Economedes High School	To inform and engage the community served by the campus regarding the college and career readiness standards and initiatives adopted by Economedes High School while providing a strong base of diverse community support for the on-going development of a college-going culture	Texas College and Career Readiness Program (2008) www.txccrs.org	August 2010	June 2013

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Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 5: Increase Parent/Community Involvement

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1-B., C.; 2-C.; 3-B., C.; 5-A., B., C.; 6-A., B., C.; 7-B.	Partner with the South Texas Promotora Association (STPA) for the application of college readiness standards across the curriculum	To provide campus guidance and assistance in laying the foundation for community involvement in the implementation of the college and career readiness initiatives adopted by Economedes High School	<u>Understanding the Perception of College Readiness in the Rio Grande Valley of South Texas</u> , Texas Valley Communities Foundation, August, 2009.	August 2010	June 2013
1-B., C.; 2-C.; 3-B., C.; 5-A., B., C.; 6-A., B., C.; 7-B.	Increase the parent contact expectations of all instructional staff to ensure increased parental involvement and active engagement in the learning process	To connect parents directly to the daily and weekly performance of their child within the campus community, thereby enhancing the parent-school partnership	Rice, Ryan. (2001, August). <i>The Answer To Effective Parent Communication. Classroom Leadership</i> . Retrieved from http://www.ascd.org	August 2010	June 2013
1-B., C.; 2-C.; 3-B., C.; 5-A., B., C.; 6-A., B., C.; 7-B.	Establish partnerships with parent organizations, churches, law enforcement and social service agencies to assist in ensure a safe learning environment and positive campus community for all students	To meet the emotional, social, health and safety needs for all students within our school community	Rice, Ryan. (2001, August). <i>The Answer To Effective Parent Communication. Classroom Leadership</i> . Retrieved from http://www.ascd.org	August 2010	June 2013

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Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 6: Improve School Climate

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1-A., B., C.; 2-A., B., C.; 3-A., B., C.; 4-A., B., C.; 5-B.; 6-A., B., C.; 7-B.	Provide professional development for all instructional staff regarding sensitivity to the perceptions, culture and attitudes of parents and children living within our school community.	The enrollment of Economedes High School includes 94% Economically Disadvantaged students, 63% academically At-Risk students, 17% Limited English Proficient students, 11% federally identified Migrant students and 2% recent Immigrant status students.	Paynes, Ruby, <u>Framework for Understanding the Culture of Poverty.</u>	August 2010	June 2013
1-A., B., C.; 2-A., B., C.; 3-A., B., C.; 4-A., B., C.; 5-B.; 6-A., B., C.; 7-B.	Provide professional development for all instructional staff regarding differentiated instruction and cultural diversity.	To provide recognition of the need for differentiated instruction to be applied across all content areas and all grade levels ensuring pedagogical adaptation to the learning process of a culturally diverse student population	Ramirez, Diana, <u>Reading Strategies for Differentiated Instruction</u>	August 2010	June 2013
1-A., B., C.; 2-A., B., C.; 3-A., B., C.; 4-A., B., C.; 5-A., B.; 6-A., B., C.; 7-B.	Implement regularly scheduled family literacy events to involve both students and other family members.	To provide families an opportunity utilize campus academic resources while increasing parental involvement and active engagement in the school community	Rice, Ryan. (2001, August). <i>The Answer To Effective Parent Communication. Classroom Leadership.</i> Retrieved from http://www.ascd.org	August 2010	June 2013
1-A., B., C.; 2-A., B., C.; 3-A., B., C.; 4-A., B., C.; 5-A., B.; 6-A., B., C.; 7-B.	Establish a summer transition program and new student orientation to inform and prepare students moving from the middle school to the high school environment	To ensure that all incoming 9 th grade students are prepared emotionally, socially and with awareness of the academic performance expectations of the senior high school environment	"Full-Service Community Schools." (2008, Summer). <i>INFObrief.</i> Retrieved from http://www.ascd.org	August 2010	June 2013

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Part 3: Intervention Model
Section D: Improvement Activities and Timeline (cont.)
Critical Success Factor 6: Improve School Climate

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1-A., B., C.; 2-A., B., C.; 3-A., B., C.; 4-A., B., C.; 5-A., B.; 6-A., B., C.; 7-B.	Implement a Teacher-to-Student Mentoring and Advisory Program designed to provide each and every student the opportunity to develop a positive and respectful relationship with instructional staff.	To ensure a decrease in student discipline management issues such as: bullying, harassment, truancy, attendance problems and criminal and/or disrespectful behavior, thereby enabling a positive, safe and crime-free learning environment for all students	Partnership for 21 st Century Skills, Education and Competiveness. www.21stcenturyskills.org	August 2010	June 2013
1-A., B., C.; 2-A., B., C.; 3-A., B., C.; 4-A., B., C.; 5-A., B.; 6-A., B., C.; 7-B.	Establish student-led campus-based conferences and advisory groups to enhance student engagement with instructional staff and the campus leadership team	To provide increased opportunities for students to share their concerns, needs and recommendations regarding improvements to the school community.	"Leading Change in Professional Learning Communities." (1999, December). <i>Education Update</i> . Retrieved from http://www.ascd.org Thiers, Naomi. (2007, September). Teachers as Leaders. <i>Educational Leadership</i> . Retrieved from http://www.ascd.org	August 2010	June 2013
1-A., B., C.; 2-A., B., C.; 3-A., B., C.; 4-A., B., C.; 5-A., B.; 6-A., B., C.; 7-B.	Develop a School Management Plan designed to ensure school safety through appropriate assignment and scheduling of all instructional staff, campus security and the campus administrative team	To provide a schedule of duties and responsibilities that will ensure a campus-wide coverage school-related safety issues, thereby enabling a positive, safe and crime-free learning environment for all students	Atkins, K., Rossi, M. (2007, September). Change From Within. <i>Educational Leadership</i> . Retrieved from http://www.ascd.org	August 2010	June 2013
1-A., B., C.; 2-A., B., C.; 3-A., B., C.; 4-A., B., C.; 5-A., B.; 6-A., B., C.; 7-B.	Strengthen and expand the application of the AVID Program and its instructional methodologies across all content areas and all grade levels.	To enhance the school climate through the application of the college and career readiness standards and initiative adopted by Economedes High School ensuring that a mature college-going culture is instituted across all grade levels and all students	Pitch, L., Marchand, G., Hoffman, B., Lewis, A. (2008, October). Avid Effectiveness Study. <i>Advancement Via Individual Determination Program, 1-10.</i>	August 2010	June 2013

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Part 3: Intervention Model

Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 6: Improve School Climate

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1-A., B., C.; 2-A., B., C.; 3-A., B., C.; 4-A., B., C.; 5-A., B.; 6-A., B., C.; 7-B.	Increase campus leadership team visibility throughout all campus facilities and within all classrooms to promote the Positive Behavior System (PBS) to enhance positive student discipline management through positive instructional staff oversight of daily student supervision	Increased visibility of the campus leadership team allowing for the a greater awareness of the daily operational needs and concerns that need to be addressed to ensure a safe learning environment through the application of the Positive Behavior System for all instructional staff	Laitsch, Dan. "Self-Discipline and Student Academic Achievement." Retrieved from http://www.ascd.org	August 2010	June 2013
1-A., B., C.; 2-A., B., C.; 3-A., B., C.; 4-A., B., C.; 5-A., B.; 6-A., B., C.; 7-B.	Implement the application of the Positive Behavior System for instructional staff to improve student attitudes.	To ensure campus-wide positive behavior and student interaction through an extension of the consistent application of positive interaction and proactive assertive student discipline management.	Laitsch, Dan. "Self-Discipline and Student Academic Achievement." Retrieved from http://www.ascd.org	August 2010	June 2013

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Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 7: Increase Teacher Quality

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
5-A., B., C.; 7-C.	Partner with state-wide ESC Region Service Centers, institutions of higher education, teacher preparation programs and alternative certification programs to increase the quality of new teacher applicants.	To ensure the identification and recruitment of the highest qualified and most effective instructional staff employed to serve the students of the school community.	Bohen, Dolores Boylston. (2001, May). Strengthening Teaching Through National Certification. <i>Educational Leadership</i> , 50-53.	August 2010	June 2013
1-A., B., C.; 2-A., B., C.; 3-B., C.; 6-A., B., C.; 7-A., B., C.	Establish a documented, structured and consistent reward system for both new and veteran instructional staff.	To ensure the rigorous, transparent evaluation of all instructional staff.	Walen, E., DeRose, M. (1993, October). The Power of Peer Appraisals. <i>Educational Leadership</i> , 45-48.	August 2010	June 2013
1-A., B., C.; 2-A., B., C.; 3-B., C.; 6-A., B., C.; 7-A., B., C.	The campus will establish a documented, and deliberate process by which instructional staff that have been identified.	To ensure the rigorous, transparent and equitable evaluation of all instructional staff taking into account student performance data, informal multi-level empirical observations and formal PDAS instrument documentation.	Walen, E., DeRose, M. (1993, October). The Power of Peer Appraisals. <i>Educational Leadership</i> , 45-48.	August 2010	June 2013
1-A., B., C.; 2-A., B., C.; 3-B., C.; 6-A., B., C.; 7-A., B., C.	Create a data-based evaluation process that enables the campus leadership team to address the issues that manifest themselves in an effective classroom.	To ensure that the campus leadership team conducts extensive monitoring of the classroom and teacher effectiveness through formal PDAS observations.	Walen, E., DeRose, M. (1993, October). The Power of Peer Appraisals. <i>Educational Leadership</i> , 45-48.	August 2010	June 2013
1-A., B., C.; 2-A., B., C.; 3-A., B., C.; 4-C.; 6-A., B., C.; 7-A., B., C.	Provide on-going high quality job-embedded professional staff development.	To provide all teachers the necessary training designed to guarantee increasing student performance in the Reading/ELA/Writing, Mathematics, Science and Social Studies content.	Rowley, James B. (1999, May). The Good Mentor. <i>Educational Leadership</i> , 20-22	August 2010	June 2013

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Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 7: Increase Teacher Quality

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1-A., B., C.; 2-A., B., C.; 3-A., B., C.; 4-C.; 6-A., B., C.; 7-A., B., C.	Provide for on-going high quality job-embedded professional staff development that ensures all teachers focus on instructional classroom strategies and activities.	To provide all teachers the necessary training designed to guarantee increasing student performance in the Reading/ELA/Writing, Mathematics, Science and Social Studies content areas across all grade levels.	Crowther, Sandee. (1998, February). Secrets of Staff Development Support. <i>Educational Leadership</i> , 75-76. Sparks, D., Hirsh, S. New Vision for Staff Development. <i>Books</i> . Retrieved from www.ascd.org	August 2010	June 2013
1-A., B., C.; 2-A., B., C.; 3-A., B., C.; 4-A., B., C.; 6-A., B., C.; 7-A., B., C.	Strengthen, expand and provide sustainability to the existing New Teacher Mentor Program designed to ensure optimal effectiveness of all instructional staff that are new to the teaching profession	To provide new instructional staff the daily, weekly and yearly direct one-on-one peer guidance and on-going job-embedded professional development through positive proactive teaming with the highest performing veteran instructional staff	Rowley, James B. (1999, May). The Good Mentor. <i>Educational Leadership</i> , 20-22.	August 2010	June 2013
1-A., B., C.; 2-A., B., C.; 3-A., B., C.; 4-A., B., C.; 6-A., B., C.; 7-A., B., C.	Establish a common instructional planning period within the regular school day for all instructional staff.	To ensure the highest performance of all instructional staff through consistency in the effective planning and delivery of curriculum for all content areas and across all grade levels	Knuth, Doreen. School Administration Managers Help Principals Bear Leadership Burden. <i>ASCDExpress</i> . Retrieved from http://www.ascd.org	August 2010	June 2013
1-A., B., C.; 2-A., B., C.; 3-A., B., C.; 4-A., B., C.; 6-A., B., C.; 7-A., B., C.	Establish a Teacher-to-Teacher Peer Support System through the application of the Leader-of-Leaders Model enabling all instructional staff to gain increased professional content area knowledge.	To ensure that all instructional staff increase their individual leadership capacity and are prepared to serve in course content area and departmental instructional leadership positions while promoting an inclusive environment with regard to teacher input from all instructional staff across the entire school community	Knuth, Doreen. School Administration Managers Help Principals Bear Leadership Burden. <i>ASCDExpress</i> . Retrieved from http://www.ascd.org Rowley, James B. (1999, May). The Good Mentor. <i>Educational Leadership</i> , 20-22	August 2010	June 2013

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

Part 4: Waiver Requests

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

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

Note: Since TEA has requested and received a waiver of the period of availability of these school improvement grant funds, this waiver automatically applies to all LEAs in the State and *must* be checked.

