

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2011-2014	Sal Felipe Del Rio CISD Organization Name	233901 County-District
		Del Rio Middle School Campus Name	233901043 Campus Number
by telephone/e-mail/FAX on _____		741694073 9-Digit Vendor ID#	15 ESC Region
by _____ of TEA.		116107097110039 NOGA ID# (Assigned by TEA)	_____ Amendment #

Texas Title I Priority Schools Grant, Cycle 2

Schedule #1 - General Information

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

Program Authority: P.L. 107-110, Section 1003(g), as amended by ARRA; CFDA # 84.377A & 84.388A *7/3/12 JJC*

Project Beginning Date: 08/01/2011 **Project Ending Date:** 06/30/2012 *2012 11*

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

Tier I Tier II Tier III

Part 1: Index to the Application

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

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

Certification and Incorporation

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

Authorized Official

Typed First Name	Initial	Last Name	Title
Kelt		Cooper	Superintendent of Schools
Phone	Fax	Email	Signature/Date Signed (blue ink preferred)
(830) 778-4000	(830) 774-9892	kelt.cooper@sfd-r-cisd.org	<i>[Signature]</i>

Only the legally responsible party may sign this application.

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

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

Austin, Texas 78701-1494

701-11-105-103

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Texas Title I Priority Schools Grant, Cycle 2

Schedule #1—General Information

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

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

Proof of Nonprofit Status

1

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

2

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

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.

3

Proof of Financial Stability (applies to federally funded grants)

For this particular RFA, TEA reserves the right not to award a grant to an entity that is not financially stable at the time the determination is made by TEA.

Financial stability will be considered before a grant award is issued for each year of subsequent continuation funding, and TEA reserves the right to make it a pre-condition for award.

a. A school district or open-enrollment charter school shall demonstrate financial stability if the district's or charter school's FIRST rating for at least one of the two most recent years rated is Standard Achievement, Above Standard, or Superior Achievement.

Check box to indicate that the school district or open-enrollment charter school is in compliance with the FIRST rating demonstrating proof of financial stability.

b. New organizations or new charter schools that have not yet had their first annual audit or are not yet rated under FIRST may submit alternate documentation as described in Part 1: General and Fiscal Guidelines, Conditions for Submission of Applications.

Check box to indicate that a copy of the most recent audit or compilation report is attached as applicable. (See Part 1: General and Fiscal Guidelines for details.)

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Texas Title I Priority Schools Grant, Cycle 2
Schedule #1—General Information

Part 3: Applicant Information

Local Educational Agency (LEA) Information

LEA Name				
San Felipe Del Rio Consolidated Independent School District				
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code
205 Memorial Drive		Del Rio	Texas	78840-2927
U.S. Congressional District Number	Primary DUNS Number	Central Contractor Registration (CCR) CAGE Code	NCES Identification Number	
23rd	06-945-2118	4B9H6	4838900	
Campus Name			County-District Campus Number	
Del Rio Middle School			233901043	
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code
P O BOX 428002		Del Rio	Texas	78840-2927

Applicant Contacts

Primary Contact

First Name	Initial	Last Name	Title	
Jon		Orozco	Deputy Superintendent	
Telephone	Fax	Email		
(830) 778-4010	(830) 774-9892	Jon.Orozco@sfdr-cisd.org		
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code
205 Memorial Drive	PO Box 428002	Del Rio	Texas	78840

Secondary Contact

First Name	Initial	Last Name	Title	
Sandra	T	Hernandez	Principal	
Telephone	Fax	E-mail		
830-778-4500	830-778-4912	sandrathernandez@sfdr-cisd.org		
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code
720 E De La Rosa	PO Box 428002	Del Rio	Texas	78840-2927

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Texas Title I Priority Schools Grant, Cycle 2

Schedule #4—Program Summary and Application Requirements

Part 1: Grant Program Information;

Summary of Program: Purpose and Goals

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

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

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

Allowable Activities

Tier I and Tier II Grantees

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

Tier III Grantees

- Tier III grantees may select one of the four intervention models in the federal regulations. If selecting one of the four models in the federal regulations, grantees must expend grant funds for the required activities delineated for the selected intervention model as defined in the final federal regulations.
- Tier III grantees may select and expend grant funds for the Texas Tier III Transformation model, or the Texas Designed Model for Early College High Schools (ECHS), Texas Science, Technology, Engineering and Math (T-STEM), or College for All reform initiatives. Grantees selecting one of these models may expend grant funds to support the program requirements listed below.
- Grantees may expend grant funds for the permissible activities delineated for the selected intervention model as defined in the final federal regulations.
- Grantees may expend grant funds for other school improvement activities deemed needed to address identified needs not addressed by the intervention model selected.

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

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Schedule #4—Program Summary and Application Requirements

Part 1: Grant Program Information:

Allowable Activities Cont.

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

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

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

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Schedule #4—Program Summary and Application Requirements

Part 2: Statutory Requirements

#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described
1	The LEA must demonstrate that the LEA has analyzed the needs of each school <i>and selected an intervention for each school</i>	Comprehensive Needs Assessment
2	The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each campus.	Project Management—Activity Timeline
3	The LEA must demonstrate that it has the capacity to use these grant funds to provide adequate resources and related support to each Tier campus identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model it has selected.	Project Management—Capacity Project Management—LEA Support
4	<i>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.</i>	Project Management—Lack of Capacity
5	The LEA must describe actions it has taken, or will take, to design and implement interventions consistent with the final federal requirements, including the services the campus will receive or the activities the campus will implement.	Program Abstract Intervention Model
6	The LEA must describe actions it has taken, or will take, to recruit, screen, and select external providers, if applicable, to ensure their quality.	Project Management—External Providers
7	The LEA must describe actions it has taken, or will take, to align other resources with the interventions.	Project Management—Resource Management Program Budget Summary
8	The LEA must describe actions it has taken, or will take, to modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively.	Project Management—Management of Grant Activities
9	The LEA must describe actions it has taken, or will take, to sustain the reforms after the funding period ends.	Project Management—Program Continuation and Sustainability
10	The LEA must describe the annual goals for student achievement on the State's assessments in both reading/language arts and mathematics that it has established in order to monitor its Tier I and Tier II schools that receive school improvement funds.	Performance Assessment and Evaluation—Annual Performance Goals
11	As appropriate, the LEA must consult with relevant stakeholders regarding the LEA's application and implementation of school improvement models on its campus.	-Comprehensive Needs Assessment—Groups of Participants Project Management—Partnerships/Involvement of Others

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

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Schedule #4—Program Summary and Application Requirements

Part 3: Statutory Assurances

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

Statutory assurance #7 continues on next page

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Schedule #4—Program Summary and Application Requirements

Part 3: Statutory Assurances

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

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Schedule #4—Program Summary and Application Requirements

Part 3: Statutory Assurances

#	Statutory Assurance Description
11	<p>If the LEA/campus selects to implement the transformation model, the campus must implement the following federal requirements.</p> <ol style="list-style-type: none"> 1. Develop and increase teacher and school leader effectiveness. <ol style="list-style-type: none"> (A) Replace the principal who led the school prior to commencement of the transformation model; (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- <ol style="list-style-type: none"> 1. Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and 2. Are designed and developed with teacher and principal involvement; (C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so; (D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and (E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school. 2. Comprehensive instructional reform strategies. <ol style="list-style-type: none"> (A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and (B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students. 3. Increasing learning time and creating community-oriented schools. <ol style="list-style-type: none"> (A) Establish schedules and strategies that provide increased learning time; and (B) Provide ongoing mechanisms for family and community engagement. 4. Providing operational flexibility and sustained support. <ol style="list-style-type: none"> (A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and (B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).
12	<p>An LEA may also implement other strategies in the transformation model to develop teachers' and school leaders' effectiveness, such as--</p> <ol style="list-style-type: none"> (A) Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school; (B) Institute a system for measuring changes in instructional practices resulting from professional development; or (C) Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.

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Schedule #4—Program Summary and Application Requirements

Part 3: Statutory Assurances

#	Statutory Assurance Description
13	<p>An LEA may also implement comprehensive instructional reform strategies in the transformation model, such as--</p> <ul style="list-style-type: none"> (A) Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective; (B) Implement a school wide "response-to-intervention" model; (C) Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content; (D) Use and integrate technology-based supports and interventions as part of the instructional program; and (E) In secondary schools-- <ul style="list-style-type: none"> (1) Increase rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework; (2) Improve student transition from middle to high school through summer transition programs or freshman academies; (3) Increase graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or (4) Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.
14	<p>An LEA may also implement other strategies that extend learning time and create community-oriented schools in the transformation model, such as--</p> <ul style="list-style-type: none"> (A) Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs; (B) Extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff; (C) Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or (D) Expand the school program to offer full-day kindergarten or pre-kindergarten.
15	<p>The LEA may also implement other strategies for providing operational flexibility and intensive support in the transformation model, such as--</p> <ul style="list-style-type: none"> (A) Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or (B) Implement a per-pupil school-based budget formula that is weighted based on student needs.
16	<p>An LEA with nine (9) or more Tier I and Tier II schools, including both schools that are being served with Cycle 1 TTIPS funds and schools that are eligible to receive Cycle 2 TTIPS funds, may not implement the Transformation Model in more than 50 percent of those schools. For purposes of the Cycle 2 competition, the number of Tier I and Tier II schools an LEA has is based on the number of Tier I and Tier II schools the LEA <u>served</u> through the Cycle 1 competition and the number of additional Tier I and Tier II school in the LEA that are identified as <u>eligible</u> Tier I or Tier II on the State's Cycle 2 eligibility lists.</p>

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

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Schedule #4—Program Summary and Application Requirements

Part 4: TEA Program Assurances

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

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Texas Title I Priority Schools Grant, Cycle 2

Schedule #4—Program Summary and Application Requirements

Part 4: TEA Program Assurances

#	TEA Assurance Description
9	2. Comprehensive instructional reform strategies. <ul style="list-style-type: none"> A. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and B. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students. 3. Increasing learning time and creating community-oriented schools. <ul style="list-style-type: none"> A. Establish schedules and strategies that provide increased learning time; and B. Provide ongoing mechanisms for family and community engagement. 4. Providing operational flexibility and sustained support. <ul style="list-style-type: none"> A. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and B. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).
10	An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as-- <ul style="list-style-type: none"> (A) Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school; (B) Institute a system for measuring changes in instructional practices resulting from professional development; or (C) Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.
11	An LEA may also implement comprehensive instructional reform strategies, such as-- <ul style="list-style-type: none"> (A) Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective; (B) Implement a school wide "response-to-intervention" model; (C) Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content; (D) Use and integrate technology-based supports and interventions as part of the instructional program; and (E) In secondary schools-- <ul style="list-style-type: none"> (1) Increase rigor by offering opportunities for students to enroll in advanced coursework (such as advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework; (2) Improve student transition from middle to high school through summer transition programs or freshman academies; (3) Increase graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or (4) Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.

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Texas Title I Priority Schools Grant, Cycle 2

Schedule #4—Program Summary and Application Requirements

Part 4: TEA Program Assurances

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

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

Part 1: Grant Eligibility

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

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

San Felipe Del Rio Consolidated Independent School District (SFDRICISD) is committed to implementing a TEA Designed *Tier II Transformation Model* to address the fundamental gaps, barriers and weaknesses of Del Rio Middle School (DRMS). The unifying identity to be taken by this initiative and to be promoted amongst teachers, students, parents and the community will be **Project Helm** – a name inspired by the words of Henrik Ibsen, "A community is like a ship; everyone ought to be prepared to take the helm." This project aims to do just that: foster a mutual sense of ownership between community and school to reclaim the helm of DRMS and impact Del Rio students toward bright futures. The processes followed to incorporate this overarching vision into the design of the local program ensure its goals and objectives are aligned to the purpose and goals identified in the RFA. Certainly, it is a challenging vision to realize and one that cannot be done so without external expertise and guidance. Alongside the dedicated DRMS TTIPS staff, the external consultation of a Professional Service Provider (PSP), provided by the School Improvement Resource Center (SIRC), will be utilized to work toward the purpose and goals of this initiative by: 1) developing and increasing teacher and school leader effectiveness; 2) implementing comprehensive instructional reform strategies; 3) increasing learning time and creating community-oriented schools; and 4) providing operational flexibility and sustained support; amongst other services. All implementation will address the fundamental gaps, barriers and weaknesses identified in the Comprehensive Needs Assessment (CNA) of DRMS. The purpose of the CNA is to examine multiple sources of data to identify the priority needs and direction for the school, as defined by No Child Left Behind guidelines. The CNA is an ongoing critical "prework" to the development of the Campus Improvement Plan. The Project Helm Coordinator, SIRC PSP, and Grant Shepherd will also work to impact the established Critical Success Factors for TTIPS projects. The determined CNA areas of focus converge with the Critical Success Factors (CSFs) and corresponding Milestones in a manner that aligns with the RFA purpose and goals.