- "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
Under this waiver, the LEA with an eligible Tier I or Tier II campus implementing the turnaround model or restart model may have their School Improvement status reset regardless of the actual AYP status and other school improvement interventions, such as School Choice and Supplemental Education Services (SES) would not be applicable. This waiver allows the campus two years to effectively implement the selected turnaround or restart model of reform without additional statutory school improvement interventions being required.
- Implementing a school wide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.
This waiver allows a Tier I Title I campus that otherwise does not qualify to operate a Schoolwide program to do so in order to implement the Tier I reform model selected.

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Texas Title I Priority Schools Grant

Schedule #4C—Performance Assessment and Evaluation

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

Section A: Ongoing Monitoring/Continuous Improvement - Describe the LEA/campus' process for providing on-going monitoring of grant activities to ensure continuous improvement

The campus level improvement team and department chairpersons will monitor the implementation of the plan on a monthly basis. At the monthly meetings, the team will determine if the implementation of program activities is on schedule and if the activity was implemented effectively. They will conduct ongoing assessment of performance and operations.

To determine if students are on target for improved academic performance, the campus improvement team will analyze campus and district benchmark results as soon as they become available. They will review other campus data to determine if the additional program activities are working as planned. The school improvement team will recommend modifications to the plan as needed to ensure that they are on target to meet the program objectives. All review and monitoring activities will be supported with documentation, such as agendas, sign-in sheets, progress reports, and meeting minutes.

The district improvement team will monitor the program throughout the project period to ensure that the program is working as intended. We will solicit feedback through various mediums of communication (e.g. oral, written, e-mail, or fax) from participants and stakeholders during the school year. We will use all feedback received to identify and correct problems as they occur and will help coordinate the necessary resources to implement changes for program improvement. Process evaluation information will be obtained from program administrators and participants to determine quality measures according to the purpose and objectives of the project.

The District improvement team is committed to conducting ongoing and "systematic data collection" because it provides the evidence that is necessary to implement rapid change and improvement in student learning. By implementing routine diagnostic processes, we are able to establish a systematic way of collecting and using a variety of information to make informed decisions. Further, with ongoing monitoring of grant activities, we are also able to confirm the *fidelity of implementation*. During this process, we obtain evidence that the delivery of content and instructional strategies are implemented in the way in which they were designed and intended to be delivered. If the expected positive impact does not occur, data evaluation lets us know whether it is the program or the implementation of the program that caused the problem

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Section B: Formative Evaluation- Describe the LEA/campus' process for formative evaluation, including how the results of the evaluation will be used to improve the grant program

The TTIPS District Team and the TTIPS Campus Teams will gather information about how successfully the strategies of the project are implemented. At least quarterly, they will assess their impact on the targeted population of staff and students. The district and campus teams will conduct the following activities to gather formative evaluation information from the program participants. This information will be used to make program improvement in the areas of need.

- Classroom observations
- Benchmark and Periodic assessments
- Annual State Standards (TAKS)
- Achievement tests
- Document review
- Interviews with leaders and teacher assessments
- Instructional data to alter strategies
- Feedback
- Examining lesson plans
- Portfolio assessments
- Review of student work samples
- Focus groups surveys

In addition, Economedes High School will use Operation Excellence to focus on the school's attention to the curriculum, instruction, data analysis, research, course work and leadership development. Schools build capacity when they learn how to collect and analyze their own data about their own progress and to craft an action plan designed to address areas of challenge in curriculum instruction and organization.

An external evaluator will provide additional data that is objective to assist in the reflection process. The school will complete a self-study so that they own the process and the results. In the assessment process the school and the site visitors study the process and the impact at the school site. Both the school and the site visitors will complete the annual Summary Analysis. After discussing all data gathered from each assessment task throughout the mid-year/year and summary report, the school will create a school action plan for continuous improvement.

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Texas Title I Priority Schools Grant

Schedule #4C—Performance Assessment and Evaluation

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Section C: Qualitative and Quantitative Data Collection Methods- Describe the LEA/campus' process for data collection methods to be implemented and 1) how the data will be disaggregated; 2) used to improve instruction; and 3) obtain continuous improvement results

We are using qualitative and quantitative evaluations for student level data. At the program level, we are using quantitative evaluations. The process for the data collection includes: (a) individual interviews, (b) written surveys, (c) tests and assessments, (d) observation, and (e) document review. We are using the baseline measures identified below as the starting point to take us from where we are currently, to where we need to be at the end date of the grant. To achieve our targets we will focus our evaluation plan on the following questions:

- Have the strategies and planned activities been implemented?
- If not, identify the reasons why implementation has been delayed
- Are we being successful in reaching our targeted population? Why or why not?
- If not, what changes must be made to ensure we meet the projected outcomes?
- Are participating students attaining their academic goals within the established timeline?
- If not, is the issue related to our program design or the services being provided?
- Is the program working as it was intended?

Through interim progress reports and observations of grant activities, we will identify strengths and weaknesses in the operations of our project and implement plans for timely improvement. Our observation procedures will also help to complement or corroborate the data we receive from other sources (e.g., surveys, interviews, focus groups). During the interview process, we receive in-depth and detailed information which we use to determine if a program was implemented as originally planned. We will obtain teacher and student feedback through written surveys which includes both, open ended and close-ended questions. The survey results will be analyzed and used to make program improvement in the areas identified.

Our quantitative data will be obtained from tests and assessments and documentation review of internal reports. Through analytical review and analysis, we will determine if our targets were met. For this section of the evaluation plan, we will determine the effectiveness of the following activities:

1. What are the average scale scores on TAKS assessments in reading/language arts and in mathematics, by grade, for the "all students" group, and for each subgroup.
2. In which subjects are students experiencing the lowest achievement
3. What is the number and percentage of students completing advanced coursework (e.g., AP or dual enrollment classes)
4. Did our college enrollment rates increase
5. Did teacher attendance rate improve
6. Did the student completion rate increase
7. Did the student drop-out rate decrease
8. Was on-going, job-embedded professional development for teachers effective
9. Was on-going, job-embedded professional development for administrators effective
10. Were the strategies to increase parent/community involvement effective
11. Were the strategies used to increase student learning time effective

The campus and district teams will meet to review and analyze the data. After they identify the areas in need of improvement, the teams will make the necessary adjustments in the most practicable and efficient manner possible.

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Texas Title I Priority Schools Grant

Schedule # 4C—Performance Assessment and Evaluation

Part 2: Process for Development of Performance Goals

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

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

The process used to develop the campus performance goals was initiated by campus administration and assigned to various members of instructional leaders across campus curriculum. Invited to meet on Saturday mornings, department heads and course team leaders were able to develop, through collaborative work, a working Campus Needs Assessment that detailed what the specific problems the campus identified and how the campus would assess goals for the campus over a three year period.

On the initial Saturday meeting, administration and team leaders were assigned to groups that followed the Texas Transformation Project plan and asked to develop an inclusive list of needs that Economedes High School could improve on. Broken down into seven groups, each composed of a campus administrator, counselor, instructional faculty (i.e teachers, department heads), and paraprofessionals, the group encompassed a comprehensive selection of staff members from all levels of campus community. Once the groups were established and had been assigned one of the seven Critical Success Factors listed in the Texas Title I Priority Schools Grant, collaborative work was commenced to develop a list of issues that staff and support staff notice to be a problem in the school environment, academic and cultural, respectively. They were asked to consider, as they created the list, to figure out how they might be able to rectify these problems in order to meet the success factors outlined in the grant.

The following task for the groups was then to establish a method in which the goals in the corrective action plan could be assessed and could also be supported with the proper documentation and researched sources. Again, the seven groups were asked to offer their assistance on the issue. Diligently, staff members pulled together articles that dealt specifically with methodology to improve the campus based on the CSFs. Each of the groups, in turn, presented their findings to the leadership faculty in other for the other groups to have an idea of the research in each of the areas in question.

Ultimately, through collaborative work and research, the following performance goals were determined to be the most valid for the campus improvement plan and therefore, allow the campus to assess their improvement effectively.

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Texas Title I Priority Schools Grant

Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

Improve Academic Performance – Enter the annual goals for student achievement, on both the State's assessments and other measures identified by the LEA, to which the LEA is holding the campus accountable

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Improve Student Achievement in Reading/ELA To Increase Student Academic Performance	TAKS/EOC/AEIS	86%	89%	TAKS 93% EOC Panel Rec.	TAKS 95% EOC Panel Rec.
2	Improve Student Achievement in Mathematics To Increase Student Academic Performance	TAKS/EOC/AEIS	66%	75%	TAKS 83% EOC Panel Rec.	TAKS 90% EOC Panel Rec.
3	Improve Student Achievement in Science/Completion Rates To Increase Student Academic Performance, Increase Student Graduation Rates	TAKS/EOC/AEIS	63%	70%	TAKS 75% EOC Panel Rec.	TAKS 80% EOC Panel Rec.
4	Improve Student Achievement in Social Studies/Completion Rates To Increase Student Academic Performance, Increase Student Graduation Rates	TAKS/EOC/AEIS	91%	96%	TAKS 100% EOC Panel Rec.	TAKS 100% EOC Panel Rec.
5	Improve Student Achievement in Texas College And Career Readiness Standards/Texas Success Initiative (TSI) To Increase Student Academic Performance, Increase Student Graduation Rates And Increase Student Success In Post-Secondary Education And Vocational Training	TAKS/EOC/AEIS	29%	35%	40%	45%
6	Improve Student Achievement in the 9th and 10th Grade Through The Application Of The Small Learning Community Model For Reading/ELA And Mathematics To Increase Student Academic Performance And Increase Student Graduation Rates	Small Learning Community Model	0 Communiti es	Research & Evaluate Small Learning Comm. Models	Establish 1 Learning Comm. (9 th Grade Reading/ ELA & Math.)	Establish 2 Learning Comm. (9 th Grade & 10 th Grade Reading/ ELA & Math.)

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Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

Improve Academic Performance – Enter the annual goals for student achievement, on both the State’s assessments and other measures identified by the LEA, to which the LEA is holding the campus accountable

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
7	Improve Student Achievement in the 11 th and 12 th Grade Through The Application Of A Comprehensive Credit Recovery Academy Model For Reading/ELA, Mathematics, Science And Social Studies To Increase Student Academic Performance And Increase Student Graduation Rates	Comprehensive Credit Recovery Academy Model	0 Academies	Research & Evaluate Comp. Credit Rec. Models	Establish 1 Learning Comp. Credit Rec. Acad. (11 th Grade Reading/ ELA, Math., Science & Social Studies)	Establish 2 Learning Comp. Credit Rec. Acad. (11 th Grade & 12 th Grade Reading/ ELA, Math., Science & Social Studies)
8	Improve Student Achievement in the 9 th , 10 th , 11 th and 12 th Grade Through The Expansion Of The Advancement Via Individual Determination Program Methodologies (AVID) Across The Entire Curriculum To Support The Delivery Of The Advanced Academic Curriculum And Texas College And Career Readiness Standards To All Students	JEHS <i>Operation Excellence</i> Corrective Action Plan & AVID Program Model & College Board Advanced Placement Program Model, Concurrent/Dual Enrollment Partnership Model, Tech Prep/CATE Model & Texas College And Career Readiness Initiative	25% Of The Curriculum	50% Of The Curriculum	75% Of The Curriculum	100% Of The Curriculum

Increase the Use of Quality Data to Drive Instruction – Enter the annual goals for increasing the use of quality data to drive instruction, to which the LEA is holding the campus accountable.

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
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Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

Improve Academic Performance – Enter the annual goals for student achievement, on both the State's assessments and other measures identified by the LEA, to which the LEA is holding the campus accountable

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Number Of Instructional Staff Receiving Professional Development For Campus-Wide Data Disaggregation	SIRC Model & Customized Performance Management System (EduSoft & Surescore) Systemic Progress Monitoring	47 Staff Members	63 Staff Members	124 Staff Members	189 Staff Members
2	Number Of Instructional Staff Receiving Professional Development For Content Area Departmental Tier I Instruction Formative Data Review	Customized Performance Management System (EduSoft & Surescore) Systemic Formative Progress Monitoring	47 Staff Members	63 Staff Members	124 Staff Members	189 Staff Members
3	Number Of Instructional Staff Receiving Professional Development For Content Area Departmental Tier II & Tier III Instruction Formative Data Review	Customized Performance Management System (EduSoft & Surescore) Systemic Formative Progress Monitoring	21 Staff Members	63 Staff Members	124 Staff Members	189 Staff Members
4	Number Of Instructional Staff Receiving Professional Development For Campus-Wide Summative Data Evaluation Of Teacher Effectiveness For Annual Instructional Staff Transformation	SIRC Model & Customized Performance Management System (EduSoft & Surescore) Systemic Summative Progress Monitoring & AEIS Data Reports	16 Staff Members	63 Staff Members	124 Staff Members	189 Staff Members

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Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

Improve Academic Performance – Enter the annual goals for student achievement, on both the State’s assessments and other measures identified by the LEA, to which the LEA is holding the campus accountable

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
5	Number Of Instructional Staff Receiving Professional Development For Campus-Wide Summative Data Evaluation For Annual Instructional Program Transformation	SIRC Model & Customized Performance Management System (EduSoft & Surescore) Systemic Summative Progress Monitoring & AEIS Data Reports	47 Staff Members	63 Staff Members	124 Staff Members	189 Staff Members

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Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Number Of Administrative Staff Receiving Professional Development For Leadership Coaching	SIRC Model	2 Admin.	3 Admin.	4 Admin.	5 Admin.
2	Number Of Administrative Staff, Teacher-Leaders And Instructional Staff Receiving Professional Development Designed To Meet The Needs Of Limited English Proficient Students, At-Risk Students, Students With Learning Disabilities, AVID Students And Advanced Academic Students	ERO Documentation & Certificates Of Completion & Trainer Of Trainers (TOT) Sessions	47 Staff Members	63 Staff Members	124 Staff Members	189 Staff Members
3	Number Of Administrative Staff, Teacher-Leaders And Instructional Staff Receiving Professional Development For Campus And Instructional Leadership	ERO Documentation & Certificates Of Completion & Trainer Of Trainers (TOT) Sessions	16 Staff Members	20 Staff Members	24 Staff Members	28 Staff Members
4	Number Of Administrative Staff, Teacher-Leaders And Instructional Staff Receiving Professional Development For Positive Behavior System (PBS)	ERO Documentation & Certificates Of Completion & Trainer Of Trainers (TOT) Sessions	0 Staff Members	63 Staff Members	124 Staff Members	189 Staff Members

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Texas Title I Priority Schools Grant

Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
5	Number Of Administrative Staff, Teacher-Leaders And Instructional Staff Participating In Webinars, Podcasts And Reviews Of Professional Development Periodic Literature	SIRC & The Texas Turnaround Center & TEA	7 Admin.	63 Staff Members	124 Staff Members	189 Staff Members

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Number Of Courses Offered For Academic Instruction Scheduled Outside Of The Regular School Day For Extended Day Instruction	Campus Academic Master Schedule	0 Courses	2 Courses	2 Courses	2 Courses
2	Number Of Evening Hours Offered For Academic Instruction Scheduled Outside Of The Regular School Day For Extended Day Instruction	Instructional Staff Time-Sheets & Hourly Logs	0 Hours	2 Hours	3 Hours	4 Hours
3	Number Of Saturday Mini-Semesters And Saturday School Sessions Offered Throughout The Calendar Year For Extended Week And Extended Year Instruction	Instructionally-Focused Academic Yearly Calendar	17 Sessions	19 Sessions	21 Sessions	26 Sessions
4	Number Of Summer Camps And Summer Course Academies Offered Throughout The Calendar Year For Extended Year Instruction	Instructionally-Focused Academic Yearly Calendar	2 Summer Camps & Summer Acad.	6 Summer Camps & Summer Acad.	8 Summer Camps & Summer Acad.	10 Summer Camps & Summer Acad.

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Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
5	Number Of Distance Learning Academic Programs Offered Through Digital Instructional Technology (Satellite, Cable & Web-Based) For Extended Day, Extended Week And Extended Year Instruction	Student Course Requests & Student Course Registrations & Service Contracts & Cooperative Service Agreements	0 Courses	4 Courses	8 Courses	12 Courses

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Part 3: Annual Performance Goals

Increase Parent/Stakeholder Involvement – Enter the annual goals for increasing parent and community involvement, to which the LEA is holding the campus accountable.

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Number Of Technology Applications Offered To Parents And Community Members For Parental Engagement	Telecommunication Systems & ParentLink & Gradespeed & Web-Based E-Mail And Messaging Programs	3 Apps.	4 Apps.	5 Apps.	5 Apps.
2	Number Of Community Service Agencies Actively Serving Students And Their Parents	Service Contracts & Cooperative Service Agreements	4 Comm. Service Agencies	9 Comm. Service Agencies	11 Comm. Service Agencies	13 Comm. Service Agencies
3	Number Of Parental Leadership Programs	UTPA GEAR-UP Model	0 Programs	1 Program	2 Programs	2 Programs
4	Number Of Campus-Based Parent Centers That Provide Adult Education Sessions On English As A Second Language (ESL), Computer Literacy And Parenting Skills	ESC Region 1 Adult Education Services Division Model	0 Centers	1 Center	1 Center	1 Center
5	Number Of Campus-Based Parent Training Sessions That Provide Focus On College And Career Readiness Standards And Initiatives	ESC Region 1 Adult Education Services Division Model	0 Sessions	3 Sessions	5 Sessions	6 Sessions

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal

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#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Number Of Administrative Staff, Teacher-Leaders And Instructional Staff Receiving Professional Development For Sensitivity And Awareness Of Perceptions, Culture And Attitudes Of At-Risk Students And Families Facing Poverty Or Dysfunction	ERO Documentation & Certificates Of Completion & Trainer Of Trainers (TOT) Sessions	0 Staff Members	66 Staff Members	124 Staff Members	189 Staff Members
2	Number Of Administrative Staff, Teacher-Leaders And Instructional Staff Receiving Professional Development For The Positive Behavior System (PBS)	ERO Documentation & Certificates Of Completion & Trainer Of Trainers (TOT) Sessions	0 Staff Members	63 Staff Members	124 Staff Members	189 Staff Members
3	Increase The Safety And Effectiveness Of The Learning Environment Through The Review, Evaluation An Revision Of The Current School Management Plan	Texas Safe Schools Act & ECISD School Safety & Operations Model	1 Current School Management Plan	Review & Evaluate The Current School Mgmt. Plan	Revise The Current School Mgmt. Plan	Implement Revised School Mgmt. Plan
4	Number Of Administrative Staff, Teacher-Leaders And Instructional Staff Participating In An Effective Teacher-To-Student Mentoring And Advisory Program	Teacher-To-Student Mentoring And Advising Sessions Documentation & Contact Logs	0 Staff Members	63 Staff Members	124 Staff Members	189 Staff Members
5	Number Of Administrative Staff, Teacher-Leaders And Instructional Staff Receiving Professional Development For AVID Program Methodologies Designed To Improve The School Climate Through The Application Of The Texas College And Career Readiness Standards Across The Curriculum	ERO Documentation & Certificates Of Completion & Trainer Of Trainers (TOT) Sessions & AVID Program Strategies Implementation	14 Staff Members	63 Staff Members	124 Staff Members	189 Staff Members

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Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Number Of Administrative Staff, Teacher-Leaders And Instructional Staff Receiving Professional Development For The Greater Awareness And Increased Comprehension Of Content Area Performance Standards, The TEKS And The Texas College And Career Readiness Standards	ERO Documentation & Certificates Of Completion & Trainer Of Trainers (TOT) Sessions	33 Staff Members	63 Staff Members	124 Staff Members	189 Staff Members
2	Improve The Existing New Teacher Mentor Program To Ensure Optimal Effectiveness Of All New Teachers To The Profession	ECISD New Teacher Mentor Program Model	1 Current New Teacher Mentor Program	Review & Evaluate The Current New Teacher Mentor Program	Revise The Current New Teacher Mentor Program	Implement Revised New Teacher Mentor Program
3	Number Of Administrative Staff, Teacher-Leaders And Instructional Staff Receiving Professional Development For The Delivery Of Instruction Through The Least Restrictive Environment (LRE) Targeting Limited English Proficient Students , At-Risk Students And Students With Learning Disabilities To Ensure Increased Student Performance In Content Area Course Standards, The TEKS And The Texas College And Career Readiness Standards	Federal IDEA & State TEA Statutory Requirements	47 Staff Members	63 Staff Members	124 Staff Members	189 Staff Members

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Texas Title I Priority Schools Grant

Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
4	Number Of Administrative Staff, Teacher-Leaders And Instructional Staff Participating In A Campus-Based Professional Learning Communities (PLC) Program Through The Establishment Of A Common Instructional Planning Period Within The Regular School Day	Professional Learning Community Sessions Documentation & Weekly Activity Logs	0 Staff Members	63 Staff Members	124 Staff Members	189 Staff Members
5	Number Of Administrative Staff, Teacher-Leaders And Instructional Staff Receiving Professional Development For The Delivery Of Instruction Utilizing Strategies And Activities That Allow All Students To be Actively Engaged And Appropriately Challenged In The Learning Process Ensuring Increased Student Performance In Content Area Course Standards, The TEKS And The Texas College And Career Readiness Standards	ERO Documentation & Certificates Of Completion & Trainer Of Trainers (TOT) Sessions	47 Staff Members	63 Staff Members	124 Staff Members	189 Staff Members
6	Number Of Administrative Staff, Teacher-Leaders And Instructional Staff Receiving Professional Development that Ensures Awareness And Comprehension Of The Structured And Consistent Accountability System Which Utilizes Student Performance Data, Informal Multi-Level Empirical Observations And Formal PDAS Instrument Documentation Designed To Identify Educator Effectiveness Or Ineffectiveness And The Subsequent Financial Award Incentives Or Corrective Action To Be Applied	ERO Documentation & Certificates Of Completion & Trainer Of Trainers (TOT) Sessions	189 Staff Members	189 Staff Members	189 Staff Members	189 Staff Members

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Texas Title I Priority Schools Grant

Schedule # 4C--Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
7	Number Of Administrative Staff, Teacher-Leaders And Instructional Staff Participating In A Structured And Consistent Award System That Provides Accountability And Financial Incentives Based On Annual AEIS Campus Performance Rating	Texas Education Agency Annual AEIS Campus Report	0 Staff Members	Recognized Status Perform. Incentive (\$300.00) 189 Staff Members & Exemplary Status Perform. Incentive (\$500.00) 189 Staff Members	Recognized Status Perform. Incentive (\$300.00) 189 Staff Members & Exemplary Status Perform. Incentive (\$500.00) 189 Staff Members	Recognized Status Perform. Incentive (\$300.00) 189 Staff Members & Exemplary Status Perform. Incentive (\$500.00) 189 Staff Members
8	Number Of Administrative Staff, Teacher-Leaders And Instructional Staff Participating In A Structured And Consistent Accountability System That Utilizes Student Performance Data, Informal Multi-Level Empirical Observations And Formal PDAS Instrument Documentation To Identify Educator Ineffectiveness And Subsequent Corrective Action	Texas Education Agency Annual AEIS Campus Report & Campus Student Performance Data Snapshots & Benchmark Assessment Results & Administrative Walk-Throughs & PDAS Instrument Documentation	189 Staff Members	189 Staff Members	189 Staff Members	189 Staff Members

Other – Enter any other annual goals for improvement to which the LEA is holding the campus accountable.