DRMS CNA Key Areas of Focus	TTIPS Critical Success Factors and Milestones
Demographics: <i>Special Ed., LEP & Economically Disadvantaged subpopulations</i>	CSF 1: Improve Academic Performance including Reading/ELA and Mathematics: Curriculum Alignment (Horizontal & Vertical); Data-driven Instruction (Research Based Strategies); On-going Monitoring of Instruction
Student Achievement: <i>Math (Pre-Algebra) and Reading TAKS Deficiencies</i>	CSF 1: Improve Academic Performance including Reading/ELA and Mathematics: Curriculum Alignment (Horizontal & Vertical); Data-driven Instruction (Research Based Strategies); On-going Monitoring of Instruction
School Culture & Climate: <i>Increase District-Campus Disciplinary Consistency</i>	CSF 6: Improve School Climate: Increased Attendance, Decreased Discipline Referrals, and Increased Involvement in Extra/Co-Curricular Activities
Staff quality, recruitment & retention: <i>Stringent teacher selection evaluation; Filter and incentivize</i>	CSF 7: Increase Teacher Quality: Locally Developed Appraisal Instruments; Ongoing Job Embedded PD; Recruitment/Retention Strategies
Curriculum, instruction & assessment: <i>Vertical and Horizontal Alignment</i>	CSF 2: Increase the Use of Quality Data to Drive Instruction: Data Disaggregation/Training; Data-driven Decisions; On-going Communication
Family & community involvement: <i>Increase to one parental aide per grade level;</i>	CSF 5: Increase Parent/Community Involvement: Increased Opportunities for Input; Effective Communication; Accessible Community Services
School organization: <i>Classroom Management support</i>	CSF 3: Increase Leadership Effectiveness: On-going Job Embedded PD; Operational Flexibility; Resource/Data Utilization
Technology: <i>Instant classroom assessment; utilize mass text/voice messaging communication</i>	CSF 4: Increase Learning Time: Flexible Scheduling; Instructional-focused Calendar; Staff Collaborative Planning

DRMS will incorporate *best practices* when implementing strategies to impact the TTIPS CSFs and 21 Milestones. Current campus disciplinary processes will be revamped to ensure they are conducive to each student's learning environment, optimizing time on task and impacting academic performance. At the campus-level, the goal is to close the gaps so that all students successfully complete 8th grade requirements and are prepared for high school; at a broader district-level, the goal is to vertically align with the Del Rio High School and instill a college-mindset in each soon-to-be freshman. Teachers will be provided ample opportunity to produce college-oriented students through ongoing quality training, proper tools and clearly defined goals. Training will be provided for all teachers and all campus leaders who make data and research driven decisions that impact student learning and to ultimately conduct effective instructional interventions so that by the end of three years, the campus will have closed existing gaps on AYP deficiencies and elevate the DRMS to a new standard of campus performance. DRMS will explore opportunities to develop explicit plans and a means of holding the staff and external providers accountable for measureable progress in Math, Reading, and Science - especially for ESL and At-Risk subpopulations.

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Texas Title I Priority Schools Grant, Cycle 2

Schedule #4B—Program Description

Part 1: Comprehensive Needs Assessment

Section A: Campus Grade Levels

Type of School	*Number of Students Enrolled in Grade Levels on the Campus to be Served with Grant														
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public School									773	746					1,519
Open-Enrollment Charter School															0
Total Students:	0	0	0	0	0	0	0	0	773	746	0	0	0	0	1,519
**Current Total Instructional Staff															79
**Current Total Support Staff															11

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

1	Demographics – Target community socioeconomic characteristics: U.S Census 2010, 2005-2009 American Community Survey 5-Year Estimates Target student population characteristics: District's student information system; 2009-2010, 2010-2011 Academic Excellence Indicator System Reports
2	Student Achievement – TAKS State Assessment Data: 2009-2010, 2010-2011 Academic Excellence Indicator System Reports; PBMAS reports; Federal Accountability for AYP; TELPAS data Local Data Sources: District and Campus PEIMS Reports; Special Education PEIMS reports; LEP PEIMS data; district referral data; student attendance data; Benchmark/Profile tests; ELD Reclassification Reports
3	School Culture and Climate – Teacher, administrator, student, parent and the community and external consultants all participated in open discussion regarding improvements needed at DRMS. The discussion was facilitated by consultants and documented in a methodical manner (qualitative data); in which perceived and real assessments of school culture and climate were assessed. Local Feedback mechanisms; School Walkthrough Information; In-School Suspension records; Student Achievement and Demographic sources.
4	Staff Quality, Recruitment, and Retention: Reviewed-Professional Development and Appraisal System data (PDAS); Teacher Surveys; Teacher Focus Groups; Administration Interviews; Certification and Qualification Data; Staff Tenure Data; Teacher-Student I Ratios; Completion, GED, Dropout rates; Professional Development Reports; Campus STaR Charts
5	Staff Development & Instruction, Assessment – Reviewed Curriculum; Campus Scope and Sequence Development; Testing Coordinator Database; Student Survey; District Benchmark Data; Lesson Plan Collections; Teacher Surveys; School and program schedules.
6	Family and Community Involvement: Reviewed Parent/Guardian Surveys; Parent Volunteer Survey Information; Parent Focus Groups; Demographic data for situation and school; Family Language Data; Local Higher Institution Interviews and Contact. School Context and Organization: Reviewed-School Geographical Data; Helm Timelines; Mentor Teacher Information: Administrative Interviews; Meetings with various levels of School Leadership; review of counseling center, counselor interviews.
7	Technology – Campus STaR Chart. Professional Development records, technology infrastructure audit, technology plan, school feedback mechanisms, progress monitoring; To Be Adopted: learning.com: TechLiteracy Assessments, WayFind Teacher Assessments

*2010 October Snapshot student numbers
 **Enter Current number of Instructional and Support Staff

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

Part 1: Comprehensive Needs Assessment Cont.

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

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

As a campus servicing a large *At-Risk* student population and receiving Title I funds, the Del Rio Middle School has undergone the systematic process of identifying the DRMS campus needs. This needs assessment process is critical in determining objectively based data, and includes multiple measures to identify which student subpopulations are most in need, and to establish a priority of services to be provided. This critical process was the prework to the development of the District and Campus Improvement Plans and was useful in updating the needs of the DRMS for the design of Project Helm. According to NCLB guidelines, a Five Step Process lays out the framework for conducting a CNA. The very classification of a TTIPS eligible campus indicates there are major issues that require immediate action. The purpose and outcomes for conducting the CNA was to identify the highest priority weaknesses, gaps, and barriers which have kept DRMS from meeting AYP.

Step One: Identify the Purpose and Outcomes - Upon deciding to seek the opportunity offered by ARRA funding from TEA, the Superintendent and DRMS Principal assembled a team to initiate the CNA development process at DRMS. Staff, parents, students and school community members were all invited via email and phone calls to participate in the CNA development. The committed participants to the team were asked to bring the latest datasets pertinent to their position which reflected deficiencies. A set agenda dictated the course of the CAN which was led by the Principal and Deputy Superintendent. The lead questions suggested by the guidelines asked in determining this conclusion were:

- What do we want to accomplish with this process?
- How will we ensure that it's a process, not an event?
- How will we get multiple stakeholders involved in the process?
- How will we share the purpose and outcomes with those involved?
- What are the short-and long-term timelines?

Step Two: Establish Committees for Each CNA Area – Committees were formed to examine single areas and later cross-checked other areas, as to “double-check” every section with diverse vantage points. Each group selected a leader to facilitate the discussion and brainstorming outcomes and responses were charted. These findings were later shared (Step Four) with the whole group and feedback was taken. Specifically, the CNA Areas of Focus are: *Demographics, Student Achievement, School Culture & Climate, Staff Quality, Recruitment & Retention, Curriculum, Instruction & Assessment, Family & Community Involvement, School Organization and Technology.*

Step Three: Determine Types of Data Sources to Examine – The charted outcomes and responses were reviewed for which particular items require data based measures. Because campus staff was asked to bring the latest datasets pertinent to their position to the meeting, data sources were able to be reviewed on the spot. A list of data sources not available at the meeting was created and the missing sources were then assigned for retrieval to corresponding staff members. The data sources identified in *Part 1: CNA Section B* specifically matches data sets required for the CNA within its corresponding CNA Areas of Focus.

Step Four: Determine Areas of Priority and Summarize Needs – During Step Two, groups were asked to brainstorm and to chart their responses. In this Step, the small groups were asked to settle their findings by consolidating similar notions and then asked to identify the top three needs in their respective area of focus; these findings were presented to the larger group. Large group discussion of the findings led to the development of a prioritization of campus/district needs. Dissenting views were aired and discussed until consensus was built for all key needs. The agenda, sign-in sheets, and documentation reflect the course of action taken while making these tough decisions.

Step Five: Connect CNA to CIP and TTIPS Grant Guidelines – Summaries of the findings were used in the development of this proposal and will be included in the upcoming CIP. The needs determined were assigned quantifiable descriptions when applicable (e.g., percentages, numbers) to describe the campus and the demographic makeup of the community. The strengths that the campus has in place were also described as to identify potential and modeling opportunity for weaker areas.

DRMS CNA Key Areas of Focus	Specific Prioritized Needs
Demographics	<i>Special Ed., LEP & Economically Disadvantaged subpopulations</i>
Student Achievement	<i>Math (Pre-Algebra) and Reading TAKS Deficiencies</i>
School Culture & Climate	<i>Disciplinary inconsistency; Increase district-campus consistency</i>
Staff quality, recruitment & retention	<i>Stringent teacher selection evaluation; Filter and incentivize</i>
Curriculum, instruction & assessment	<i>Vertical and Horizontal Alignment</i>
Family & community involvement	<i>Increase to one parental aide per grade level;</i>
School organization	<i>Classroom management support</i>
Technology	<i>Instant classroom assessment; utilize mass text/voice messaging communication</i>

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

Part 1: Comprehensive Needs Assessment Cont.

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

1	Del Rio Middle School TTIPS Instructional Staff, Support Staff and Administration Team (30)
2	Parents from the community (5)
3	Student Achievement Group (2)
4	LEA Curriculum, Instruction and Assessment Coaches (5)
5	SFDRICISD Parent Department (1)
6	Technology Administrator (1)
7	Community Businesses Letters of Support (25)
8	Gifted and Talented Administrator (1)
9	LEA Central Office Administrators (4)

Part 1: Comprehensive Needs Assessment Cont.

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

1	Campus leadership consistency
2	Math and Reading student achievement is deficient (TAKS)
3	Science student achievement is deficient (TAKS)
4	Student disciplinary consistency
5	Teacher Quality: Increase stringency on new hires, incentivize high-performing teachers and filter out low-performing teachers (only after ample opportunities for improvement)
6	Strengthen classroom management support
7	Increase community involvement
8	Increase parental involvement
9	Increase expectations from teachers and students
10	

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

Part 2: Project Management

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

Capacity -- Describe the LEA's capacity to use grant funds to provide adequate resources and related services/support to the campus to implement, fully and effectively, the required activities of the school intervention model selected.

The SFDRICISD maintains capacity to use grant funds to provide adequate resources and related services and support to the DRMS to implement, fully and effectively, the required activities of the Transformation Model. SFDRICISD supports an economically disadvantaged student population of 7,417, which is 71.2% of the entire student body.

There are seven elementary campuses, two middle schools and one high school in SFDRICISD. The reported *End of Year (2008-09 audited) Fund Balance* of \$27,881,507 and a 36.0% of Total Budgeted Expenditures for 2009-10 as opposed to the state's 19.1% of their budget. In 2009-10, the District had a total staff of 1,291 staff members and of which 794 were Professional Staff. Of the Professional Staff, there were 665 Teachers, 82 Professional Support, 34 campus administrators and 13 central office administrators. Currently, the DRMS has employed a total of 79 teachers, 11 instructional support staff and qualified personnel to operate daily business and to handle the anticipated Project Helm. Moreover, the District is organized to facilitate the provision of adequate resources and related services to support the campus in its reform efforts. Therefore, the management infrastructure will align with the middle school campus to implement the required activities of the TEA Designed Tier II Transformation Model. Curriculum and instruction ELA, Math, Science, and Social Studies teachers will attend Professional Development scheduled Core Content trainings in the TEKS, revised TEKS, and CSCOPE curriculum and instruction and the upcoming state standardized, STAAR exam. DRMS Project Helm staff will remain knowledgeable of all the intricacies of the End-of-Course information and transition from TAKS and conscientious about obtaining resources, manipulatives, and the latest technology for each student served by DRMS. Other offerings at DRMS include four computer labs and ten Science Labs which will include modules and interactive software and courseware that offers virtual reality experience.

As a preemptive measure of responsible management, SFDRICISD has formed a Grant Design Team to collaboratively conceptualize the program to be implemented and to take stake in the progressing stages of intervention. This team will be drawn from the group involved in developing the Comprehensive Needs Assessment (CNA) and will be instrumental in its continuation of the Needs Assessment process during grant implementation. District and campus administrators and teachers will be encouraged to remain part of the Grant Management Team once the program begins. The Campus Principal (who has been principal for less than two years), the counselor, and lead teachers along with the newly hired grant administrative staff will make up the Grant Management Team to include:

The Project Helm Implementation Team (PHIT): the Grant Shepherd, Superintendent, Project Coordinator, Secretary, and Grant Clerical Support, select Design Team members including community members (subject to additions and subtractions)

Ancillary Management Team: the Social Worker, Counselor, Technology Coach, Transitional College / Career Coordinator, Intervention Coach.

To ensure adequate resources and related services are implemented according to the design of the project, proper training on all products and services delivered through programming activities will be sought. The Project Helm Coordinator will monitor expenditures on a weekly basis and perform routine random walk-throughs to check for proper implementation practices. The organizational structure and feedback process lends itself to high capacity management. Furthermore, an external evaluator provided by TEA will provide unbiased qualitative and quantitative program evaluation. Capacity measures will be taken and detailed in quarterly reports; the grant management team will consider recommendations and act on them if deemed necessary for program improvement and capacity building.

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

Part 2: Project Management Cont.

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

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

The activities which SFDRCSID will be conducting upon receipt of the NOGA through August 1, 2011, are critical to the initial and long-lasting impact of Project Helm. Upon NOGA, the SFDRCSID Superintendent/Deputy Superintendent and DRMS Principal will notify the DRMS personnel the project has been approved and that the Transformation will in fact be occurring as planned; all campus staff will remain on standby for further instructions. The Superintendent/Deputy Superintendent and Principal will proceed to reassemble the initial Design Team responsible for program launching and provide them with adequate project orientation, enabling them to transition into the Project Helm Implementation Team (PHIT). The PHIT will be led by the Project Coordinator, Grant Shepherd, and the Principal, assisted by the Superintendent/Deputy Superintendent and PSP. The PHIT will launch the program according to the timeline below. During the Pre-Implementation Phase, the PHIT will be instrumental to the proper launch of Project Helm as well as during the actual Full Implementation Phase of the grant. Any new community member and student (those not involved in the Design Team) additions to the PHIT will be held off until the Full Implementation Phase of Project Helm is off the ground.