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1						
2						

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Texas Title I Priority Schools Grant

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

No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A06	Ensure students and parents are fully 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"/>
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 checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B08	Seek technical assistance from Education Service Center, Technical Assistance Center, Title I, Part A School Support Team, or other provider	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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

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

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

Barrier: Gang-Related Activities

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

Barrier: Drug-Related Activities

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

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

Barrier: Drug-Related Activities (cont.)

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

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
E02	Provide Program materials/information in Braille.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
E03	Provide program materials/information in large type.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information on tape.	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G04	Provide training for parents in early identification and intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints.	<input 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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Schedule # 4D—Equitable Access and Participation: Barriers and Strategies

Barrier: Absenteeism/Truancy

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

Barrier: High Mobility Rates

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

Barrier: Lack of Support from Parents

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

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

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

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Texas Title I Priority Schools Grant
Schedule #5—Program Budget Summary

Program Authority: P.L. 107-110, Section 1003(g), as amended by ARRA, P.L. 111-5 CFDA # 84.388A & 84.377A	Fund Code ARRA (CFDA# 84.388A): 286 Regular (CFDA# 84.377A): 276
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Project Period: August 1, 2010 through June 30, 2013

Class/Object Code and Description			Campus Grant Costs	LEA Admin Grant Costs	Pre-Award Cost	Total Grant Funds Budgeted
Payroll Costs	5B	6100	\$ 1,203,585	\$	\$	\$1,203,585
Professional and Contracted Services	5C	6200	\$1,860,090			\$1,860,090
Supplies and Materials	5D	6300	\$2,134,470			\$2,134,470
Other Operating Costs	5E	6400	\$726,300			\$726,300
Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only)	5G	6600/ 15XX	\$75,000			\$75,000
	Total Direct Costs		\$5,999,445			\$5,999,445
	% Indirect Costs					

Grand Total \$5,999,445

Total Budgeted Costs:	\$	\$	\$	\$
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Administrative Cost Calculation

Enter total amount from Schedule #5 Budget Summary, Last Column, Total Budgeted Costs	
Multiply by (% limit)	X
Enter Maximum Allowable for Administration, including Indirect Costs	\$

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Schedule #5—Program Budget Summary

Budget Request by Grant Year: Enter the amount of grant funds requested for each year of the three year grant period.

Year 1: SY 2010-2011 \$1,999,815

Year 2: SY 2011-2012 \$1,999,815*

Year 3: SY 2012-2013 \$1,999,815*

* Any Budget Request entered for funds in Year 2 and/or Year 3 constitutes the LEA/campus requesting approval of the waiver for extending the period of availability of these grant funds, whether indicated on Schedule #4B—Program Description: Waiver Requests or not.

Provide any necessary explanation or clarification of budgeted costs

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Schedule #5B--Payroll Costs (6100)						
Budgeted Costs						
Employee Position Titles		Justification	#Full-Time Effort	#Part-Time Effort	Pre-Award	Amount Budgeted
Instruction						
1	Teacher				\$	\$
2	Educational Aide					
3	Tutor 91,200 annually X 3 years			20		\$273,600
Program Management and Administration						
4	Project Director					
5	Project Coordinator					
6	Teacher Facilitator					
7	Teacher Supervisor					
8	Secretary/Administrative Assistant					
9	Data Entry Clerk					
10	Grant Accountant/Bookkeeper					
11	Evaluator/Evaluation Specialist					
Auxiliary						
12	Counselor					
13	Social Worker					
14	Child Care Provider					
15	Community Liaison/Parent Coordinator					
16	Bus Driver					
17	Cafeteria Staff					
18	Librarian					
19	School Nurse					
Other Employee Positions						
22	Title:					
23	Title:					
24	Title:					
25	Title:					
26	Subtotal Employee Costs				\$	\$ 273,600
Substitute, Extra-Duty, Benefits						
27	6112	Substitute Pay \$37,500 X 3 years			\$	\$112,500
28	6118	Professional Staff Extra-Duty Pay for Professional Development activities \$93,200 X 3 years				\$ 279,600
29	6119	Professional Staff Extra-Duty Pay and Team Leader Supplements; Exemplary Supplements for Professionals @ \$500; Recognized @\$300 X 3 years				\$323,550
30	6121	Support Staff Extra-Duty Pay; Exemplary Supplements @\$200;Recognized @\$100 X 3 years				\$134,634
31	6140	Employee Benefits@ 8.5% (ECISD) X 3 years				\$79,701
32	Subtotal Substitute, Extra-Duty, Benefits Costs				\$	\$929,985
33	Grand Total Payroll Budget (line 26 + line 32)				\$	\$1,203,585

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

Expense Item Description		Pre-Award	Total Amount Budgeted
6212	Audit Costs (other than audits required under OMB Circular A-133) Specify purpose:	\$	\$
6249	Cable Service Specify purpose: Provide Cable Service Access for National News Services and Public Education Broadcast \$1,000 annually X 3 years		\$3,000
6265	Wireless Service Specify purpose: Provide Services for Mobile Devices for Leadership Team members (\$50 monthly*15 I-pads*12 months) \$9,000 annually X 3 years		\$27,000
6269	Rental or Lease of Buildings, Space In Buildings, or Land \$71,000 annually X 3 years Private and Public Conference Center Rentals To hold summer planning academies and off-site seminars for staff and students		\$213,000
6299	Contracted Publication and Printing Costs (specific approval required only for nonprofit charter schools)		\$
6299	Scholarships and Fellowships (not allowed for nonprofit charter schools)		
	Specify Purpose: Concurrent Enrollment for 100 student for 2 sem. @ \$1,000.00 and \$400.00 scholarships for 10 staff per sem. @ \$400 per sem. (\$18,000 annually X 3 years)		\$54,000
	Specify Purpose: Student instructional and guidance materials including college readiness information for parents and the school community (\$20 per student) \$51,000 annually X 3 years		\$153,000

Subtotal	6200 – Professional and Contracted Services Cost Requiring Specific Approval	\$450,000
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Professional and Consulting Services (6219/6239) Less than \$10,000

#	Topic/Purpose/Service	Total Contracted Amount	Pre-Award	Total Amount Budgeted
1.	Curriculum Alignment (3 consultants @\$25,000 annually X 3 years)	\$ 75,000	\$	\$ 75,000
2.	Pro. Develop modify instruction and provide interventions \$30,000 annually X 3yrs	90,000		90,000
3.	SIRC Technical Assistance Professional Services Provider \$20,000 annually X 3 yrs	60,000		60,000
4.	Leadership Development/Coaching \$10,000 annually X 3 years	30,000		30,000
5.	Discipline Management RTI \$5,000 annually X 3 years	15,000		15,000
6.	Technology Integration/APEX; Schoology \$6,600 annually X 3 years	19,800		19,800
7.	Dana Center Professional Development \$9,000 annually X 3 years	27,000		27,000
8.	Professional Services for Behavior Support \$9,000 annually X 3 years	27,000		27,000
9.	College Readiness \$10,000 X 3 years	30,000		30,000

Subtotal	Professional and Consulting Services Less than \$10,000	\$	\$373,800
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Professional and Consulting Services (6219) Greater than or Equal to \$10,000

1. Description of Professional or Consulting Service (Topic/Purpose/Service): TTIPS External Evaluator					
Contractor's Cost Breakdown of Service to be Provided		# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		1	\$ 45,000	\$	\$ 45,000
Title:	TTIPS External Program Evaluator				
Subgrants, Subcontracts, Subcontracted Services					
Supplies and Materials					
Other Operating Costs					
Capital Outlay (Subgrants Only)					
Indirect Cost (1.802%)			\$810		\$810
Total Payment:			\$ 45,810	\$	\$ 45,810

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Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval (cont.)

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

2. Description of Professional or Consulting Service (Topic/Purpose/Service):

TTIPS Reform Strategist

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs	1			
Title: TTIPS External Reform Strategist 60 days@500 X 3 years		\$ 90,000	\$	\$ 90,000
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (1.802%)		\$1,620		\$1,620
Total Payment:		\$ 91,620	\$	\$ 91,620

3. Description of Professional or Consulting Service (Topic/Purpose/Service):

Leadership Mentor

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs	1			
Title: TTIPS Campus Leadership Mentor		\$ 67,500	\$	\$ 67,500
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (1.802%)		\$1,200		\$1,200
Total Payment:		\$ 68,700	\$	\$ 68,700

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

\$ \$ \$

Continuation on Next Page

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Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval (cont.)					
Professional and Consulting Services (6219) Greater than or Equal to \$10,000 (cont.)					
4. Description of Professional or Consulting Service (Topic/Purpose/Service): Curriculum & Instruction Strategist; Math , Science, ELA , Advanced Academics					
Contractor's Cost Breakdown of Service to be Provided			# Positions	Total Contracted Amount	Pre-Award
Contractor's Payroll Costs			4		
Title: TTIPS Curriculum & Instruction Strategist 30 days@500*4 positions X 3 years				\$ 180,000	\$
Subgrants, Subcontracts, Subcontracted Services					
Supplies and Materials					
Other Operating Costs					
Capital Outlay (Subgrants Only)					
Indirect Cost (1.802%)				\$3,240	\$3,240
Total Payment:				\$ 183,240	\$ 183,240
5. Description of Professional or Consulting Service (Topic/Purpose/Service): Student Mentor					
Contractor's Cost Breakdown of Service to be Provided			# Positions	Total Contracted Amount	Pre-Award
Contractor's Payroll Costs			8		
Title: Certified Graduate Mentor 120 days@200 daily*8 mentors X 3 years				\$ 576,000	\$
Subgrants, Subcontracts, Subcontracted Services					
Supplies and Materials					
Other Operating Costs					
Capital Outlay (Subgrants Only)					
Indirect Cost (1.802%)				\$10,380	\$10,380
Total Payment:				\$ 586,380	\$ 586,380
6. Description of Professional or Consulting Service (Topic/Purpose/Service): AP Master Teacher					
Contractor's Cost Breakdown of Service to be Provided			# Positions	Total Contracted Amount	Pre-Award
Contractor's Payroll Costs			5		
Title: College Board Master Teacher 5 Teachers @1000*2 days x 3 years				\$30,000	\$
Subgrants, Subcontracts, Subcontracted Services					
Supplies and Materials					
Other Operating Costs					
Capital Outlay (Subgrants Only)					
Indirect Cost (1.802%)				\$540	\$540
Total Payment:				\$ 30,540	\$ 30,540
Subtotal: Professional and Consulting Services Greater Than or Equal to \$10,000:				\$ 403,800	\$ 403,800
Subtotal of Professional and Contracted Services Costs Requiring Specific Approval:				\$450,000	\$450,000
Subtotal of Professional and Consulting Services or Subgrants Less than \$10,000:				\$403,800	\$403,800
Subtotal of Professional and Consulting Services Greater than or Equal to \$10,000:				\$1,006,290	\$1,006,290
Remaining 6200- Professional and Contracted Services that do not require specific approval:					
Grand Total:				\$1,860,090	\$1,860,090

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Schedule #5D - Itemized 6300 Supplies and Materials Costs Requiring Specific Approval						
Expense Item Description				Pre-Award	Total Budgeted	
Technology Hardware						
6397	#	Type	Purpose	Quantity	\$	\$752,520
	1	Network Printers	To be used in Teacher workstations	5		
	2	Student Computers	To be used for technology in classrooms	100		
	3	Computers on Wheels	To be used for technology	2		
	4	Neo Pads	To be in classroom for Accelerated Reading	360		
	5	I-Pads	To be used by administrative team	15		
	6	2400 Media Projectors	To be used for technology in classroom	10		
	7	Video Projectors	To be used for technology in classroom	10		
8	Rosetta Stones	To be used language development	10			
Technology Hardware- Not Capitalized						
6399	#	Type	Purpose	Quantity	\$	\$ 303,450
	1	Batteries	TI-84 Calculators use in classrooms	30		
	2	TI-84 Calculators	Technology use in classroom	900		
	3	Projector Lamps	Technology use in classroom	25		
	4	Video Projectors Bulbs	Replacement of bulbs	40		
	5	Kidney Tables	Cooperative learning groups	20		
6	Rolling Students Chairs	To accompany Kidney Tables	100			
6399	Technology Software- Not Capitalized					
6399	Supplies and Materials Associated with Advisory Council or Committee					
Total Supplies and Materials Requiring Specific Approval:						
Remaining 6300- Supplies and Materials that do not require specific approval:						\$1,078,900
Grand Total				\$		\$2,134,470

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Schedule #5E - Itemized 6400 Other Operating Costs Requiring Specific Approval				
Expense Item Description			Pre-Award	Total Budgeted
6411	Out of State Travel for Employees (includes registration fees) Specify purpose: College Board/AVID/NSCD 4@1000 annually X 3 years		\$	\$36,000
6412	Travel for Students (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools) Specify purpose: East Coast \$30,000/ UTPA College Tours \$55,100 (25 students @2000)/AVID \$20,000/Jag Concurrent Express \$9,000 X 3 years			\$342,300
6413	Stipends for Non-Employees (specific approval required only for nonprofit charter schools) Specify purpose:			
6419	Travel for Non-Employees (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools) Specify purpose:			
6411/ 6419	Travel Costs for Executive Director (6411), Superintendents (6411), or Board Members (6419) (includes registration fees) \$2,000 annually X 3 years Specify purpose: College Board/NSCD			\$6,000
6429	Actual losses which could have been covered by permissible insurance			
6490	Indemnification Compensation for Loss or Damage			
6490	Advisory Council/Committee Travel or Other Expenses (explain purpose of Committee on Schedule #4B-Program Description: Project Management)			
6499	Membership Dues in Civic or Community Organizations (Not allowable for University applicants) Specify name and purpose of organization:			
	Publication and Printing Costs- if reimbursed (specific approval required only for nonprofit charter schools) Specify purpose:			
Total 64XX- Operating Costs Requiring specific approval:				\$384,300
Remaining 6400 - Other Operating Costs that do not require specific approval:				\$342,000
Grand Total			\$	\$ 726,300

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**Schedule #5G - Itemized 6600/15XX Capital Outlay- Capitalized Assets Regardless of Unit Cost
(15XX is for use by Charter Schools sponsored by a nonprofit organization)**

	Description/Purpose	Unit Cost	Quantity	Pre-Award	Total Budgeted
6699/15XX- Library Books and Media (capitalized and controlled by library)					
1					
66XX/15XX- Technology Hardware - Capitalized					
2	Data/Video Projectors	\$12,500	2		\$75,000
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
66XX/15XX- Technology Software- Capitalized					
14					
15					
16					
17					
18					
19					
20					
66XX/15XX- Equipment and Furniture					
21					
22					
23					
24					
25					
26					
27					
28					
29					
30					
Capital expenditures for improvements to land, buildings, or equipment which materially increase their value or useful life.					
31					
Grand Total					
Total 6600/15XX- Capital Outlay Costs:					\$75,000

SCHEDULE #6A GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>108904</u> County-District No.
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Statement of provisions and assurances for the program(s) in this application:

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

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

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

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

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

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>108904</u> County-District No.
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- E. Signature Authority; Final Expression; Superseding Document:** Applicant certifies that the person signing this application has been properly delegated this authority. The Contract represents the final and complete expression of the terms of agreement between the parties. The Contract supersedes any previous understandings or negotiations between the parties. Any representations, oral statements, promises or warranties that differ from the Contract shall have no force or effect. The Contract may be modified, amended or extended only by formal written amendment properly executed by both TEA and Contractor.
- F. State of Texas Laws:** In the conduct of the contract project, Contractor shall be subject to Texas State Board of Education and Commissioner rules pertaining to this contract and the contract project and to the laws of the State of Texas governing this contract and the contract project. This contract constitutes the entire agreement between Agency and Contractor for the accomplishment of the contract project. This contract shall be interpreted according to the laws of the State of Texas except as may be otherwise provided for in this contract.
- G. Monitoring:** Desk reviews or on-site monitoring reviews may be conducted by Agency to determine compliance with the approved application and the applicable statute(s), law(s), regulations, and guidelines.
- H. Sanctions for Failure to Perform or for Noncompliance:** If Contractor, in Agency's sole determination, fails or refuses for any reason to comply with or perform any of its obligations under this contract, Agency may impose such sanctions as it may deem appropriate. This includes but is not limited to the withholding of payments to Contractor until Contractor complies; the cancellation, termination, or suspension of this contract in whole or in part; and the seeking of other remedies as may be provided by this contract or by law. Any cancellation, termination, or suspension of this contract, if imposed, shall become effective at the close of business on the day of Contractor's receipt of written notice thereof from Agency.
- I. Contract Cancellation, etc.:** If this contract is canceled, terminated, or suspended by Agency prior to its expiration date, the reasonable monetary value of services properly performed by Contractor pursuant to this contract prior to such cancellation, termination or suspension shall be determined by Agency and paid to Contractor as soon as reasonably possible.
- J. Indemnification:**
For local educational agencies (LEAs), regional education service centers (ESCs), and institutions of higher education (IHEs) and state agencies: Contractor, to the extent permitted by law, shall hold Agency harmless from and shall indemnify Agency against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising from, or in connection with, any acts of Contractor, its agents, employees, and subcontractors, done in the conduct of the contract project.
For all other grantees, subgrantees, contractors, and subcontractors, including nonprofit organizations and for-profit businesses: Contractor shall hold Agency harmless from and shall indemnify Agency against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising from, or in connection with, any acts of Contractor, its agents, employees, and subcontractors, done in the conduct of the contract project.
- K. Encumbrances/Obligations and Liquidations:** All encumbrances/obligations shall occur on or between the beginning and ending dates of the contract. All goods must be received and all services rendered between the beginning and ending dates of the contract. The contractor must liquidate (record as an expenditure) all obligations (encumbrances) incurred under the contract no later than 30 days after the ending date of the contract, to coincide with the submission of the final expenditure report, due 30 days after the ending date of the contract. In no manner shall encumbrances be considered or reflected as accounts payable or as expenditures, and an encumbrance cannot be considered an expenditure or accounts payable until the goods have been received and the services have been rendered. Obligations that are liquidated and recognized as expenditures must meet the allowable cost principles in OMB Circular A-87, A-21, or A-122 (as applicable) and program rules, regulations, and guidelines contained elsewhere. This applies to all grant programs, including state and federal, discretionary and formula.

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>108904</u> County-District No.
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- L. Financial Management and Accounting:** Grantee assures it will maintain a financial management system that complies with federal standards established in 34 CFR 80.20 and 74.21 and that provides for accurate, current, and complete disclosure of the financial results of each grant project. The financial management system records will identify adequately the source and application of funds and will contain information pertaining to grant awards, authorizations, obligations, unobligated balances, assets, outlays (i.e., expenditures), income, and interest. Fiscal control and accounting procedures will permit the tracing of funds to a level of expenditure adequate to establish that funds have been used in accordance with the approved grant application. The applicant agrees to maintain effective control over and accountability for all funds, property, and other assets. Public school districts, open enrollment charter schools, and regional education service centers in Texas must comply with the accounting requirements in the Financial Accounting and Reporting (FAR) module of the *Financial Accountability System Resource Guide*, Texas Education Agency (34 CFR 74.21; 34 CFR 80.20; TEA *Financial Accountability System Resource Guide*).
- M. Expenditure Reports:** Contractor shall submit expenditure reports in the time and manner requested by Agency as specified in the instructions to the Standard Application System (SAS) which are incorporated by reference. Unless otherwise specified, interim reports are due to TEA within 15 days after the end of each reporting period. Unless otherwise specified, the final expenditure report is due within 30 days after the ending date of the grant. Revised expenditure reports, where the grantee is claiming additional expenditures beyond that originally requested, must be submitted within 60 days after the ending date of the grant, or as specified in the applicable Program Guidelines.
- N. Refunds Due to TEA:** If Agency determines that Agency is due a refund of money paid to Contractor pursuant to this contract, Contractor shall pay the money due to Agency within 30 days of Contractor's receipt of written notice that such money is due to Agency. If Contractor fails to make timely payment, Agency may obtain such money from Contractor by any means permitted by law, including but not limited to offset, counterclaim, cancellation, termination, suspension, total withholding, and/or disapproval of all or any subsequent applications for said funds.
- O. Records Retention:** Contractor shall maintain its records and accounts in a manner which shall assure a full accounting for all funds received and expended by Contractor in connection with the contract project. These records and accounts shall be retained by Contractor and made available for programmatic or financial audit by Agency and by others authorized by law or regulation to make such an audit for a period of not less than five years from the date of completion of the contract project or the date of the receipt by Agency of Contractor's final claim for payment or final expenditure report in connection with this contract, whichever is later. If an audit has been announced, the records shall be retained until such audit has been completed.
- Contractor understands that acceptance of funds under this contract acts as acceptance of the authority of the State Auditor's office, or any successor agency, to conduct an audit or investigation in connection with those funds. Contractor further agrees to cooperate fully with the State Auditor's Office or its successor in the conduct of the audit or investigation, including providing all records requested. Contractor will ensure that this clause concerning the authority to audit funds received indirectly by subcontractors through Contractor and the requirements to cooperate is included in any subcontract it awards.
- P. Time and Effort Recordkeeping:** For those personnel whose salaries are prorated between or among different funding sources, time and effort records will be maintained by Applicant that will confirm the services provided within each funding source. Applicant must adjust payroll records and expenditures based on this documentation. This requirement applies to all projects, regardless of funding source, unless otherwise specified. For federally funded projects, time and effort records must be in accordance with the requirements in the applicable OMB cost principles.
- Q. Forms, Assurances, and Reports:** Contractor shall timely make and file with the proper authorities all forms, assurances and reports required by federal laws and regulations. Agency shall be responsible for reporting to the proper authorities any failure by Contractor to comply with the foregoing laws and regulations coming to Agency's attention, and may deny payment or recover payments made by Agency to Contractor in the event of Contractor's failure so to comply.
- R. Intellectual Property Ownership:** Contractor agrees that all Works are, upon creation, works made for hire and the sole property of TEA. If the Works are, under applicable law, not considered works made for hire, Contractor hereby assigns to TEA all worldwide ownership of all rights, including the Intellectual Property Rights, in the Works, without the necessity of any further consideration, and TEA can obtain and hold in its own name all such rights to the Works. Contractor agrees to maintain written agreements with all officers, directors, employees, agents, representatives and subcontractors engaged by Contractor for the Contract Project, granting Contractor rights sufficient to support the performance and grant of rights to TEA by Contractor. Copies of such agreements shall be provided to TEA promptly upon request.