During the pre-implementation phase prior to August 1st, notices will be posted for staff and applications will be accepted for the positions not readily available for extra duty at the district. Training sessions will be scheduled with SIRC and Region XV. Due to the ambiguousness as to when the NOGA will be released and the near-certain narrow time window for the Pre-Implementation Phase, dates for the activities have been planned flexibly and activities may require consolidation. However, this period will serve to plan extensively for the Full Implementation Phase. Furthermore, the dates have been established in terms of the amount time that has passed since the NOGA. Activities that will take place from NOGA until August 1st will be:

Pre-Implementation Phase Activities and Timeline		
Activity	Person(s) Responsible	Time After NOGA
Alert Design Team and schedule meeting	Superintendent, Principal	1-2 days
Transition Design Team to Project Helm implementation team	Superintendent, Principal, select PHIT members	5-7 days
Coordinate with SIRC and designated PSP	Grant Shepherd, Principal, select PHIT members	7-9 days
Post notices of employment for dedicated grant staff	Grant Shepherd, Human Resources	8-10 days
Interview and hire	Principal, Grant Shepherd / Superintendent	3-15 days
Attend SIRC training and other workshop(s)	Project Coordinator, Grant Shepherd, Principal, select PHIT members	TBD
Planning/Scheduling of Activities	Project Coordinator, Grant Shepherd, Principal, select PHIT members	10-12 days
Begin processing POs for supplies, services and travel	Project Coordinator, Principal, Grant Clerical Secretary	13-14 days
Reconcile any unforeseen circumstances with proposed intervention plan	Project Coordinator, Grant Shepherd, Principal, PHIT	14-16 days
Department Head Teacher, IT Team and business dept. grant orientation; alert entire faculty of plans to implement Project Helm	Dept. Head Teachers, IT, Grant Shepherd, Principal, Project Coordinator	17-21 days
Entire teaching faculty orientation	Entire teaching faculty and Project Helm Team	21-23 days
Begin Full Implementation	Ends Project Helm Team	August 1, 2011

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

Part 2: Project Management Cont.

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

Partnership/Involvement of Others – Describe how the LEA/campus consulted with relevant stakeholders (students, staff, parents, community) regarding this application and proposed implementation of the school intervention model.

San Felipe Del Rio CISD is cognizant of the fact that buy-in and collaboration from relevant stakeholders (students, staff, partners, and community) is paramount to the successful implementation of Project Helm. Relevant stakeholders were consulted in the development of this application and proposed implementation of the Texas Designed *Tier II Transformation Model*. The Superintendent presented his SBDM Team with the parameters of the grant, the qualifying criteria, and the advantages to applying for the funding and subsequently set up a Design Team meeting with stakeholders to discuss the District and campus needs and discuss program development.

A collaborative partnership, Project Helm resulted between DRMS administration, campus staff, local community organizations, parents, students, and businesses seeking to improve student academic achievement through the use of scientifically based research strategies to raise the achievement of students in this low performing middle school. The partnerships with SIRC and ESC Region XV will provide specialized professional development workshops for instructors, teachers, and grant personnel. Throughout the duration of the grant project, students from the Student Council will be encouraged to sit in on the planning activities and assume responsibility for ensuring the changes desperately needed at the campus for improvement of student achievement and transforming the climate and culture. Students have the potential to become the best advocates for Project Helm in that they are the primary beneficiaries in the educational rewards available through TTIPS funding.

Additional partnerships have been formed with local agencies to support and provide assistance with Project Helm. An existing post-secondary educational partnership with Sul Ross State University - Rio Grande College will be fostered by Project Helm to improve academic performance, improve school climate, increase leadership effectiveness, increase the use of data to drive instruction, increase parent and community involvement and increase learning time, and increase teacher quality.

Though Del Rio may not be considered a rural town, it is certainly a relatively isolated border town. The community of Del Rio will be scoured for educational partners during the course of the three year initiative. However, partnering with the available local partners (listed below), is a start to building the community support within and around the Del Rio community. The following partnerships will be included in Project Helm:

Project Helm Partners – *classified types: B-Business, CBO-Community Based Organization, FBO-Faith Based Organization, IHE-Institution of Higher Education, G-City or County Government, SES - TEA Approved Supplemental Educational Services provider [Support Letters available upon request]*

Partner	Services and Resources	Type
Sul Ross State University	College tours, services & resources to enhance academic performance	IHE
City of Del Rio	Community Service Learning projects to enhance community engagement	G
Local Museum	Educational Tours and presentations	G
Brainfuse	(As required by Priority Points) TEA approved tutoring services & resources to enhance academic performance	SES
Communities In Schools	Social work and parenting services & resources to enhance school climate and parent engagement	CBO
Rotary International	Social work services to help enhance student academic performances, resources and collaborative services	CBO
Del Rio Boys & Girls Club	Social work services to help enhance student academic performances, facility usage	CBO
Local Church	Offer counseling sessions (non-religious)	FBO
eInstruction Technology	Immediate Assessment Feedback via technology to enhance academic performance	B
Local Business	Collaborative services & resources to enhance academic performance	B

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**Texas Title I Priority Schools Grant, Cycle 2
 Schedule #48—Program Description**

Part 2: Project Management Cont.

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

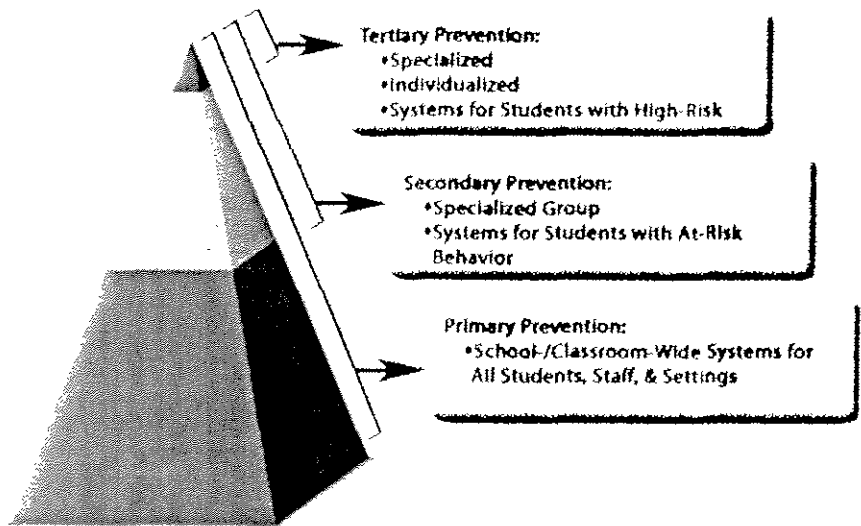
Management of Grant Activities – Describe how the LEA and campus will modify its practices and/or policies, as necessary, to ensure its implementation of the intervention(s) fully and effectively.

San Felipe Del Rio CISD will hire a full-time Project Coordinator specifically for the management of Project Helm. The Coordinator will work directly with the Grant Shepherd, Superintendent/Deputy Superintendent, Senior Curriculum & G/T Coordinator, and other PHIT members. The Project Coordinator will take leadership roles in the management of this grant. This individual must have significant experience and credentials in curriculum and instruction. He/she must be able to ensure that curriculum is aligned with TEKS, that technology is integrated as an instructional tool, and that all policy issues are addressed as they arise. The Principal and Assistant Principals will provide leadership at the campus-level. All associated staff will have a degree (or compensatory experience) in their respective field.

Policy and Practice Modification

The District will support DRMS's resolve to modify its practices and/or policies, as deemed necessary to ensure implementation of the TEA *Tier II Transformation Model* fully and effectively. Current practices will be reviewed and re-visited against the Campus Needs Assessment to request the necessary changes or modifications at the campus according to district's protocol. District and student policy is well defined and posted on the District website. Students are made aware early in the school year concerning practices and policies that will help them succeed in school or get them suspended or expelled. Should the program come across any other unforeseen needs for practice and/or policy modification, the Project Coordinator will oversee the process. The Project Coordinator will also ensure that matters are dealt with in a timely manner so as to preserve the integrity of the transformation process and assure proper practice/policy modification if necessary. Areas of policy to be impacted by the program are regarding Student Conduct /Discipline, Student Dress Code, Teacher Absenteeism, and Teacher Dress Code. It is believed that if the enforcement of Student Dress Code is stringent, students will respect the policy. The management team will look into the possibility of modifying or mandating student uniforms. Policy regarding Teacher Absenteeism has also grown lax and unenforced; this growing issue will be directly addressed by the project management team. It is believed that the growing issue of non-cooperative and disruptive behavior in the classroom at DRMS stems from weak policy, inconsistency in upholding corrective actions and/or communicating corrective actions/inactions back to teachers. A Reformed Classroom Management System needs to be set in place in order to alleviate this disruptive behavior. Also, a system of Positive Behavioral Interventions & Supports (PBIS) and taking steps to eliminate bullying and student harassment are vital to improve school climate and discipline will be implemented (image source: <http://www.pbis.org/school/default.aspx>). Grant management will examine current policies to examine what can be modified to improve overall student and teacher performance and instate primary, secondary and tertiary preventative measures.

Continuum of School-Wide Instructional & Positive Behavior Support



The Project Coordinator will be spearheading the project working side by side with the Grant Shepherd, Principal, social worker, counselor, tech coach, and the transitional college/career coordinator. The Grant Shepherd must have an understanding of current district policies and practices prior to beginning the program. Furthermore, the Grant Shepherd will be responsible for detecting, reporting, and implementing policy/practice changes in the program. The Grant Shepherd is a dedicated position that performs the professional and administrative work necessary to support the goals of Project Helm. DRMS will change its climate and culture and be receptive to school reform by making a dramatic departure from the status quo as urged by the Superintendent and Board of Trustees. Only by committing wholeheartedly to an initiative such as Project Helm, will the students of the District reach the level of accountability they can achieve guided by teachers and community who believe in them.

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

Part 2: Project Management Cont.

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

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

Project Helm will be implemented with ARRA funds; it will align with other federal, state, local and community resources to maximize the positive effects of the *Transformation* intervention Model at the campus. The alignment of funding will ensure that there are no duplication of services and that TTIPS funds supplement local funding, as to not supplant local activities and funding. Funds received under this grant will supplement and not supplant local funding for existing activities. Grant funds will be used to implement the Transformation intervention model's improvement activities and for on-going monitoring events associated. Moreover, the goal to impact the Critical Success Factors will be pervasive campus wide and will serve as a default focal point for local resources which may be directionless or not tied to a larger goal (this will be determined by the principal). All services provided will be integrated seamlessly as to minimize opportunities for students to be distracted, enhance student performance at all levels and create an environment conducive to rigorous learning.

Local funds will provide in-kind services to students such as: identifying high-need students, communicating with their students' parents, and servicing from counselors and At-Risk coordinators. Grant funds will be used to provide incentives for high-performing teachers and administrators which are measurably impacting the transformation at DRMS in terms of student performance, developing strong parental engagement and contributing toward transforming campus climate; the details regarding incentives will be determined during the pre-implementation phase. DRMS facilities, such as classrooms, technology labs, COWs, internet bandwidth, custodial services, a portion of incidental transportation expense and certain administrative functions will be supported by local funds. The design of Project Helm aligns with the Campus Improvement Plan which stipulates working to increase college readiness, especially with the LEP and At-Risk subpopulations of DRMS. Funds used to impact teacher quality in core subjects through embedded professional development will impact student achievement. Academic coaches will provide support and model teaching for teachers in core subjects. The synergy behind aligning local resources and grant funds will make the best possible impact on increasing student achievement and creating an environment with tools and teachers conducive to success.

Project Helm will work with current programs being implemented at the DRMS to impact the Transformation. The involvement of student councils, business councils, parent councils, partnering Institutes of Higher Education (IHE), and social agencies will be maximized to also impact the Transformation. The management plan is designed to achieve the objectives of the proposed project on time and within budget, with appropriate timelines, and milestones for accomplishing project tasks. The Project Coordinator will align resources as to ensure effective implementation of Project Helm with resources that include but are not limited to:

Federal, State, and Local Resources :

- ✓ Title IID - Technology funds
- ✓ Other Title I Funds
- ✓ Migrant Education
- ✓ Special Education
- ✓ Bilingual Education / ESL Program
- ✓ Parental Involvement
- ✓ Alternative Education Placement

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Part 2: Project Management Cont.
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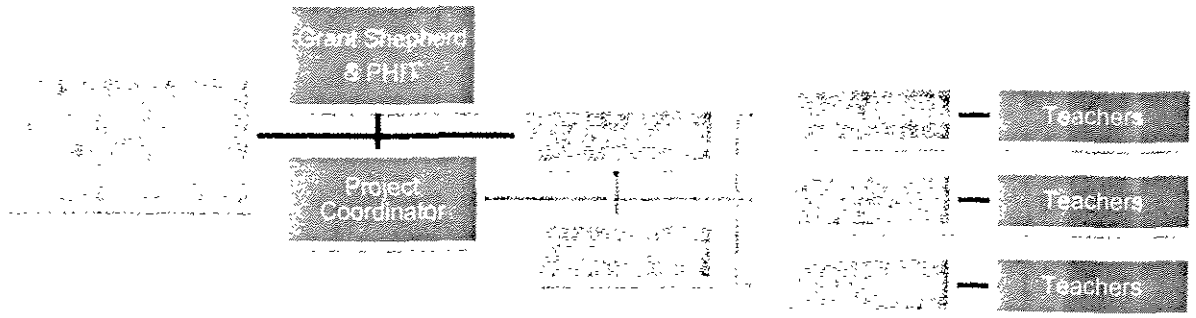
LEA Support – Describe how the LEA will structure and implement an individual or office with responsibility for supporting the campus' school improvement efforts.