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>108904</u> County-District No.
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Contractor warrants that (i) it has the authority to grant the rights herein granted, (ii) it has not assigned or transferred any right, title, or interest to the Works or Intellectual Property Rights that would conflict with its obligations under the Contract, and Contractor will not enter into any such agreements, and (iii) the Works will be original and will not infringe any intellectual property rights of any other person or entity. These warranties will survive the termination of the Contract. If any preexisting rights are embodied in the Works, Contractor grants to TEA the irrevocable, perpetual, non-exclusive, worldwide, royalty-free right and license to (i) use, execute, reproduce, display, perform, distribute copies of, and prepare derivative works based upon such preexisting rights and any derivative works thereof and (ii) authorize others to do any or all of the foregoing. Contractor agrees to notify TEA on delivery of the Works if they include any such preexisting rights. On request, Contractor will provide TEA with documentation indicating a third party's written approval for Contractor to use any preexisting rights that may be embodied or reflected in the Works.

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

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

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

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

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

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

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

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

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>108904</u> County-District No.
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- W. Agency Property (terms):** In the event of loss, damage or destruction of any property owned by or loaned by Agency while in the custody or control of Contractor, its employees, agents, consultants or subcontractors, Contractor shall indemnify Agency and pay to Agency the full value of or the full cost of repair or replacement of such property, whichever is the greater, within 30 days of Contractor's receipt of written notice of Agency's determination of the amount due. This applies whether the property is developed or purchased by Contractor pursuant to this contract or is provided by Agency to Contractor for use in the contract project. If Contractor fails to make timely payment, Agency may obtain such money from Contractor by any means permitted by law, including but not limited to offset or counterclaim against any money otherwise due to Contractor by Agency.
- X. Travel Costs:** Amounts authorized for maximum recovery for travel and per diem costs against any state or federal funding source are restricted to those amounts which are approved in the State of Texas Appropriations Bill in effect for the particular funding period. Any amount over this limit must come from local funding sources. Applicant must recover funds at a lesser rate if local policy amounts are less than the maximum allowed by the state. Out-of-state travel may not exceed the federal government rate for the locale. Travel allowances are not allowable costs.
- Y. Funds for Religious Worship, Instruction:** No funds will be used to pay for religious worship, instruction, or proselytization, or for any equipment or supplies for such, or for any construction, remodeling, repair, operation, or maintenance of any facility or part of a facility to be used for religious worship, instruction, or proselytization (34 CFR 76.532 and P. L. 107-110, section 9505).
- Z. Disclosure of Gifts and Campaign Contributions:** The grantee shall file disclosures of gifts and campaign contributions as required by State Board of Education Operating Rule 4.3, which is incorporated as if set out in full. The grantee has a continuing obligation to make disclosures through the term of the contract. Failure to comply with State Board of Education Operating Rule 4.3 is grounds for canceling the grant.
- AA. Submission of Audit Reports to TEA:** Grantees which are public school districts and open enrollment charter schools agree to submit the required annual audit report, including the reporting package required under OMB Circular A-133, if an audit is required to be conducted in accordance with OMB Circular A-133, to the TEA Division of School Financial Audits in the time and manner requested by the Agency.
- Grantees which are **nonprofit organizations (other than charter schools) and universities/colleges** that expend \$500,000 or more total in federal awards in any fiscal year and are thus required to conduct a Single Audit or program-specific audit in accordance with the requirements in OMB Circular A-133, agree to submit a copy of such audit to TEA when the schedule of findings and questioned costs disclosed audit findings relating to any federal awards provided by TEA. A copy of such audit shall also be submitted to TEA if the summary schedule of prior audit findings reported the status of any audit findings relating to any federal awards provided by TEA.
- A **nonprofit organization or university/college** grantee shall provide written notification to TEA that an audit was conducted in accordance with OMB Circular A-133 when the schedule of findings and questioned costs disclosed no audit findings related to any federal awards provided by TEA or when the summary schedule of prior audit findings did not report on the status of any prior audit findings related to any federal awards provided by TEA. Nonprofit organizations (other than charter schools) and universities/colleges shall submit the audit report to the TEA Division of Discretionary Grants. Audit reports must be submitted to TEA within 30 days of receipt of the report from the auditor. Failure to submit a copy of the audit to TEA could result in a reduction of funds paid to the grantee, a refund to TEA, termination of the grant, and/or ineligibility to receive additional grant awards from TEA.
- BB. Federal Rules, Laws, and Regulations That Apply to all Federal Programs:** Contractor shall be subject to and shall abide by all federal laws, rules and regulations pertaining to the contract project, including but not limited to:
1. **Americans With Disabilities Act**, P. L. 101-336, 42 U.S.C. sec. 12101, and the regulations effectuating its provisions contained in 28 CFR Parts 35 and 36, 29 CFR Part 1630, and 47 CFR Parts 0 and 64;
 2. **Title VI of the Civil Rights Act of 1964**, as amended (prohibition of discrimination by race, color, or national origin), and the regulations effectuating its provisions contained in 34 CFR Part 100;
 3. **Title IX of the Education Amendments of 1972**, as amended (prohibition of sex discrimination in educational institutions) and the regulations effectuating its provisions contained in 34 CFR Part 106, if Contractor is an educational institution;
 4. **Section 504 of the Rehabilitation Act of 1973**, as amended (nondiscrimination on the basis of handicapping condition), and the regulations effectuating its provisions contained in 34 CFR Part 104 and 105;

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>108904</u> County-District No.
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5. the **Age Discrimination Act of 1975**, as amended (prohibition of discrimination on basis of age), and any regulations issued thereunder, including the provisions contained in 34 CFR Part 110;
 6. the **Family Educational Rights and Privacy Act (FERPA) of 1975**, as amended (ensures access to educational records for students and parents while protecting the privacy of such records), and any regulations issued thereunder, including **Privacy Rights of Parents and Students** (34 CFR Part 99), if Contractor is an educational institution (20 USC 1232g);
 7. Section 509 of H.R. 5233 as incorporated by reference in P. L. 99-500 and P. L. 99-591 (**prohibition against the use of federal grant funds to influence legislation pending before Congress**);
 8. **Pro-Children Act of 2001**, which states that no person shall permit smoking within any indoor facility owned or leased or contracted and utilized for the provision of routine or regular kindergarten, elementary, or secondary education or library services to children [P. L. 107-110, Section 4303(a)]. In addition, no person shall permit smoking within any indoor facility (or portion of such a facility) owned or leased or contracted and utilized for the provision of regular or routine health care or day care or early childhood development (Head Start) services [P. L. 107-110, Section 4303(b)(1)]. Any failure to comply with a prohibition in this Act shall be considered to be a violation of this Act and any person subject to such prohibition who commits such violation may be liable to the United States for a civil penalty, as determined by the Secretary of Education (P. L. 107-110, Section 4303(e)(1)).
 9. **Fair Labor Standards Act (29 USC 207), Davis Bacon Act (40 USC 276(a), and Contract Work Hours and Safety Standards Act (40 USC 327 et seq.)**, as applicable, and their implementing regulations in 29 CFR 500-899, 29 CFR Parts 1,3,5, and 7, and 29 CFR Parts 5 and 1926, respectively.
 10. **Buy America Act**: Contractor certifies that it is in compliance with the Buy America Act in that each end product purchased under any federally funded supply contract exceeding \$2,500 is considered to have been substantially produced or manufactured in the United States. End products exempt from this requirement are those for which the cost would be unreasonable, products manufactured in the U. S. that are not of satisfactory quality, or products for which the agency head determines that domestic preference would be inconsistent with the public interest. Contractor also certifies that documentation will be maintained that documents compliance with this requirement (FAR 25.1-.2).
 11. P.L. 103-227, Title X, Miscellaneous Provisions of the GOALS 2000: Educate America Act; P.L. 103-382, Title XIV, General Provisions of the Elementary and Secondary Education Act, as amended; and General Education Provisions Act, as amended.
 12. **Prohibition of Text Messaging and E-mailing while Driving during Official Federal Grant Business**: Personnel funded from federal grants and their subcontractors and subgrantees are prohibited from text messaging while driving an organization-owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using organization-supplied electronic equipment to text message or e-mail while driving. Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership On Reducing Text Messaging While Driving," October 1, 2009 (pursuant to provisions attached to federal grants funded by the U.S. Department of Education).
- CC. Federal Regulations Applicable to All Federal Programs:**
1. **For Local Educational Agencies (LEAs)**: 28 CFR 35 Subparts A-E, 28 CFR 36 Subparts C & D, Appendix A, 29 CFR 1630, 34 CFR 75 or 76 as applicable, 77, 79, 80, 81, 82, 85, 97, 98, 99, 104, 47 CFR 0 and 64, and OMB Circulars A-87 (Cost Principles), A-133 (Audits), and A-102 (Uniform Administrative Requirements);
 2. **For Education Service Centers (ESCs)**: 28 CFR 35 Subparts A-E, 28 CFR 36 Subparts C & D, Appendix A, 29 CFR 1630, 34 CFR 75 or 76 as applicable, 77, 79, 80, 81, 82, 85, 97, 98, 99, 104, 47 CFR 0 and 64, and OMB Circulars A-87 (Cost Principles), A-133 (Audits), and A-102 (Uniform Administrative Requirements);
 3. **For Institutions of Higher Education (IHEs)**: 28 CFR 35 Subparts A-E, 28 CFR 36 Subparts C & D, Appendix A, 29 CFR 1630, 34 CFR 74, 77, 79, 81, 82, 85, 86, 97, 98, 99, 104, 47 CFR 0 and 64, and OMB Circulars A-21 (Cost Principles), A-133 (Audits), and A-110 (Uniform Administrative Requirements);
 4. **For Nonprofit Organizations**: 28 CFR 35 Subparts A-E, 28 CFR 36 Subparts C & D, Appendix A, 29 CFR 1630, 34 CFR 74, 77, 79, 81, 82, 85, 97, 98, 99, 104, 47 CFR 0 and 64, and OMB Circulars A-122 (Cost Principles), A-133 (Audits), and A-110 (Uniform Administrative Requirements);
 5. **For State Agencies**: 28 CFR 35 Subparts A-E, 28 CFR 36 Subparts C & D, Appendix A, 29 CFR 1630, 34 CFR 76, 80, 81, 82, 85, 97, 98, 99, 104, 47 CFR 0 and 64, OMB Circulars A-87 (Cost Principles), A-133 (Audits), and A-102 (Uniform Administrative Requirements); and
 6. **For Commercial (for-profit) Organizations**: 29 CFR 1630 and 48 CFR Part 31.
- DD. General Education Provisions Act (GEPA), as Amended, Applicable to All Federal Programs Funded or Administered Through or By the U. S. Department of Education:**
1. **Participation in Planning**: Applicant will provide reasonable opportunities for the participation by teachers, parents, and other interested parties, organizations, and individuals in the planning for and operation of each program described in this application (20 USC 1232(e)).