The Project Helm Coordinator will hold the responsibility of supporting DRMS's school improvement efforts and ensuring the Federal Statutory Requirements and TEA Program Assurances are followed. This individual will have the responsibilities of working specifically to coordinate District level personnel and Project Helm staff to fully implement the strategies and work toward the goals outlined in this proposal. This full-time (100% FTE) Coordinator will have his/her own office from which to conduct grant management operations. This essential position will be interviewed and selected by both central and campus administration according to the aforementioned Pre-implementation Phase Timeline. The Project Coordinator must have the following qualifications:

1. Minimum of a Masters in education with a Ph.D. preferred
2. Experience in upper level management and preferred experience as a building principal
3. Certified to evaluate teachers and staff
4. Experience in evaluating principals and assistant principals
5. Experience in providing feedback to staff on evaluations
6. Certification in Instructional Leadership Development (ILD) or Instructional Leadership Training (ILT), Professional Development and Appraisal System (PDAS) and Texas Teacher Appraisal System (TTAS)
7. Certification in Mid-Management or the Principalship certification
8. Understanding of Data collection
9. Ability to multi-task and work with current District employees to coordinate grant activities so that student achievement is enhanced through opportunities funded by the TTIPS grant and the goals and objectives of the grant and local superintendent goals are implemented fully and expediently.
10. *Optional:* Share a similar background to those at-risk students; Bilingual Speaker

District Level Support
 While daily operations of the grant program are charged to the full-time, grant-funded Project Coordinator, said coordinator will work in unison with the Grant Shepherd. The Grant Shepherd will be the designated Project Helm liaison between the district and campus level operations. Active support for the implementation of Project Helm will come from all campus staff and from the central office administration. Under the direction of the Superintendent/Deputy Superintendent, the initiative will be collaboratively implemented by the designated Grant Shepherd, the Principal and Project Coordinator; PHIT members will be included during the Pre-Implementation Phase as indicated in the aforementioned timeline. These grant administrators are critical decision makers in SFDRCSID and all are responsible for overseeing multi-million dollar budgets.

External Support
 While program implementation will all be managed by district staff, the unbiased program evaluation will be conducted by a TEA external evaluator. Both district and external management will possess the appropriate education and experience levels needed to perform their duties in accordance with grant guidelines. This position will be instrumental in facilitating and coordinating communication between all stakeholders and will help the campus to improve student achievement standards. SIRC will also be instrumental in the implementation and evaluation processes of Project Helm. The SIRC PSP will work in tandem with the Principal to impact the quality of teachers and student achievement. The implementation directives are expected to flow as illustrated below.



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

Part 2: Project Management Cont.

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

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

The transformational reform to be implemented at DRMS is an initiative SFDRCSID is committed to continuing beyond the funding period of 2011-2014. The intervening effects of Project Helm are expected to resonate long after the funding period ends because the intervention is structural and transformative of the climate and expectations. However, SFDRCSID will rely on local partnerships, local, state and federal funds to sustain any particular elements of the transformation that will require resources to implement. The chart below depicts the specific sustainable elements of Project Helm that are to be upheld beyond the grant cycle.

Del Rio Middle School TTIPS Sustainable Elements Beyond the Funding Period		
Effective Leadership (1,4,5,6)	Sustained Elements	Resources
Classroom Walk-throughs w/ Reflective Practices	Trained community and campus reviewers	partners
Great Leaders, Great Teams, Great Results	HQ leaders and campus teams	local
Building Effective Leaders	Experienced leaders	local
Using mentoring skills to improve instruction	Experienced mentors, new teacher support	local
Creating Professional Teaching & Learning Communities	TTIPS Team, Community Support	partners
Coaching for Educational Leaders	Graduation/Technology Coaches	local
Quality Teaching & Learning (1,2,7)	Sustained Elements	Resources
Learning.com Teacher Tech assessments	HQ Teacher technological effectiveness	local
Improving Literacy Skills in the Content Area Classroom	LEP/ELLA HQ Teachers	local
Improving core TAKS/STAAR performance	STAAR and College Readiness Training	local
Podcasting Academy	Ongoing online PD on demand for struggling teachers	local
Web 2.0 Productivity Tools-Wikis, Blogs, Surveys for Higher Order Thinking	New teaching tools for advanced learning	local
Instant Student Assessment /personal response systems	Mobi slates and personal response clickers will be norm for entire school with testing online support	local
Home Technology for Instruction	Student Netbooks with online capabilities	partners
Teaching Learning Strategies (Failure Is Not an Option)	HQ core leaders	local
Culture of Success (3,5,6)	Sustained Elements	Resources
Working & Understanding Adults & Children from poverty	Adult ESL, GED, Parenting and Computer Classes	partners
Culturally Proficient Schools	Extra Curricular Services and Community Engagement	local
Planning & Implementing Family Literacy Events	CSL, Parenting Classes, Adult Education classes	partners
Parent to Parent Model Training	Parent engagement, input and unified goals	partners
Establish Partnerships with College	College readiness elements and college tours	local
Effective Processes & Systems (1,2,3,4,5,6,7)	Sustained Elements	Resources
Roles & Responsibilities of Site Based Decision Making Committee	HQ SBDM and New policies for removing ineffective teachers while recruiting and awarding great teachers	local
High Quality District & Campus Improvement Plan	Effective CIP, DIP and TTIPS Teams	local
Developing a School-wide Positive Behavior Support Sys.	Creating RAM Bucks and RAM College trips	partners
Summer Planning and Systems of Support	HQ planning and support for upgrading yearly progress	TBD
Data Driven Decision Making (1,4,5,7)	Sustained Elements	Resources
Testing Accountability & Disaggregation of Data	Timely Early Warning Reviews of At Risk Students	local
Benchmarking (Best Practices)	Classroom Projections for Specialized Tutoring (SES)	Federal
Data Management Mapping: Timely Access to Data	ID Classroom Teacher Weaknesses and Areas of Support	local
Effective Use of the Data Management System	HQ Leadership and CIP Team	local

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

Part 2: Project Management Cont.

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

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

In selecting appropriate *External Providers* to serve Project Helm, the Design Team screened the historical success records and overall effectiveness of potential providers. The recruitment process begins by screening potential providers' scientifically based merit, practicality, and cost effectiveness. Collaborative meetings will be held and will continue to be held to evaluate the effectiveness of partners on a quarterly basis. This will allow Project Helm to adapt to any potential issues that may arise from External Providers such as: misaligned products, lack of communication, technical issues, cost effectiveness, etc., and prevent further hindering of the project. Each partner must demonstrate provide academic enrichment that meets the unique needs of the DRMS student population. Existing partnerships with Institutes of Higher Education will be further developed by the Curriculum and Instruction office and involve stakeholders to secure student outreach activities and professional development services from IHEs. Coordination will be made with all partnering members (including vendors) for a seamless transition from implementation to completion of the program and to ensure that all participating students and teachers receive the necessary support for the utilization of all acquired technology. Should the PHIT recommend a program not previously considered, administrators will be responsible to seek out organizations and individuals necessary for implementation and will introduce a point of contact for activity design and implementation.

External Provider Recruitment Selection Criteria:

The SFDRICISD process for screening external providers will follow **local LEA procurement policy approved by the School Board** for hiring an outside contractor. Project Helm grant activities will be evaluated and supported by a team of external service providers (SIRC) which must meet LEA employment requirements to include background checks and referrals. External consultation members will conduct both training and administrative support for QIY reports to the Project Coordinator of the program. External consultants will look at all aspects of grant activities, including a comparison of actual accomplishments to the goals established for the period, documentation, and project expenditures, as well as effect of the project on strengthening the district. Screening also requires confirming that internal support is not accessible or possible before hiring external providers.

Supplemental Educational Services (SES): Brainfuse

Fortunately for SFDRICISD, the difficult part of screening overall quality SES external providers has been managed by SIRC. The goals of SES is to increase the academic achievement in core subject areas that TEA includes in its ESEA assessments, including reading/ELA, math, science, as well as English language proficiency for students with Limited English Proficiency (LEP). The functions of the SES will be to provide extra academic assistance for students from low-income families who are from low-income families who attend DRMS during the transformation period.

Brainfuse has a *HelpNow Complete Tutoring System* that will offer DRMS students online access to learning opportunities such as tutoring, collaboration, and study tools. *HelpNow* offers students live online homework help, skill building, and writing assistance from certified tutors. The tutoring sessions are on-demand and one-to-one between a certified tutor and student to help students master the homework assignment's underlying academic concepts. These academic concepts and skills are based on state-aligned lessons designed for Brainfuse's *Skills Building* service. The comprehensive writing assistance uses research-based methodologies to assist students develop writing skills bolsters Project Helm's TTIPS priority to improve Reading student achievement. Students will have two options for writing/reading tutoring: Live Writing Assistance and Premium Writing Lab. *LEP Support:* Brainfuse SES will provide LEP students the same on-demand homework help in Spanish.

The School Improvement Resource Center (SIRC) will provide DRMS with information, clarification, resources, and technical assistance regarding the school improvement process. The SIRC is brought in as a condition of selecting the TEA Modified Transformation Model for this Tier II campus.

The Region XV Educational Service Center (ESC XV) will assist DRMS in improving student performance, by helping them to operate efficiently and effectively, and to carry out the mandates of the Texas Education Agency and the Texas Legislature.

ReBrilliance will introduce various programs in Goal Setting and Mentoring; Afterschool and Summer Programs; and Family Goal Setting. They will feature the Nine Winning Practices™ Model to help kids consider their behavior, attitude and success (or lack of success) each month while parents are provided with multiple opportunities to teach their children about excelling and goal attainment in a real-time, real life way.

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

Part 2: Project Management Cont.

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

Site Visits – If the intervention program includes site visits to other campuses successfully implementing the intervention model, describe the process for selecting the locations and the expected outcomes of the site visit/s.

The Project Helm PHIT (including parents and students) plans on conducting observational site visits to campuses which have demonstrated successful implementation of a Transformation Model. The process for selecting which particular campuses to visit for the purpose of observing an intervention model being implemented will be based on set criteria. Site visits to model TTIPS campuses will be made on a quarterly basis and will maintain frequent communication with hosting campus administrators. Project Helm will utilize external consultants to research model programs state-wide that have effectively transformed low performing schools. Considerate of their recommendations, the Grant Shepherd and Project Coordinator will ultimately decide which intervention model site visits could potentially contribute to Project Helm.

General Scope of Potential Site Visits

In light of TEA awarding a few Junior High or Middle School campuses in 2010, it is reasonable that High School sites remain an option for the Project HELM PHIT to consider and not dismissed simply because they are not a Junior High or Middle School. The conditions a prospective site must meet in order to be deemed a suitable fit for a Project Helm PHIT site visit are outlined below:

- ✓ must have an economically disadvantaged student population (or similar socioeconomic characteristic)
- ✓ must meet DRMS calendar coordination
- ✓ must be carefully coordinated with visiting site so not to infringe on time
- ✓ must share similar cultural background
- ✓ must be within reasonable traveling distance (bearing in consideration Del Rio is relatively isolated geographically)
- ✓ must be capable to produce practical outcomes
- ✓ must be implementing a *Transformation Model* w/ SIRC services

If any particular condition is not met and there is reasonable explanation to conduct the visit, then the visit must be reviewed and approved by the Superintendent/Deputy Superintendent. Furthermore, the PHIT should include visits to exemplary campuses (sites).

Data Driven Focus of Potential Site Visits

Further focus on potential campus site visits will be data driven. Narrowing down which sites to visit will be driven by the pre and post gains achieved by the campus. Once data is thoroughly evaluated using specific indicators and the Project Coordinator and Grant Shepherd are informed, a decision on site visits will be made.

Expected Site Visitation Outcomes: The outcomes of the site visits will be contingent on which sites are selected; outcomes will be developed by the Grant Shepherd and/or Project Coordinator prior to visiting the selected site:

- Identify strongest and weakest CSFs of hosting campus
- Identify strategies used to impact CSFs of hosting campus
- Identify applicable and replicable management practices
- Identify applicable and replicable implementation practices
- Interviews with teachers and students;
- Establish relationships with other grant coordinators/directors and shepherds
- Maintain open lines of communication
- Be prepared to share, gather, and analyze data
- Document events of the visitation
- Technological Capacities Profile analysis
- Findings will be incorporated into the refinement and evaluation process
- Shared solutions for implantation

Potential Campuses (2010 TTIPS Funding Recipients):

Pharr-San Juan-Alamo ISD: *San Juan Middle School – Tier III*

La Joya ISD: *Juarez-Lincoln High School – Tier I; La Joya Palmview High School – Tier I*

Educational Resource Center Charter School: *John H Wood Jr Charter School at Granbury – Tier II; John H Wood Jr Charter School at Afton Oaks – Tier II*

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

Part 2: Project Management Cont.

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

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

N/A

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

Part 3: Intervention Model

Section A: Intervention Model Selection Process

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

- Transformation
- Turnaround
- Restart
- Closure

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

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

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

- TEA Designed Model with Technical Assistance Provided by the School Improvement Resource Center or other TEA approved technical assistance providers for Tier III grants
Note: Applying to implement the TEA Designed Model with Technical Assistance Provided by the School Improvement Resource Center or other TEA approved technical assistance providers in no way implies or guarantees funding.

OR

- The LEA/campus will implement its own intervention design, within the parameters required by the final federal regulations released by USDE

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

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

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

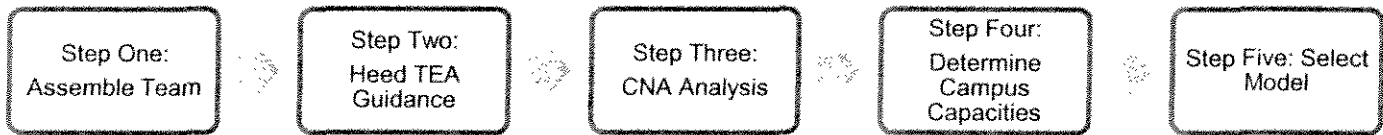
Part 3: Intervention Model

Section B: Model Selection Process –Describe in detail:

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

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

A five step process was followed by DRMS to select a Tier II TEA Designed Intervention Model which best aligned to the identified needs of the DRMS campus. In devising the plan, the Superintendent/Deputy Superintendent and DRMS Principal implemented the following:



Step One: Assemble a Team of Collaborators to Design: A *think tank* comprised of stakeholders (30) from across the community and LEA system (i.e., students, campus/district administration, department heads, Deputy Superintendent, Board president and parents) were invited to participate and were indeed represented during the all-day TTIPS Grant Design Meeting on May 26, 2011.