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>108904</u> County-District No.
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2. **Availability of Information:** Any application, evaluation, periodic program plan, or report relating to each program described in this application will be made readily available to parents and other members of the general public (20 USC 1232(e)).
 3. **Sharing of Information:** Contractor certifies that it has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program described in this application significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects (20 USC 1232(e)).
 4. **Prohibition of Funds for Busing:** The applicant certifies that no federal funds (except for funds appropriated specifically for this purpose) will be used for the transportation of students or teachers (or for the purchase of equipment for such transportation) in order to overcome racial imbalance in any school or school system, or for the transportation of students or teachers (or for the purchase of equipment for such transportation) in order to carry out a plan of racial desegregation of any school or school system (20 USC 1228).
 5. **Direct Financial Benefit:** Contractor certifies that funds expended under any federal program will not be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization [20 USC 1232(b)(8)].
- EE. Payment for Services:** Payment for service(s) described in this Contract is contingent upon satisfactory completion of the service(s). Satisfaction will be determined by TEA's Project Administrator, in his sole discretion but in accordance with reasonable standards and upon advice of his superiors in TEA, if necessary.
- FF. Family Code Applicability:** By signing this Contract, Contractor, if other than a state agency, certifies that under Section 231.006, Family Code, that Contractor is not ineligible to receive payment under this Contract and acknowledges that this Contract may be terminated and payment may be withheld if this certification is inaccurate. TEA reserves the right to terminate this Contract if Contractor is found to be ineligible to receive payment. If Contractor is found to be ineligible to receive payment and the Contract is terminated, Contractor is liable to TEA for attorney's fees, the costs necessary to complete the Contract, including the cost of advertising and awarding a second contract, and any other damages or relief provided by law or equity.
- GG. Interpretation:** In the case of conflicts arising in the interpretation of wording and/or meaning of various sections, parts, Appendices, General Provisions, Special Provisions, Exhibits, and Attachments or other documents, the TEA Contract and its General Provisions, Appendices and Special Provisions shall take precedence over all other documents which are a part of this contract.
- HH. Registered Lobbyists:** No state or federal funds transferred to a contractor/grantee may be used to hire a registered lobbyist.
- II. Test Administration and Security:** This contract is executed by Agency subject to assurance by Contractor that it has at all times been and shall remain in full compliance with Title 19, Texas Administrative Code Chapter 101, and all requirements and procedures for maintaining test security specified in any test administration materials in the possession or control of Contractor, or any school, campus, or program operated by Contractor. Notwithstanding any other provision in this contract or any other document, this contract is void upon notice by Agency, in its sole discretion, that Contractor or any school, campus, or program operated by Contractor has at any time committed a material violation of Title 19, Texas Administrative Code Chapter 101, or any requirement or procedure for maintaining test security specified in any test administration materials in the possession or control of Contractor, or any school, campus, or program operated by Contractor. Expenditures and/or activities for which Contractor may claim reimbursement shall not be accrued or claimed subsequent to receipt of such notice from Agency.
- JJ. Social Security Numbers:** Social Security numbers will not be provided by TEA as a part of this agreement. TEA is not requiring or requesting school districts or other grantees to provide Social Security numbers as a part of this agreement.
- KK. Student-identifying Information:** Contractor agrees that in executing tasks on behalf of TEA, Contractor will not use any student-identifying information in any way that violates the provisions of FERPA and will destroy or return all student-identifying information to TEA within thirty (30) days of project completion.

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>108904</u> County-District No.
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LL. High-Risk Status, Special Conditions, and Enforcement Actions: Pursuant to the provisions in 34 CFR 80.12 and 74.14, a grantee may be identified by TEA as high-risk if the grantee has a history of unsatisfactory performance; is not financially stable; has a financial management system that does not meet federal financial management standards or the requirements in TEA's Financial Accounting and Reporting (FAR) module; has not conformed to terms and conditions of previous awards; or is otherwise not responsible. TEA may impose one or more special conditions or restrictions on a high-risk grantee, including payment on a reimbursement basis; withholding authority to proceed to the next phase until receipt of evidence of acceptable performance within a given funding period; requiring additional, more detailed financial reports; additional project monitoring; requiring the grantee to obtain technical or management assistance; establishing additional prior approvals; or other conditions that may be legally available. A grantee identified as high-risk will be notified in writing by TEA of the special conditions imposed and the process for removing the high-risk status and special conditions.

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

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

Rev. 03/2010

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

SCHEDULE #6 B Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>108904</u> County-District No.
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This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.11.

Terms defined: As used in these Provisions and Assurances

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

SCHEDULE #6B Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 Required for all federal grants regardless of the dollar amount	<u>108904</u> County-District No.
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6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled ***Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions***, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Non-procurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

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

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

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

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

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

SCHEDULE #6C. Lobbying Certification	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 Required for all federally funded grants greater than \$100,000.	<u>108904</u> County-District No.
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Submission of this certification covers all federal programs in this application, is required by the U. S. Department of Education and Section 1352, Title 31, of the United States Code, and is a prerequisite for making or entering into a subgrant or subcontract over \$100,000 with any organization. (Read instructions for this schedule for further information.)

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

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

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

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

11/89
 03/90

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

SCHEDULE #6D - Disclosure of Lobbying Activities Not Applicable	TEXAS EDUCATION AGENCY	
	Standard Application System	108904
	School Years 2010-2013	County-District No.
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Complete this form to disclose lobbying activities for lobbying services procured (pursuant to 31 U.S.C. 1352). This disclosure form is required for any federal grant/contract received in excess of \$100,000 and on any subgrant/subcontract made by the grantee/contractor. (Read the instructions for this schedule for further information.)
Do not sign and submit this disclosure form unless lobbying activities are being disclosed.

Federal Program:		
Name:		
1. Type of Federal Action	2. Status of Federal Action:	3. Report Type:
<input type="checkbox"/> a. Contract <input type="checkbox"/> b. Grant	<input type="checkbox"/> a. Bid/Offer/Application <input type="checkbox"/> b. Initial award <input type="checkbox"/> c. Post-award	<input type="checkbox"/> a. Initial filing <input type="checkbox"/> b. Material change
		For Material Change Only: Year: _____ Quarter: _____ Date of last Report: _____
4. Name and Address of Reporting Entity:		5. If Reporting Entity in No. 4 is Subawardee, Enter Name and Address of Prime:
<input type="checkbox"/> Subawardee Tier (if known): _____ Congressional District (if known): _____		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#:	
Federal Use Only:	Standard Form 111	

SCHEDULE #6E NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>108904</u> County-District No.
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The following special provisions apply to all programs funded under the Elementary and Secondary Education Act, as amended by P. L. 107-110, No Child Left Behind (NCLB) Act of 2001. By signing Schedule #1 of this SAS, the applicant is assuring it is in compliance with the following provisions:

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

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

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

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4. Highly Qualified:

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

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

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6. Professional Development includes activities that:

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

7. Scientifically Based Research:

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

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

8. Teacher Mentoring: Activities that–

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

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

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

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

Revised 03/03

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

SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013	<u>108904</u> County-District No.
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Federal Statutory Requirements

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

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

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

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individual students.

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

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

Statutory Program Assurances

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

TEA Program Assurances

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

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

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

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

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

Terms defined:

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

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

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

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

GRANTEE - the subrecipient of TEA and applicant of funds.

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

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

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

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

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

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

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

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

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

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

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3. **Quarterly Reporting for ARRA:** Not later than 10 calendar days after the end of each calendar quarter, TEA and any other **direct** recipient of ARRA funds must report to the U.S. Department of Education with regard to recovery funds received in accordance with number 4 below (Section 1512[c]). (A "direct recipient" is a state agency or any entity that applies for and receives funds **directly** from a federal government agency.) TEA must obtain certain information from grantees in order to comply with this reporting requirement. By submitting this application, the grantee agrees to submit information to TEA in the time, form, and manner requested.
4. **Data Elements for Quarterly Reporting for ARRA:** In accordance with Section 1512(c) of ARRA and the Federal Funding Accountability and Transparency Act of 2006 (Public Law 109-282), TEA is required to provide quarterly reports to the U.S. Department of Education or through a central government-wide portal (<http://www.FederalReporting.gov>). The information adopted by OMB contains the following data elements: submitting this application, the grantee agrees to submit the information to TEA in the time, form, and manner requested. The information may change pending final adoption by OMB.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

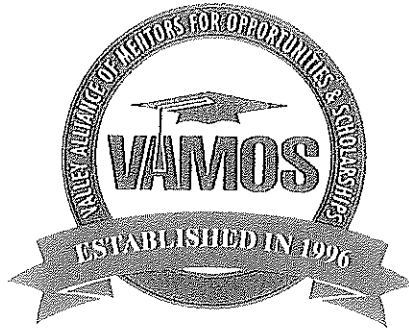
SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013	<u>108904</u> County-District No.
Texas Title I Priority Schools Grant		

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

M. Compliance with OMB Circular A-133 Audits and Schedule of Expenditures of Federal Awards:

Grantees agree to separately identify the expenditures for each grant award funded under ARRA as required by Office of Management and Budget Circular A-133, "Audits of States, Local Governments, and Non-Profit Organizations" and to comply with all other provisions of the Single Audit Act and OMB Circular A-133.

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



May 28, 2010

Dr. Rene Gutierrez
Superintendent
Edinburg Consolidated Independent School District (ECISD)
411 North 8th Avenue
Edinburg, TX 78539

Dear Dr. Gutierrez,

On behalf of the Valley Alliance of Mentors for Opportunities and Scholarships (VAMOS), we are pleased to write this letter supporting implementation of a school improvement grant from the Texas Education Agency. It is an exciting project that offers an innovative approach to improving the academic achievements of our students.

ECISD along with the Texas Valley Communities Foundation's Engaging Communities for College Readiness (ENCORE) Program have created a strong partnership between Rio Grande Valley business and community leaders. This partnership seeks to develop comprehensive resource systems to support change within your school and advocate college and career readiness among our students.

The Valley Alliance of Mentors for Opportunities and Scholarships (VAMOS) is a nonprofit organization run primarily by devoted volunteers, to raise scholarships for graduating high school seniors of the Rio Grande Valley. Our goal is to have 100% of our recipients obtain their bachelors degree and make a difference in their lives, their family's lives, and their community. VAMOS volunteers work with students and parents to provide financial assistance workshops, mentoring opportunities and promote awareness of the importance of a post-secondary education.

In serving on the ENCORE Advisory Board, VAMOS has had the opportunity to work with local and national partners to increase awareness on the high dropout rate among Hispanic students. Many of our VAMOS scholarship recipients have given back to their community by helping relay important college readiness information to students and parents living in South Texas. ECISD has also done an outstanding job each year in referring students to our scholarship organization. We receive application from school districts in Starr, Cameron, and Hidalgo and ECISD has always had the greatest amount of students apply.

We strongly support the collaborative efforts of ECISD and its partners to help us reach our goal to promote greater interest in post-secondary education and to increase awareness of the financial opportunities available for college among your school district and community.

Sincerely,

A handwritten signature in black ink that reads 'Maritza Rodriguez'.

Maritza Rodriguez
VAMOS Executive Director
Cc: Gilbert Maldonado, TVCOF



May 30, 2010

Dr. Rene Gutierrez
Superintendent
Edinburg Consolidated Independent School District (ECISD)
411 North 8th Avenue
Edinburg, TX 78539

Dear Dr. Gutierrez,

On behalf of KRGV-TV Channel 5, we are pleased to offer our support for the implementation of a school improvement grant from the Texas Education Agency. This is an exciting project that offers an innovative approach to transforming the academic achievement of students.

ECISD along with the Texas Valley Communities Foundation's Engaging Communities for College Readiness (ENCORE) Advisory Board have brought together Rio Grande Valley businesses and community leaders to develop a strong partnership to assemble a comprehensive system of resources and support change within your schools as well as to effectively develop necessary additional resources and provide support to implement your goals for this project by addressing the need for advocacy on college and career readiness.

KRGV-TV is dedicated to ensuring successful futures for local students. We pride ourselves on offering great local educational outreach programs such as *Kids You Should Know*, *Education Beat*, and *MasterMinds* to our RGV students. We look forward to joining the ENCORE Advisory Board to provide our expertise on building an advocacy media campaign for college and career readiness.

KRGV-TV congratulates ECISD on its flagship efforts with the ENCORE Program and we look forward to having you work collaboratively with other school districts in the Rio Grande Valley to help us reach our goal to promote greater interest in post-secondary education and increased public awareness on education throughout our community.

Sincerely,

A handwritten signature in black ink, appearing to read 'John Kittleman', written over a horizontal line.