The Superintendent exercised distributive leadership and empowered relevant stakeholders to examine the CNA and make decisions based on it, thus giving this team of collaborators the ability to make decisions effectively designing the program. These collaborators formed the Design Team, went on to design, along with grant writers, Del Rio Middle School's course of action to meet TTIPS grant objectives. The Design Team examined the Statutory Assurances and Application Requirements and will subsequently, during the implementation of the intervention, continue to actively influence the direction of the initiative by remaining engaged in the on-going monitoring process.

Colleges, businesses, and community based organizations were engaged in the support for finding key strategies connected to the 7 Critical Success Factors. Mrs. Hernandez, the campus principal, has been at DRMS for less than two years and has the full confidence of the campus, administrators and community for leading the necessary changes for making improvements as she has moved quickly to identify and correct prior problems and assert her leadership qualities into the plan.

Step Two: Heed TEA Guidance Documentation: The Model Selection Process followed to select a school intervention model for the Del Rio Middle School was guided by the *Narrowing Questions*, a resource provided by The Texas Education Agency and the detailed model descriptions released in the supporting documents. The list of *Narrowing Questions* released were precise enough to dictate the conversation and in the process of later eliminating models. Responses to the narrowing questions regarding the different models were discussed until consensus amongst all representatives involved was reached. Design Team members referenced data and their latest Campus Improvement Plan to assess their campus and community needs and to respond to the *Narrowing Questions* as accurately as possible. Campus and district administrators who attended the Design Team Meeting were asked to bring the most recent reports available and offer complete transparency with fellow parent, student and other community team members present regarding data; reports examined included just-released 2010-11 TAKS scores, STaR Charts, attendance reports, etc.

Step Three: Collaboratively Evaluate Campus Needs: The Design Team evaluated a variety of data sources in determining the comprehensive needs of the campus. This included examining the socioeconomic characteristics of the community as a whole as well as the cultural attributes which may promote and hinder student achievement. The CIP was referenced for the latest SBDM developed campus mission and vision statements, along with the goals and objectives. Round table discussions led to candid discussions about issues facing students, teachers, parents and administrators. Discussion and evaluation of data generated eventual consensus of what the top ten campus needs are, and how they can be improved toward impacting the seven Critical Success Factors. These points of convergence identified the specific needs for this initiative. The data assessment took into consideration the needs of the district in relation to the educational needs of the campus, factoring in the cultural and social needs. The City of Del Rio at the border of Texas is 10 minutes from the Mexican border alongside the Rio Grande River. Its primarily Hispanic population is at 24,833 (2005-2009 American Community Survey). Socioeconomic characteristics of Del Rio include: 40% of the population has less than a high school diploma; 4.8% have an Associate's Degree or higher and 77.4% of the population speak Spanish at home. A relatively young population with a median age of 31.7 compared to US at 36.5. Compounding the challenge, according to the AEIS report, teachers and students alike have to work hard to bring the campus around to state standards, especially not meeting AYP in Reading/ELA and Math. SFDRICISD recognizes the serious gaps, barriers and weaknesses between the general population and the special population (Sp Ed, Economically Disadvantaged, and LEP Students).

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Texas Title I Priority Schools Grant, Cycle 2
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Part 3: Intervention Model

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

Moreover, SFDRICSD recognizes the rate of students achieving on level, or even *Commended* in TAKS – in all objectives and student expectations – for each core subject area (science, math, social studies, reading and writing) should improve in order to make all students career and college ready.

Selecting a school intervention model that aligns to the identified needs of the campus required conducting a Comprehensive Needs Assessment, analyzing campus needs, and evaluating the probability of success against the proposed models. The Design Team conducted an analysis of student data to identify and address problems in instruction, implementing parental involvement requirements, implementing professional development requirements, and implementing the responsibilities of the campus and District under the Campus Improvement Plan.

The District is cognizant of the challenges faced by parents with low SES and the cultural misunderstandings and devalued perceptions of education associated with many impoverished families. The Del Rio community has a little more than half of the population (56.4%) in the labor force and 9% are unemployed and actively looking for work. According to the U.S. Census 2005-2009 ACS, the household median income is \$31,990 with a per capita of \$14,761 and 21.3% of the families live in poverty. Del Rio presents a pervasive need with approximately 40.7% of individuals are living below poverty. For that reason, a great amount of grant funds will be invested in training and figuring out what America's children need to be able to compete in and impact Del Rio's economy in a competitive workforce.

Del Rio Socioeconomic Characteristics Population 25 years and over			
Economic Characteristics	Del Rio	TX	US
In labor force	56.4%	63.6%	65%
Unemployment Rate (April 2011)*	9%	7.7%	8.7%
Median household income	\$31,990	\$39,927	\$51,425
Per Capita Income	\$14,761	\$19,617	\$27,041
Families below poverty level	21.3%	12%	9.9%
Individuals living in poverty	40.7%	15.4%	13.5%
Educational Attainment			
Less than 9 th grade	26.6%	11.5%	6.4%
9 th -12 th grade, no diploma	13.0%	12.9%	9.1%
High School or GED	26.7%	24.8%	29.3%
Associate's Degree	4.8%	5.2%	7.4%
Bachelor's Degree	10.2%	15.6%	17.4%
Graduate or Professional Degree	4.1%	7.6%	10.1%
% High school graduate or higher	60.4%	75.7%	84.6%
% Bachelor's Degree or Higher	14.3%	23.2%	27.5%

Sources: U.S. Census Bureau, 2005-09 ACS;

Academically, the most recent *First Administration* AEIS reports indicate DRMS has academic deficiencies in all core subjects (depicted in chart). The need to improve these scores is of great priority to this initiative, especially Reading, Mathematics and Science. It is clear that DRMS trails the state significantly in the core subjects of priority to this initiative. DRMS largely trails Texas as a whole by: 12% in Reading, 11% in Math, 5% in Writing, 17% in Science, and 9% in Social Studies. These dire findings shed light on just how big the task at hand is and how critical TTIPS funds would be toward impacting student achievement.

Del Rio Middle School AEIS Reports All Grades			
Subject	2010-2011 AEIS Reports		Difference
	DRMS	TX	
Reading	77%	89%	12%
Math	72%	83%	11%
Writing	89%	94%	5%
Science	62%	79%	17%
Social Studies	86%	95%	9%

Source: 2010-11 AEIS Reports

Step Four: Determine Campus Capacities & Alignment with CNA

In determining the most appropriate intervention model for the campus, the Design Team had to evaluate the potential of the current state of staff, technological and building infrastructure, financial management systems, community support, as well as culture and climate, each possess in terms of being able to sustain reformation without inundating or compromising its function(s). The requirements for the varying models were cross-examined with the needs of the campus. This sub-process led the Design Team to compare how well their needs aligned with the different models. Consensus was that DRMS would need ongoing external support and technical assistance from the School Improvement Resource Center (SIRC) to assist in:

- Collaborating with grant and campus staff to implement school improvement recommendations
- Provide training to teachers
- Evaluation of CSF Milestone progress
- Implementation and perpetual refinement of Campus Improvement Plan
- Overall guidance through the School Improvement Process
- Training school personnel to utilize data disaggregation as an instrument for benchmarking and internal progress

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

Part 3: Intervention Model

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

Step Five: Selecting an Intervention Model

Model Selected: *TEA Designed Transformation Model*

Set in motion by the superintendent, the Model Selection Process empowered a diversified Design Team, guided by the *Narrowing Questions* provided by the Texas Education Agency and the latest CNA, to make critical decisions necessary to transform the DRMS into the best campus it can be. As a result of following Steps 1-4, the Design Team ultimately determined the TEA Designed Transformation Model for intervention would have the greatest impact on the students it serves. The following table illustrates the connections between the identified needs of the DRMS and the Transformational Model requirements.

Del Rio Middle School Campus Needs and Transformation Model Alignment	
Need(s) Identified	Transformation Model Requirement(s) Implicated
Increase Disciplinary Consistency amongst students and staff	TR-1, TR-2, TR-3, TR-4, TR-6, TR-7, TR-8,
Increase Family and Community Support	TR-2, TR-4, TR-5, TR-7
Increase LEP Instructional Consistency	TR-2, TR-3, TR-4, TR-5, TR-6,
Stabilize Leadership and Reduce Turnover Rate	TR-1, TR-3, TR-4, TR-6, TR-7, TR-8
Increase vertical and horizontal alignment	TR-2, TR-3, TR-4, TR-5, TR-6, TR-7, TR-8
Increase Expectations of students and teachers	TR-2, TR-3, TR-4, TR-5, TR-6, TR-7, TR-8
Adopt a Plan to Improve Academics (<i>Priority: Math, Reading & Science</i>)	TR-2, TR-3, TR-4, TR-5, TR-6, TR-7, TR-8
Improve Culture/Climax (<i>Adapt to local cultural understandings</i>)	TR-3, TR-4, TR-6, TR-7, TR-8
Improvement opportunities for teachers	TR-3, TR-4, TR-5, TR-6, TR-7, TR-8
Raise expectations for teachers and students	TR-2, TR-3, TR-4, TR-5, TR-6, TR-7, TR-8
Increase technology integration into the classroom	TR-2, TR-3, TR-4, TR-5, TR-6, TR-7, TR-9

The photo below was taken at the DRMS Library, the location of the Design Team meeting, during the CNA. The image captures the DRMS Principal, Sandra Hernandez, working with a group outlining the needs and solutions for DRMS in the 7 CSF areas and 21 milestones.



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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	SFDRICISD Central Office – Jon Orozco, Deputy Superintendent
2	DRMS Campus Leader – Sandra Hernandez, Principal
3	Senior Curriculum and Instruction Coordinator – Patty Brown
4	DRMS Counselor - Carolina Cardenas
5	DRMS Core Lead Teachers - Angela Zaragoza, Griselda Martinez, Pam Brewer, Sandra Lomas, Jessica Voss, Claudia Faz, Thomas Cabello, Sandra Garcia, Carmen Antu, Maria Sigley, Bradley Dixon, Mary Catherine Hargrove, Julia Dale, Leticia Bosquez, Joann Nanez, Shelly Fuentes
6	DRMS Parents – Laura Kusenberger, Maricela Urueta, Elaine Coggins
7	DRMS Students – Toby Coggins, Miguel Dehoyos, Israel Sosa, Madison Rosenow
8	SFDRICISD School Board President – Roberto Chavira
9	DRMS Administrative Staff – Alanna Talamantez-Elizondo, Assistant Principal
10	Del Rio Business/Community Partners - Elena Pacheco, Araceli Artega

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Texas Title I Priority Schools Grant, Cycle 2
Schedule # 4C—Model Requirements and Timeline

Reform/Improvement Activity Timeline for Implementation

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

Reform/Improvement Activity	Begin Date MM/YY	End Date MM/YY	Model Requirement Number	CSF/ Milestone Code
<i>Example: Screen existing staff using district determined competencies to determine which staff will be replaced due to lack of student performance.</i>	3/10	6/10	TU-8 (modified as per errata)	7A, 7C
Reform/Improvement Activity	Begin Date MM/YY	End Date MM/YY	Model Requirement Number	CSF/ Milestone Code

CSF 1: Improve Academic Performance

Use new one on one technology and CScope C&I to improve Student Achievement in Reading	August 2011	05/13	TR-2, TR-3	1A, 1B, 1C, 2A, 2B
Use new math PD and after school services to include SES to improve Student Achievement in Mathematics	August 2011	05/13	TR-2, TR-3	1A, 1B, 1C, 2A, 2B
Enhance all science labs and supplies with supportive PD to improve Student Achievement in Science	August 2011	05/13	TR-2, TR-3	1A, 1B, 1C, 2A, 2B
Create new learning labs and e-work to improve Student Achievement in Writing	August 2011	05/13	TR-2, TR-3	1A, 1B, 1C, 2A, 2B
Use C-scope, PD and cultural enhancement events to improve Student Achievement in Social Studies	August 2011	05/13	TR-2, TR-3	1A, 1B, 1C, 2A, 2B

CSF 2: Increase the Use of Quality Data to Drive Instruction

Use Instant Assessment Tools and software	October 2011	4/13	TR-6	1A
Improve use of Standardized test reviews	October 2011	4/13	TR-6	2A, 2B, 2C
Use high quality data disaggregation to make curriculum decisions to improve student outcomes	October 2011	4/13	TR-3	2A, 2B, 2C
TTIPS Assessment of Progress	October 2011	4/13	TR-6	2B
Report performance by demographics	October 2011	4/13	TR-3	2A
Provide Data Disaggregation and Item Analysis Training	October 2011	4/13	TR-3	2A
Use data to plot progress	October 2011	4/13	TR-3	2B
Improve TAKS/STAAR data plan	October 2011	4/13	TR-3	2A, 2B
Provide Data Disaggregation and Item Analysis Training	October 2011	4/13	TR-3	2A

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Schedule # 4C—Model Requirements and Timeline
Reform/Improvement Activity Timeline for Implementation-continued.

Reform/Improvement Activity	Begin Date MM/YY	End Date MM/YY	Model Requirement Number	CSF/ Milestone Code
CSF 3: Increase Leadership Effectiveness				
Establish common planning periods to include Summer Planning	August 2011	6/13	TR-4	3B
Attend SIRC TTIPS workshops for core areas	December 2011	6/13	TR-7	3C, 7A, 7B
Attend Target Distributive Leadership Training	November 2011	4/13	TR-4	3A
Participate in summer curriculum vertical alignment	August 2011	6/13	TR-3	1B, 3B,
CSCOPE, End of Course/STAAR test training	September 2011	4/13	TR-7	3A
Attend National/Regional Conferences for turnaround models as required by RFA	September 2011	2/13	TR-7	3A, 7B
Attend Educational Service Center TTIPS workshops for assessment strategies	December 2011	6/13	TR-8	1C,7A, 7B
CSF 4: Increase Learning Time				
Cooperative learning for peer to peer tutoring with online SES	August 2011	4/13	TR-4	4C, 5A
Implement tutoring as a requirement for students who are at risk of failing	September 2011	5/13	TR-3	1A, 2B, 4B
Incentives for group performance in afterschool tutoring activities	October 2011	5/13	TR-5	4A, 4B
Involve parents in their children's academics	August 2011	6/13	TR-5	5A
Add time before and after school to extend learning day	August 2011	5/13	TR-5	3B, 4A, 4B
Assign homework and project based learning	August 2011	5/13	TR-3	4B

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Schedule # 4C—Model Requirements and Timeline

Reform/Improvement Activity Timeline for Implementation-continued.

Reform/Improvement Activity	Begin Date MM/YY	End Date MM/YY	Model Requirement Number	CSF/Mile stone Code
CSF 5: Increase Parent & Community Involvement				
Partner with Community Based Organizations for Social Work Support to families	December 2011	3/13	TR-5	5A, 5C
Include After school services and SES services	August 2011	5/13	TR-5	5C
Get on School Board Agenda to report progress	January 2013	4/13	TR-5	5B
Create Parenting Skills Classes	September 2011	6/13	TR-5	5A, 5B
TTIPS Outreach to solicit family and community involvement	October 2011	5/13	TR-5	5A, 5B
Coordinate with local social and health service providers to help meet family needs	August 2011	5/13	TR-5	5C
Offer Adult parent education classes (including GED, adult literacy, and ESL programs)	October 2011	5/13	TR-5	5C
Meet the Teacher/Staff event	August 2011	2/13	TR-5	5A, 5B
Increase Family Communication Links with Phone, internet and website	August 2011	6/13	TR-5	5A, 5B
CSF 6: Improve School Climate and Culture				
Increase campus pride activities with Wall of Fame	October 2011	5/13	TR-9	1C, 6C
Hire Social Worker	September 2011	11/11	TR-8	5B, 6B.
Collaborate with Co-extracurricular clubs for increased enrichment programs	August 2011	5/13	TR-5	5C, 6C
Increase parental involvement activities with hired Full time Parent Liaison	August 2011	11/11	TR-5	5A, 6B
Provide Incentives for perfect attendance and performance by groups	November 2011	5/13	TR-8	6A, 6B, 6C
Employ Intervention College/Career Counselor for At-Risk Students	September 2011	11/11	TR-8	1B, 6B

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Schedule # 4C—Model Requirements and Timeline

Reform/Improvement Activity Timeline for Implementation-continued.

Reform/Improvement Activity	Begin Date MM/YY	End Date MM/YY	Model Requirement Number	CSF/Mile stone Code
Implement a system of positive behavioral supports	August 2011	1/13	TR-3	6A, 6B
Coordinate activities through Student Advisory Council	August 2011	2/13	TR-9	6C
Form Student Leadership Committee	September 2011	13/11	TR-9	6C

CSF 7: Improve School Climate and Culture

Offer performance incentives	August 2011	5/13	TR-8	7C
Observation of highly qualified teachers in class	September 2011	4/13	TR-6	7A, 7B, 7C
Attend ESC TTIPS workshops	September 2011	6/13	TR-7	7A, 7B, 7C
Increased opportunities for career growth	September 2011	5/13	TR-8	7A, 7C
Providing additional supports and professional development to teachers	August 2011	6/13	TR-7	7B
Using and integrating technology-based supports and interventions into the instructional program	August 2011	5/13	TR-6	7B
Implement online Teacher Resource Network	August 2011	2/13	TR-7	7B
Implement Administration and Community Walk-throughs	September 2011	5/13	TR-6	7A

Other Innovative Reform/Improvement Activities

Offer Cultural Enhancement Plans for Parents and Community with Cultural Events	September 2011	5/13	TR-5	--
Provide College and Career Readiness Workshops	December 2011	6/13	TR-4	--
Offer Workforce Training for Adults with IHE partnerships	September 2011	6/13	TR-5	--
Create help with food, clothes, and school supplies for economically disadvantaged students and families	October 2011	4/13	TR-5	--

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Texas Title I Priority Schools Grant, Cycle 2

Schedule #4D—Performance Assessment and Evaluation

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

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

Del Rio Middle School will provide ongoing monitoring to ensure Project Helm is being managed at full capacity, which will deliver quality services and to determine the degree to which the tasks and activities conducted throughout the duration of the program have met the objectives as set forth by the application. The evaluation plan will provide the District with a process for ensuring that the program will improve on a year to year basis. Project Helm staff will assume responsibility for the quality of the program by performing periodic assessments and identifying areas needing improvement, building an improvement plan, and subsequent follow-up. The evaluation will commence with benchmark results in Year 1. To measure program effectiveness, program staff will employ both qualitative and quantitative evaluation techniques. Emphasis will be placed on comprehensive, on-going quantitative, descriptive, and holistic assessment of all the program's components. Valid and reliable assessment instruments will be used to measure and compare gains made throughout the duration of the program. The evaluation plan is based on direct assessment of the project's effectiveness in meeting the goals, objectives, and outcomes outlined in the proposal. Interviews with a sample of teachers, parents, students and staff will be conducted to identify and correct program deficiencies as they are encountered to provide for continuous improvement of the project. The ongoing monitoring will assist the evaluator provided by TEA with evaluation reporting.

Del Rio Middle School will provide on-going monitoring of grant activities to ensure continuous improvement of the TEA Designed Transformation Model for this low performing Tier II campus through oversight from Central Office, Grant Shepherd, Project Coordinator, Principal/Instructional Leader, and Teacher Leadership. Support staff, parents, students, and service providers will also be involved with the monitoring of the implementation as part of the school improvement effort. The Texas Education Agency, School Improvement Resource Center, and Education Service Center Region 15 will also be an integral part of the monitoring process on the Transformation Model through site visits.

SFDRICISD's Central Office will work with the Grant Shepherd, Project Coordinator and Principal to ensure the requirements of the grant are implemented according to the timeline. The Principal/Instructional Leader and Grant Project Coordinator will implement and monitor all activities of the grant and will establish Professional Learning Communities for teacher engagement on continuous improvement of student outcomes. They will monitor teachers through WalkThroughs and Data Driven Dialogue. Their observations will be debriefed with teachers individually and at-large and will be used for developing job-embedded staff development. Cadres of teacher leaders will be identified to develop an evaluation system and criteria for leadership development. These systems will be monitored by the Instructional Leader and Grant Project Coordinator throughout the year and will culminate with a final review process for accountability on performance. The transformation process and critical Campus Needs Assessment, District/Campus Improvement Plan, and 90 Day Plan will be reviewed by the leadership team continuously and shared with the grant evaluator. They will also review the campus quarterly progress on the Seven Critical Success Factors. A Parent Advisory Team and Student Advisory Team will be formed to communicate, review and monitor the grant process for implementation. Support staff, parents and teachers will be given opportunities to provide input through scheduled meetings and surveys.

The program will have constant and comprehensive use of data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with State Academic Standards and promote the continuous use of student data with formative, interim, and summative assessments to inform and differentiate classroom instruction regularly. The project ensures that the school will receive ongoing, intensive technical assistance and related support from the District, TEA, and SIRC - all familiar with turnaround models through both quarterly formative and yearly summative reports provided by an evaluation by TEA. The PHIT will work with the TEA assigned external evaluator to meet quarterly to review and collect data as well as monitor progress with objectives.

The campus-wide effort for implementing the TEA Designed Transformation Model will create dual roles with teachers as leaders in order to effectively implement the process. The campus will monitor teacher and school leader effectiveness, comprehensive instructional reforms, increase learning time and create a community oriented school, and provide operational flexibility and support. Through these collective monitoring efforts, the campus will have sustained and continuous improvement.

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by _____ of TEA.

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Texas Title I Priority Schools Grant, Cycle 2

Schedule #4D—Performance Assessment and Evaluation

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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

DRMS will follow specific steps to conducting a formative evaluation whose results will be used to improve Project Helm. The following process outlines the main steps involved:

Step 1

The first step to conducting the formative assessment will be gaining the commitment of key stakeholders and program staff at all levels to a formative evaluation as a collective learning and change-oriented process. This may require, among other things, negotiation about access and the use of information, clarification of roles and relationships, and agreement about what kinds of information will be relevant for which stakeholders.

Step 2

The second step is building evaluation into program design so that it is perceived as an essential tool for managing the program and helping it to adapt to local conditions within a dynamic environment. This might include laying the basis for formative evaluation in the early stages of needs assessment and evaluability assessment, as well as embedding formative evaluation into ongoing organizational processes and structures. Successful formative evaluation depends on the early adoption of an effective data collection strategy and in many cases a management information database which allows evaluators and program staff easy access to well organized program information and data.

Step 3

The third step is creating an evaluation infrastructure to support formative evaluation as a learning, change-oriented, developmental activity. This includes working with program staff on an ongoing basis to:

- Create a culture that supports risk-taking, reduces fear of failure, and values lessons learned from mistakes
- Establish channels of communication that support the dissemination of information and allow organizational members to learn from one another in ways that contribute to new insights and shared understandings
- Create new opportunities for shared learning and knowledge creation
- Modify systems and structures that inhibit organizational learning

Step 4

A fourth step entails finding out about the decision-making cycle, the different stakeholder groups and their respective information needs and interests. These might include policy makers and program makers at central level, local site program managers, and operational staff. Each set of stakeholders will be asking different questions of the evaluation and have a preference for the way that findings are presented and/or communicated. Where there is a lack of appropriate mechanisms or opportunities for feedback, the evaluator will need to establish a structured way to provide relevant stakeholders with feedback.

Step 5

The fifth step involves an ongoing cycle of data gathering and analysis. The choice of methods will be determined largely by the questions being addressed and the methodological preferences of different stakeholders. Most formative evaluations use a variety of methods. Where a collaborative, participative approach is taken to formative evaluation, the methods are likely to include those which foster and support interaction, dialogue, learning and action.

Step 6

The sixth step is identifying the evaluator's role and responsibility with follow-through action to provide feedback and findings, and facilitate the processes of learning among program staff. Because the evaluator is external (TEA provided) to the organization, his/her role and responsibility to the District will be outlined in a Memorandum of Agreement. If the District employs an internal formative evaluator, which is likely where the preferred model of formative evaluation is influenced by organizational learning concepts and practices, then the evaluation cycle will include shared responsibility for implementing the action plan and the monitoring of its progress. All findings and observations including evaluation reporting will be used for continuous improvement to guide the structure of the grant program. All data will be used to improve, refine, and correct deficiencies in TTIPS strategies. The TTIPS Design Team comprised of campus based representatives will communicate regularly with the evaluation team and will be spearheaded by the Grant Shepherd, Campus Principal, and Superintendent/Deputy Superintendent. With respect to communicating the project results and outcomes, the evaluator proposes to submit monthly and/or quarterly reports to the Project Coordinator. These reports will be reviewed with the evaluator's submittal of a comprehensive evaluation report, professionally bound and in electronic versions, at end of the year. SFDRCS Board members, as well as administrators, will receive access to all grant reports and make corrective action in grant development, as with prior grants, in order to make periodic reviews of grant progress.

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Texas Title I Priority Schools Grant, Cycle 2

Schedule #4D—Performance Assessment and Evaluation

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

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

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

Project HELM will enforce both a Qualitative and Quantitative Data Collection Plan that includes collecting and utilizing various methodological data collection methods (i.e. surveys, interviews, focus groups, structured observations, etc.) at Del Rio Middle School. A TEA external evaluator will employ a research team that will meet with the Design Team on a quarterly basis to collect data that allows precise measurement, including semi-structured interviews with a sample of teachers, parents, students and staff. The methodology identified to collect and analyze data will be rigorous, systemic, statistical and descriptive. A complete research study (experimental and quasi-experimental) will take place between TTIPS and control sites to ensure the effectiveness of the program strategies. The following chart outlines the evaluation methods and collection of data that will be used in Project HELM.

Evaluation Activity and Collection of Data	Reports/Tools	Timeline
<p>1. Data Disaggregation - The evaluation will develop objective performance measures which will include data disaggregation by Grade Level, Ethnicity, Gender, Economically Disadvantaged, LEP and At-Risk. Data will be collected by subject and will align with DMAC support and evaluation instruments developed for monthly collection of data by staff during Year 1 of the project. The reports will capture data on variables that will inform the project on the extent to which the proposed goals have been realized. Formal project evaluation meetings will be conducted on DMAC Solutions that consists of a suite of web-based applications developed to assist SFDRICISD with assessment and curriculum data needs. DMAC Solutions is web-based which provides accessible online data. All updates are available immediately without any work on the client's part; data is stored in a central location allowing all changes to be viewed immediately by all.</p>	PEIMS TAKS AEIS QIP TTIPS Monthly Reports DMAC TRAKIT Technology STaR Chart	Collection of data and discussion on results each year with reports in October, Jan and April with Final EOY Report on August 1 from 2011-2014; with Daily, Weekly and Monthly reports to be submitted to TTIPS Coordinator
<p>2. Instruction Improvements - The use of qualitative methods for data collection will involve project staff, in conjunction with the project evaluator, conducting focus groups to collect data from project stakeholders to develop a comprehensive analysis of the project needs and progress toward meeting intended goals. Sets of open-ended questions will serve as guides for qualitative data collection with recommendations. During Year 1 of implementation, the project evaluator and research team, in conjunction with project staff, will identify the items that will be utilized to conduct classroom improvements. The items to be identified for qualitative data collection will be framed in accordance with the type and number of stakeholders involved in the project. At this time, five stakeholders are being proposed for participation as respondents in the focus groups and they involve: (1) project staff, (2) school personnel, (3) the Leadership Team, (4) students, and (5) parents.</p>	Surveys STaR Chart Discipline Records Classroom Observations PD Evaluations Community and Parent Surveys TTIPS Advisory Council Reports	August 1, 2011-June 30, 2014, Monthly Staff Reports will align with Goals and Objective progress. 4 QIP Evaluation Reports will be given by evaluation team each year in Oct; Jan, April, and August from 2011-2014 with Final EOY Report.
<p>3. Continuous Improvements -The analysis of data will vary by the type of rigorous data collected for the project. SPSS software will be utilized to analyze quantitative data by developing data files that comprise coding of variables that are targeted for data collection and will serve to inform the project on the extent to which its goals have been achieved during Year 1 and Year 2. Year 3 will be for refinement and continuous improvement. Various statistical procedures will be utilized using SPSS: (1) frequency distributions and descriptive statistics will be used to present summaries of data that reflect on the project's progress; (2) T-Test and Analysis of Variance (ANOVA) will be used to analyze differences, in accordance to nominal and interval-level data, between performance measures on the experimental and control groups; (3) Chi-square and other procedures such as Spearman's Rho will be used; and (4) multiple regression to predict the extent to which the level of participation in the infusion of TTIPS strategies, as innovative strategies, impact academic achievement. Comparatively, qualitative data that is collected will be analyzed utilizing NVivo software for qualitative data analysis. Quarterly meetings will take place at the Central Office in the Board Room to discuss and collect the required data for continuous improvement.</p>	TTIPS Evaluation Recommendations Coordinator Reports EOY Board Reports Consultant EOY Reports SIRC Reports TAKS Scores PEIMS AEIS	August 1, 2011-June 30, 2014, Yearly Coordinator Reports will discuss progress on Goals and Objectives. EOY Reports will be presented by evaluation team 30 days after May yearly; Recommendations will be presented each year in Nov., Feb., May, and August from 2011-2014 with Final EOY Report.