John Kittleman

Cc: Gilbert Maldonado, TVCOF

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McAllen, Texas 78501

Phone (956) 687-7751
Toll Free (856) 939-7827
Fax (956) 928-0327
www.southtexasstars.org

May 30, 2010

Dr. Rene Gutierrez
Superintendent
Edinburg Consolidated Independent School District (ECISD)
411 North 8th Avenue
Edinburg, TX 78539

Dear Dr. Gutierrez,

On behalf of the South Texas Academic Rising Scholars (STARS), we are pleased to offer our support for the implementation of a school improvement grant from the Texas Education Agency. This is an exciting project that offers an innovative approach to Improving the academic achievement of students.

ECISD along with the Texas Valley Communities Foundation's Engaging Communities for College Readiness (ENCORE) Program have brought together a strong partnership between Rio Grande Valley businesses and community leadership to assemble a comprehensive system of resources in an effort to support change within your schools as well as to effectively develop necessary additional resources and provide support to implement the goals of this project by addressing the need for advocacy on college and career readiness.

South Texas Academic Rising Scholars (STARS) is dedicated to providing successful futures for local students. STARS was established to offer South Texas students equal opportunity for advancement in higher education. Each year, STARS provides scholarships to deserving students with the ability to achieve success at the college of their choice.

For the past year, by serving on the ENCORE Advisory Board, STARS has had the opportunity to work with local and national partners to increase awareness of the high dropout rate among Hispanic students. We look forward to collaborating with ECISD as members of the advisory board and offering financial aid and scholarship workshops to students and parents and offer our expertise in establishing of an ECISD-STARS Scholarship Fund for students being served by this grant.

We strongly support the continued collaborative efforts of ECISD and its partners to help us reach our goal to promote greater interest in post-secondary education and to increase public awareness throughout the ECISD school district and Edinburg's community.

Sincerely,

Val LaMantia Peisen

Cc: Gilbert Maldonado, TVCOF



May 31, 2010

Dr. Roland S. Arriola
President

Gloria C. Rivera
Principal
Edinburg Economedes High School
Edinburg Consolidated Independent School District (ECISD)
411 North 8th Avenue
Edinburg, TX 78539

Dear Ms. Rivera,

The Texas Valley Communities Foundation (TVCOF) prides itself as a leader in advocating for local non-profit organizations that support life changing initiatives in the areas of education, health care and workforce development. On behalf of TVCOF, we are pleased to write this letter supporting implementation of a school improvement grant from the Texas Education Agency. It is an exciting project that offers an innovative approach to improving the academic achievement of students.

ECISD and Engaging Communities for College Readiness (ENCORE) thru its Advisory Board have brought together a strong partnership between Rio Grande Valley (RGV) business and community leadership to assemble a comprehensive system of resources to support change within your school, to effectively develop the necessary additional resources, and to provide the support to implement the goals of this project by address the need for advocacy on college and career readiness.

TVCOF is committed to assisting you school's transition by provide support with the ECISD-ENCORE Advisory Board and facilitating ENCORE Parent College Readiness Sessions. These bilingual sessions will provide students and parents with knowledge, skills, and resources needed to inform and prepare students to be college and career ready. A recent study, *Understanding the Perception of College Readiness in the RGV of Texas*, found that many parents of the RGV desire and expect their children to graduate from college: however, many need skills to assist their children with early postsecondary planning.

We strongly support the collaborative efforts of you campus and its partners to assist you with your transformation, reach your goals to promote greater interest in post-secondary education and to increase public awareness throughout your school district and community.

Sincerely,

A handwritten signature in black ink, appearing to read "Gilbert S. Maldonado".

Gilbert S. Maldonado
Chief Executive Officer

Cc: Dr. Rene Gutierrez, Superintendent ECISD



801 N. Jackson Road McAllen, TX 78501 tel 956.687.4848 fax 956.687.7784

**KKPS-FM • KVLV-FM
KFRQ-FM • KVPA-FM**

May 30, 2010

Dr. Rene Gutierrez
Superintendent
Edinburg Consolidated Independent School District (ECISD)
411 North 8th Avenue
Edinburg, TX 78539

Dear Dr. Gutierrez,

On behalf of the KNVO-TV Channel 48 and Entravision Communications, we are pleased to offer our support for the implementation of a school improvement grant from the Texas Education Agency. This is an exciting project that offers an innovative approach to improving the academic achievement of students.

ECISD along with the Texas Valley Communities Foundation's Engaging Communities for College Readiness (ENCORE) Advisory Board have brought together a strong partnership between Rio Grande Valley businesses and community leadership to assemble a comprehensive system of resources in an effort to support change within your schools as well as to effectively develop necessary additional resources and provide support to implement your goals of this project by addressing the need for advocacy on college and career readiness.

Entravision Communication is dedicated to proving successful futures for local students thru the use of Spanish radio, television media and internet social media. We look forward to joining the ENCORE Advisory Board to provide our expertise on building a Spanish advocacy media campaign for college and career readiness.

Entravision congratulates ECISD on its flagship efforts with the ENCORE Program and looks forward to working with your school district to reach your goal to promote greater interest in post-secondary education and increased public awareness on education throughout our Hispanic community.

Sincerely,


Celia Reyman

Cc: Gilbert Maldonado, TVCOF





June 1, 2010

Dr. Rene Gutierrez

Superintendent

Edinburg Consolidated Independent School District (ECISD)

411 North 8th Avenue

Edinburg, TX 78539

Dear Dr. Gutierrez,

On behalf of Radio Esperanza, we are pleased to offer our support for the implementation of the school improvement grant from the Texas Education Agency. This is an exciting project that offers an innovative approach to transforming the academic achievement of students.

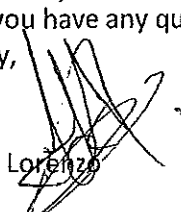
ECISD along with the Texas Valley Communities Foundation's Engaging Communities for College Readiness (ENCORE) Advisory Board have brought together strong partnerships between leadership from Rio Grande Valley (RGV) businesses, Fortune 500 corporations and community-based organizations such as Radio Esperanza to assemble a comprehensive system of resources in an effort to support and influence change in RGV schools. ENCORE has implemented effective research-based programs that support the goals of this project addressing the need for advocacy on college and career readiness to students and parents in the RGV.

Radio Esperanza, the largest talk radio station in the Rio Grande Valley, is dedicated to improve communities by sharing valuable information that benefits thousands of people. Through radio segments such as the daily one-hour show *Espacio comunitario*, important topics to the community such education, health, children safety and immigration are addressed by bringing experts on these fields. ENCORE, with its talk radio show *Primero La Educacion*, participates in this radio segment every other week bringing guests across different fields of education and community engagement. During the show *Primero La Educacion*, college and career readiness topics are addressed preparing parents with the knowledge they need to guide their children for an effective college preparation.

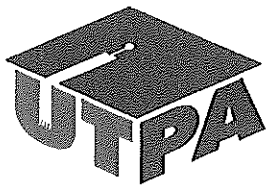
Radio Esperanza congratulates ECISD on its flagship efforts with the ENCORE Program and we look forward to having you work collaboratively with other school districts in the Rio Grande Valley to promote college and career readiness awareness to our students and parents.

Should you have any questions or concerns, you may contact me via email at or by calling 956-380-3435.

Sincerely,


Gerardo Lorenzo

Cc: Gilbert Maldonado, TVCOF



A L U M N I A S S O C I A T I O N

May 25, 2010

Gloria C. Rivera
Principal
Edinburg Economedes High School
Edinburg Consolidated Independent School District (ECISD)
411 North 8th Avenue
Edinburg, TX 78539

Dear Ms. Rivera,

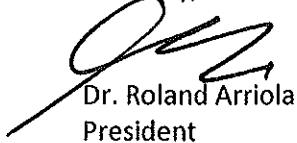
On behalf of the UTPA Alumni Association with over 30,000 members, we are pleased to write this letter supporting implementation of a school improvement grant from the Texas Education Agency. It is an exciting project that offers an innovative approach to improving the academic achievement of students.

ECISD along with the Texas Valley Communities Foundation's Engaging Communities for College Readiness (ENCORE) Program have brought together a strong partnership between Rio Grande Valley business and community leadership to assemble a comprehensive system of resources to support change within your school, to effectively develop the necessary additional resources, and to provide the support to implement the goals of this project by address the need for advocacy on college and career readiness.

The University of Texas-Pan American Alumni Association is an organization of proud graduates, ex-students, and friends who have joined to provide support and service to UTPA and the RGV community. Our organization is a 501 c3 organization founded in 1970, with over 30,000 members. Devoted members and volunteers raise scholarship funding for students to attend UTPA. Throughout the years, we have worked with students and parents to provide mentoring opportunities and bring public awareness to promote greater interest in post-secondary education. UTPA Alumni Association proudly commits to mentoring your students as they prepare for college, work and life.

We strongly support the collaborative efforts of ECISD and its partners to help us reach our goal to promote greater interest in post-secondary education and to increase public awareness throughout your school district and community.

Sincerely,



Dr. Roland Arriola
President

Cc: Dr. Rene Gutierrez, Superintendent ECISD
Gilbert Maldonado, TVCOF

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Dan Martinez BBA '78
Richmond



South Texas Promotora Association, Inc.

P.O. BOX 350, San Juan, Texas 78589 956-383-5393 Fax 956-380-0802 stpa08@sbcglobal.net



May 31, 2010

STPA Administrative Team:
Merida Escobar,
President/ED

Gloria C. Rivera
Principal
Johnny G. Economedes High School
Edinburg Consolidated Independent School District (ECISD)
1414 N. Alamo Road
Edinburg, TX 78541

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Dagoberto Garza
Member

Maria Guadalupe Garza, CP
Member

Nilda C. Quintanilla, CP
Member

Dear Mrs. Rivera,

On behalf of South Texas Promotora Association (STPA), we are pleased to offer our support for the implementation of the school improvement grant from the Texas Education Agency. This is a dynamic project that offers an innovative approach to transforming the academic achievement of students.

ECISD along with the Texas Valley Communities Foundation's Engaging Communities for College Readiness (ENCORE) Advisory Board have brought together strong partnerships between Rio Grande Valley (RGV) businesses, Fortune 500 corporations and community-based organizations such as STPA to assemble a comprehensive system of resources in an effort to support and influence change in RGV schools. STPA has partnered with ENCORE in the implementation of effective research-based programs that support the goals of this project addressing the need for advocacy on college and career readiness to students and parents in the RGV.

Advisory Committee:

Frank Vasquez, MBA
Dores Jay-Pang, ADN, MA,
MPH
Maria "Charo" Mann

STPA has a long and strong history of working with communities, reaching out to the hard-to-reach population, linking them to available resources and support services, bringing services to the communities, organizing health fairs, disseminating college and career readiness information, and advocating to build individual and community capacity by increasing knowledge and self-sufficiency. STPA will build on existing capacity to develop and support the implementation of the ECISD school improvement grant to successfully mobilize ENCORE's efforts in the Rio Grande Valley through outreach, awareness, and promotion of college and career readiness opportunities to increase parent community involvement. STPA's *promotores* have visited over 1000 *colonia* families that helped ENCORE lay the foundation for community engagement work on college and career readiness.

STPA congratulates and supports ECISD on its flagship efforts in partnership with the ENCORE Program. We look forward to having you work collaboratively with other school districts in the Rio Grande Valley in partnership with STPA to help them reach their college and career readiness awareness goals.

Should you have any questions or concerns, you may contact me via email at stpa08@sbcglobal.net or by calling 956-383-5393.

Sincerely,

A handwritten signature in black ink, appearing to read "Merida Escobar". The signature is fluid and cursive, with the first name being the most prominent.

Merida Escobar

President/ ED

CC: Dr. Rene Gutierrez, Superintendent ECISD
Gilbert Maldonado, TVCOF