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Texas Title I Priority Schools Grant, Cycle 2

Schedule # 4D—Performance Assessment and Evaluation

Part 2: Process for Development of Performance Goals

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

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

Del Rio Middle School created a Process for Development of Performance Goals for **Project Helm** that addresses TTIPS Program goals and priorities. The Process for Development of Performance Goals strategically stems from the Comprehensive Needs Assessment and a thorough review of relevant campus reports by a hand-picked team of highly qualified professionals and a team of grant writers. These needs will be the fundamental basis for the campus performance goals under the TTIPS program. On Thursday, May 26, 2011, the Design Team met with Central Office Administrators to design the TTIPS elements. The themes revealed during this TTIPS design process were used to shape the goals of the project. The themes include:

- ✓ **Improve Campus Culture & Climate** through Professional Development for Certified Employees, Team Concept/Working relationships, DMAC, Technology training, Special Ed. Law, Code of Ethics/Acceptance Use Policy, Classroom Management. Professional Development for Classified Employees to include: Customer Service, SFDRICISD Policies, Code Of Ethics, Student Assemblies, How to survive Middle School, Cyber-bullying/Bullying, Drug Awareness, Improve Communication with all Stakeholders via internet and website, bulletins, and other means; Increase and Improve the Use of Technology.
- ✓ **Close the Achievement Gaps** by utilizing DMAC, Brainfuse, ACE collaboration, Data Driven Decisions/utilizing 2010-2011 AEIS Reports and addressing concerns head-on, addressing the needs of all children in unique ways (especially ELL/LEP) and other subpopulation groups (i.e., from GT, Special Education), reward effective teachers and provide training for marginal effective teachers, ensuring we have effective teachers in every classroom, and removing noncommitted teachers.

Within this meeting, the following documents were reviewed:

- TAKS Scores: up to 2010-11
- TELPAS and AMAO Results
- Standardized, Norm-Reference, Criterion-Reference tests and measures
- TEXAS SUCCESS INITIATIVE (TSI) DATA
- Completion, Dropout, Failure Rate Reports
- Retention Rates
- Teacher/ Student Ratio
- Teacher/Student TAKS Passing Rates
- DRMS Longitudinal Middle School Core content Report
- Teacher Walk-Through Reports
- Discipline Reports
- PDAs and Dept. Team Meeting Reports
- STaR Charts and Technology Plan/Needs
- Extended Learning Service Reports
- Migrant, LEP and Bilingual Reports
- DMAC Reports

The Process for Development of Performance Goals

The multiple data sources (listed above) were assessed in determining the Comprehensive Needs Assessment. These data sources will also be reviewed for the establishment of the Campus' TTIPS performance goals. A fundamental performance goal for the campus will be that by the end of the 3-year grant period, DRMS will meet Adequate Yearly Progress (AYP) as determined by federal standards. As per RFA guidelines, anticipated performance goals are based on the currently identified campus needs. These performance goals will be reviewed and adjusted in their entirety by the Decision-Making Team, campus/district administration, and campus faculty based on the conclusions of the Comprehensive Needs Assessment. The core performance goal development group determined the goals for the DRMS TTIPS transformation. These goals will be posted on the SFDRICISD website and shared with teachers, administrators, and other stakeholders for the sake of accountability and the Hawthorne Effect it may have on teachers and grant staff. The campus' performance goals will be incorporated into each 90-day action plan developed by the Project Coordinator. All methods of evaluation (ongoing monitoring/continuous improvement, formative evaluation and qualitative/quantitative evaluation) are incorporated into each 90-day action plan. As all of the performance goals (with their corresponding Critical Success Factor/Milestones) will comprise the basis

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Texas Title I Priority Schools Grant, Cycle 2

Schedule # 4D—Performance Assessment and Evaluation

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

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

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

for each 90-day action plan. Every TTIPS performance goal will be monitored through a substantial range of review with the results being utilized to adjust program performance to ensure the program maintains momentum in reaching Project Helm's project goals. For any area of the 90-day action plan that the SIRC Consultant, Project Coordinator or Principal identifies as failing to make adequate progress, a "focused action plan" will be immediately enacted for that specific activity or program area. The "focused action plan" will receive additional intervention to adjust the appropriate program area to ensure that progress is made toward meeting or exceeding the established program goals. The Project Coordinator, along with the Campus Principal and Teacher Leaders, will conduct ongoing needs assessments to determine if areas of need have changed on campus, or if new areas of need have emerged.

The Leadership Team of the campus used the needs assessment to determine the initial Performance Goals for Del Rio Middle School. The Principal and staff provided input into the performance goals to ensure that they were ambitious, yet realizable. This will be an ongoing process visited through the 90-day action plans. The performance goals for each area will be further discussed with the stakeholder group/groups most related to their implementation. For example, the performance goals that are listed under Parent/Stakeholder involvement will be discussed with the Parent Advisory Board and with the PTO at their fall meetings. The Leadership Team will ask for additional input and each group will be able to develop related benchmarks to achieve throughout the year which will be submitted in the DRMS 90-day plans. In this way, each of the groups most directly tied to the performance measure will have ownership of the results along with the Campus and Leadership Team. Similarly, the performance measures for Increased Teacher Quality have been developed with Teacher Leaders and will be discussed with all teachers through department meetings at the start of the school year. Again, the opportunity to give input and develop the related benchmarks will be given.

The roll out of the performance goals will include sharing them to the entire campus as well as to the subgroups most tied to their achievements. For example, under Improve School Climate it is important that the full student body know the goal as well as individual student groups and programs, advisors, parents, teachers, counselors and community mentors. Students and parents need to know that their increased participation is an expectation as well as the rationale behind it, and other related parties need to know about the goal so that they can also promote and support its achievement. Although the performance measures have been outlined in term of summative end of year goals, most goals will be tracked throughout the year and expected to reach appropriate benchmarks. With that ongoing and regular data, the campus will be better able to achieve all of the goals that have been set.

With some of the performance measures set, there was not data available because it has not yet been tracked. That fact also demonstrates that DRMS is recognizing the importance of data driven decisions and the importance of many additional and relevant measures that have not been considered relevant for tracking in prior years. In some cases, like in the area of Improved Teacher Quality, DRMS and SFDRCS recognize that there is not an effective tool to measure teacher quality based on increased student performance and are going to work under this grant to create that tool, and then implement the use of the new instrument across the campus. Accordingly, there is not current data available for that measure; the tool is yet to be developed, and the goals will need to be set based on the rubric for the assessment tool. This related performance measure will need to be added once it is developed through the district wide committee led by the Design Team during the 2011-2012 academic year.

The Project Coordinator, Principal, and SIRC Consultant will provide bi-monthly updates to the Superintendent, Grant Shepherd and the TTIPS Decision-Making Team regarding progress made towards the TTIPS program goals. Once all Performance Measures have been discussed with all related groups, the Performance Measures will be made public to increase transparency, increase the likelihood for reaching the goals that have been set, and provide opportunities for celebrating successes as benchmarks are reached and as goals are met. Visual displays will be posted around the campus representing the goals that have been set and the benchmarks that must be reached throughout the years for their achievement. DRMS will also communicate the progress toward their goals in very public ways through the use of the revised campus website, through standard methods of external communication, and through community partners and stakeholders.

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Texas Title I Priority Schools Grant, Cycle 2

Schedule # 4D—Performance Assessment and Evaluation

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

1. Improve Academic Performance – Enter the annual goals for student achievement, on both the State’s assessments and other measures identified by the LEA, to which the LEA is holding the campus accountable. Each year’s progress goal must increase from the prior year. Goals may not be amended or modified at a later date.

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance (2010)	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Improve Student Achievement in Reading/ELA (Required)*	TAKS	77.5%	82%	87%	90%
2	Improve Student Achievement in Mathematics (Required)*	TAKS	72.0%	77.5%	83%	87%

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

3	Science	TAKS	62%	69%	76%	83%
4	Writing	TAKS	89%	92%	95%	100%
5	Social Studies	TAKS	86%	89%	92%	95%

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance (2010)	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Improve Teacher Technology Targets with new classroom/ field tech campus experience	STaR Chart	13.5/ 56% Campus Avg. Developing Tech	Developing Tech=16	Advanced Tech=18	Target Tech=20
2	Improve Teacher Observations for Highest Teaching Elements (Synthesis/Evaluation)	PDAS	Campus Average= 15%	Campus Average= 20%	Campus Average= 25%	Campus Average= 35%
3	Improve Quality Professional Learning Opportunity plus online support	TTIPS Rosters	Add 4 TTIPS workshops= 80% Attend	85%	90%	95%
4	Improve Teacher and Student Attendance	PEIMS School Rosters	94.6%	95.0%	95.5%	96%

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

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance (2010)	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Attend National Conferences for transformation models	Attendance Certificates	0	1	1	1
2	Attend ESC Region XIII TTIPS workshops	Attendance Certificates	0	2	2	2
3	Provide Leadership Mentoring for Future Leaders	TTIPS Leadership Meetings Roster	0 Mentors	6	13	24
4	Target Leadership Competencies	Leadership Evaluation	Exceeds Performance= 60%	70%	80%	90%
5	Target Distributed Leadership Training Workshops	Distributed Leadership Scale	1	2	2	2

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance (2010)	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Develop After School Access	Sign In Sheets; Courseware Reports	0 participants	50 participants	75 participants	100 participants
2	Develop Before School Access	Sign In Sheets; Courseware Reports	0 participants	50 participants	75 participants	100 participants
3	Brainfuse SES: Online Tutoring Utilization	Brainfuse Tutoring Usage Reports	0	1,300 hours	1,500 hours	1,600 hours
4	Provide Parent and Community evening events to engage TTIPS academic support	Parental Aides' Reports; Parental Surveys; Sign In Sheets	0 events	2 events	3 events	4 events
5	Develop Summer Enrichment Camp	Courseware Reports; Sign In Sheets	1 week	2 weeks	3 weeks	4 weeks

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Texas Title I Priority Schools Grant, Cycle 2

Schedule # 4D—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance (2010)	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase Adult Communication Links with Phone, internet and podcasting	Parent Logs	0	Monthly Usage <i>10 days</i>	Weekly Usage <i>40 days</i>	Daily Usage <i>200 days</i>
2	Create Technology Center	Campus Project	0	5% usage	10% usage	30% usage
3	Increase Partnerships for TTIPS	Program Reports	0	5 new Partners	8 new Partners	10 new Partners
4	Increase Parent/School Understanding Workshops	Parental Aides' Reports; Parental Surveys; Sign In Sheets	0	1	2	3
5	Increase Safe Cyber Space Workshops for Parents	Parental Aides' Reports; Parental Surveys; Sign In Sheets	0	1	2	3

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance (2010)	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase access to quality Fine Arts/ Music Program	Quarterly presentations to parents and community	0	1 award	2 new awards	3 total awards
2	Safe Cyber Space Workshop w/Parents	Parental Aides' Reports; Parental Surveys; Sign In Sheets	0	1	2	3
3	Safe School/Anti-Bullying workshop	Incident Reports: Trakit	0	2	<i>3</i>	<i>4</i>
4	Provide Field Exploratory Trips in Science and Math	Program Reports	0	1 per year	<i>1 per year</i> <i>2</i>	<i>1 per year</i> <i>3</i>
5	Increase teacher mentor visibility and teacher role models	Program Reports	0	10 Mentors	15 Mentors	20 Mentors
6	Increase Positive Behavior & Intervention Support	Program Reports	0	2 new strategies	Add 2 new strategies	Add 2 more new strategies

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Schedule # 4D—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance (2010)	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase Technology Usage of teachers	STaR Chart	15 of 24 Campus Avg.	17 of 24 Avg.	20 of 24 Avg.	22 of 24 Avg.
2	Increase Core Certifications	TEA Certifications	Waivers=30%	25%	15%	10%
3	Increase Master Degree Teachers	MS/MA Diploma	6%	15%	20%	25%
4	Increase specific PD TTIPS Services as outlined in design	TTIPS PD Rosters	0%	40%	60%	80%
5	Increase Online PD for immediate support & intervention	PD 360/Teacher Compass	PD online=10%	50%	60%	70%

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance (2010)	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1						
2						
3						
4						
5						

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Texas Title I Priority Schools Grant, Cycle 2
Schedule #4E—Program Waivers

Waiver Requests

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

- Extending the period of availability of school improvement funds.

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

Note: Since TEA has requested and received a waiver of the period of availability of these school improvement grant funds, this waiver automatically applies to all LEAs in the State and *must* be checked. In addition, if funds are requested for a second and third year on the budget schedule, the LEA/campus is requesting this waiver.

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

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

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

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

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

No Barriers

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

Barrier: Gender-Specific Bias

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

Barrier: Cultural, Linguistic, or Economic Diversity

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

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

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

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

Barrier: Gang-Related Activities

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

Barrier: Drug-Related Activities

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

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Texas Title I Priority Schools Grant, Cycle 2

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

Barrier: Drug-Related Activities (cont.)

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

Barrier: Visual Impairments

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

Barrier: Hearing Impairments

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

Barrier: Learning Disabilities

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

Barrier: Other Physical Disabilities or Constraints

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

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Texas Title I Priority Schools Grant, Cycle 2

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

Barrier: Absenteeism/Truancy

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

Barrier: High Mobility Rates

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

Barrier: Lack of Support from Parents

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

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Texas Title I Priority Schools Grant, Cycle 2

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

Barrier: Shortage of Qualified Personnel

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

Barrier: Lack of Knowledge Regarding Program Benefits

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

Barrier: Lack of Transportation to Program Activities

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

Barrier: Other Barrier

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

**TEXAS EDUCATION AGENCY
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**Texas Title I Priority Schools CYCLE 2
Schedule #5—Program Budget Summary**

Program Authority:

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

Fund Code

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

Project Period: August 1, 2011 through June 30, ~~2014~~ 2012 RP

			A	B	C	D	E	F	G	H
			Year 1			Year 2		Year 3		TOTAL
Class/Object Code and Description			Pre-Implem entation	Program Costs	Admin	Program Costs	Admin	Program Costs	Admin	Total Budget
1	Payroll Costs	5B - 6100	0	\$528,305	\$49,600	\$ 702,670	\$49,600	\$ 696,817	\$49,600	\$2,076,592
2	Professional and Contracted Services	5C - 6200	0	\$117,864		\$359,876		\$407,076		\$884,816
3	Supplies and Materials	5D - 6300	0	\$126,971		\$383,321		\$431,314		\$941,206
4	Other Operating Costs	5E - 6400	0	\$105,688		\$229,868		\$247,288		\$582,844
5	Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only)	5G - 6600/ 15XX	0	\$1,052,472		\$255,165		\$148,405		\$1,456,042
6	Total Direct Costs		0	\$1,930,900	\$49,600	\$1,930,900	\$49,600	\$1,930,900	\$49,600	\$5,937,000
7	2.252% Indirect Costs				\$19,500		\$19,500		\$19,500	\$63,000
8	Total Budgeted Costs		0	\$1,930,900	\$69,100	\$1,930,900	\$69,100	\$1,930,900	\$69,100	\$6,000,000
9	Total Costs by Year			¹ \$2,000,000		² \$2,000,000		³ \$2,000,000		⁴ \$6,000,000
			1—Total Costs for Pre-Implementation and Year 1 may not exceed \$2,000,000.			2—Total Costs for Year 2 may not exceed \$2,000,000.		3—Total Costs for Year 3 may not exceed \$2,000,000.		4—The total requested may not exceed \$6,000,000.

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

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

Employee Position Titles		Justification	#Full-Time Effort	#Part-Time Effort	Pre-Implementation	Year 1 Costs	Year 2 Costs	Year 3 Costs	Total Budgeted Amount
Instruction									
1	Master Teachers	7 th /8 th grade teachers mentors & teacher modeling	2			61,282	91,924	91,924	245130
2	Educational Aide/Tutors	Math and Reading classroom support	4			47,834	71,752	71,752	191338
3	Reading Specialist	Struggling Readers	1			30,641	45,962	45,962	122564
Program Management and Administration									
4	Data Entry Clerk	Database management/ report rendering				24,600	24,600	24,600	73800
5	Grant Accountant/Bookkeeper	Business support/clerical support/POs		1		25,000	25,000	25,000	75000
LEA and Campus Level Positions									
6	District Shepherd	Grant administrator to oversee activities between district and	1			0	0	0	0
7	Project Coordinator	Conduct daily monitoring, accountability and staff supervision	1			33402	50104	50104	133,610
8	Social Worker	Provide family support services	1			24150	36225	36225	96600
9	Parent Coordinator	Engage parents on a weekly basis	1			10888	16333	16333	43554
10	Secretary/Administrative Assistant	Project Helm reports/org. support	1			16,866	25,300	25,300	67466
11	Clerk For Student Support	Data Entry for Reports	1			10,888	16,333	16,333	43554
Other Employee Positions (Add additional page if needed)									
12	Title:	Intervention Counselor (Assist students implement interventions)	1	100%		27037	40556	40556	108149
13	Title:	Technology coach (to integrate eInstruction student response systems)	1	100%		30640	45962	45962	122564
14	Title:	Lab Manager (maintain technology assets for Project Helm)	1	100%		11958	17938	17938	47834
Subtotal Employee Costs						355,186	507,989	507,989	1,371,164
Substitute, Extra-Duty, Benefits									
			Specify (rate, # of days, etc.)						
15	6112	Substitute Pay for Classrooms	20 staff X 30wks @ \$75/day for PD teacher support			45,000	45,000	45,000	135,000
16	6119	Professional Staff Extra-Duty Pay	After school and Saturday Academies : 6 staff X 4hrs per wk @ 40wk \$25/hr			24,000	24,000	24,000	72000
17	6119	Professional Staff Extra-Duty Pay	After school and Saturday Academies : 29staff X 4hrs per wk @ 7wk \$25/hr			20250	20250	20250	60750
18	6121	Support Staff Extra-Duty Pay	2 Custodians: 3hrs per wk @ 16wks & \$13/hr for After School and Saturday Academies			1,248	1,248	1,248	3,744
19	6140	Employee Benefits	FTE: 12 staff @ 17% benefits; PTE:			43,550	6968	1115	51,633
		Benefits	37 staff @7%			6335	6335	6335	19005
20	61XX	Incentive Pay	PD Attendance 84 @ 6rs for 7 PD workshops at \$12/hr.			42336	60480	60480	163296
		Incentive Pay	34 at Performance level high based on DATE model for \$735 each			25000	60000	60000	145000

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	Incentive Pay	Administrative performance based on DATE Model		15000	20000	20000	55000
21	Subtotal Substitute, Extra-Duty, Benefits Costs		\$	222719	244281	238428	705428
22	Grand Total Payroll Budget (line 18 + line 24)			\$577,905	\$752,270	\$746,417	\$2,076,592

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Texas Title I Priority Schools CYCLE 2

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

Expense Item Description		Pre-Implementation	Year 1 Costs	Year 2 Costs	Year 3 Costs	Total Budgeted Amount
6212	Audit Costs (other than audits required under OMB Circular A-133) Specify purpose	\$	\$	\$	\$	\$
6269	Rental or Lease of Buildings, Space in Buildings, or Land Specify purpose and provide calculation:					
6299	Contracted Publication and Printing Costs (specific approval required only for nonprofit charter schools) Specify purpose:					
6299	Scholarships and Fellowships (not allowed for nonprofit charter schools) Specify purpose:					
Subtotal		\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

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

Line #	Topic/Purpose/Service	Pre-Implementation	Year 1 Costs	Year 2 Costs	Year 3 Costs	Total Budgeted Amount
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
Professional and Consulting Services Less than \$10,000 Subtotal		\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

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Texas Title I Priority Schools CYCLE 2

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

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

1. Description of Professional or Consulting Service (Topic/Purpose/Service): *Include # of days/rate per day*
 Online 365/24/7 access to self-paced professional development, campus-wide. Online Professional Development is available to teacher 24/7 to assist with lesson plans and curriculum instruction. Teachers can access online different webinars at their own leisure and according to their ondivual needs and/or growth plans

Contractor's Cost Breakdown of Service to be Provided	# Positions	Pre-Implemen tation	Year 1 Costs	Year 2 Costs	Year 3 Costs	Total Budgeted Amount
Contractor's Payroll Costs	Not Applicable	\$				
Title: Online 360 Webinar Presenters			5712	8712	8712	23136
Subgrants, Subcontracts, Subcontracted Services						
Supplies and Materials						
Other Operating Costs						
Capital Outlay (Subgrants Only)						
Indirect Cost (_____ %)						
Total Payment to Contractor		\$ 0	5712	8712	8712	23136

2. Description of Professional or Consulting Service (Topic/Purpose/Service): *Include # of days/rate per day*
 SIRC membership for TTIPS as required when selecting a TEA designed Transformation Plan

Contractor's Cost Breakdown of Service to be Provided	# Positions	Pre-Implemen tation	Year 1 Costs	Year 2 Costs	Year 3 Costs	Total Budgeted Amount
Contractor's Payroll Costs	8	\$				
Title: SIRC Program Specialists			\$30,000	\$30,000	\$30,000	\$90,000
Subgrants, Subcontracts, Subcontracted Services						
Supplies and Materials						
Other Operating Costs						
Capital Outlay (Subgrants Only)						
Indirect Cost (_____ %)						
Total Payment to Contractor		\$	\$ 30,000	\$ 30,000	\$ 30,000	\$ 90,000

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Texas Title I Priority Schools CYCLE 2

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

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

3. Description of Professional or Consulting Service (Topic/Purpose/Service): *Include # of days/rate per day*
 Contract with SES contractor to provide additional hours of supplemental Educational Services to students as identified as needing these services. *Services available 365/24/7.*
 Brainfuse: TEA approved Supplemental Education Services (SES) Provider; Online tutoring conducted by certified tutors (ELA/Reading and Math)
 Year 1: 614 Total Tutoring Hours @ \$25/hr; Year 2: 2904 hrs @ \$25/hr; Year 3: 4000 hrs @ \$25/hr

Contractor's Cost Breakdown of Service to be Provided	# Positions	Pre-Implementation	Year 1 Costs	Year 2 Costs	Year 3 Costs	Total Budgeted Amount
Contractor's Payroll Costs	To Be Determined					
Title: SES Provider		\$	\$15,352	\$75,000	\$100,000	\$ 190,352
Subgrants, Subcontracts, Subcontracted Services						
Supplies and Materials						
Other Operating Costs						
Capital Outlay (Subgrants Only)						
Indirect Cost (_____ %)						
Total Payment to Contractor		\$	\$15,352	\$75,000	\$100,000	\$ 190,352

4. Description of Professional or Consulting Service (Topic/Purpose/Service): *Include # of days/rate per day*
 Supplementary academic tutoring with small groups of 4-6 at-risk students
 Year 1: 6 groups @ \$35/hr for 3 hrs/wk for 15 wks; Year 2: 9 groups @ \$35/hr for 3 hrs/wk for 20 wks; Year 3: 20 groups @ \$35/hr for 3hrs/wk for 20 wks

Contractor's Cost Breakdown of Service to be Provided	# Positions	Pre-Implementation	Year 1 Costs	Year 2 Costs	Year 3 Costs	Total Budgeted Amount
Contractor's Payroll Costs	5					
Title: Tutoring Consultants		\$	\$9800	\$19,800	\$42,000	\$71,600
Subgrants, Subcontracts, Subcontracted Services						
Supplies and Materials						
Other Operating Costs						
Capital Outlay (Subgrants Only)						
Indirect Cost (_____ %)						
Total Payment to Contractor		\$	\$9800	\$19,800	\$42,000	\$71,600

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Texas Title I Priority Schools CYCLE 2

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

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

5. Description of Professional or Consulting Service (Topic/Purpose/Service): *Include # of days/rate per day*
 Challenge Day Services are being obtained to provide students with Leadership and Cultural Climate Impact for both students and teachers. The rate is at \$5,000 per day for 50 students and 20 teachers; to improve Leadership and School Campus Climate change

Contractor's Cost Breakdown of Service to be Provided	# Positions	Pre-Implementation	Year 1 Costs	Year 2 Costs	Year 3 Costs	Total Budgeted Amount
Contractor's Payroll Costs	1	\$				
Title: Challenge Day Consultant			\$5000	\$15,000	\$15,000	\$35,000
Subgrants, Subcontracts, Subcontracted Services						
Supplies and Materials						
Other Operating Costs						
Capital Outlay (Subgrants Only)						
Indirect Cost (____%)						
Total Payment to Contractor		\$	\$5000	\$15,000	\$15,000	\$35,000

6. Description of Professional or Consulting Service (Topic/Purpose/Service): *Include # of days/rate per day*
 Content workshops for key staff to provide TTIPS/STAAR workshops for up to 20 teachers per workshop
 Year 1: 2 days@\$3500-\$4000/day; Year 2: 32 days @3500-\$4000/day; Year 3: 32 days @\$3500-\$4000/day

Contractor's Cost Breakdown of Service to be Provided	# Positions	Pre-Implementation	Year 1 Costs	Year 2 Costs	Year 3 Costs	Total Budgeted Amount
Contractor's Payroll Costs	5					
Title: Regional Consultants			\$8000	\$128,364	\$128,364	\$264,728
Subgrants, Subcontracts, Subcontracted Services						
Supplies and Materials						
Other Operating Costs						
Capital Outlay (Subgrants Only)						
Indirect Cost (____%)						
Total Payment to Contractor			\$8000	\$128,364	\$128,364	\$264,728

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Texas Title I Priority Schools CYCLE 2

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

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

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

To provide standards-based higher level classroom strategies, data desagregation for 4 core area teachers (Year 1: 2 days @\$3500/day; Year 2: 4 days @\$3500/day; Year 3: 4 days @\$3500/day)

Contractor's Cost Breakdown of Service to be Provided	# Positions	Pre-Implemen tation	Year 1 Costs	Year 2 Costs	Year 3 Costs	Total Budgeted Amount
Contractor's Payroll Costs	4	\$	\$28,000	\$56,000	\$56,000	\$140,000
Title: Lead4ward Consultants						
Subgrants, Subcontracts, Subcontracted Services						
Supplies and Materials						
Other Operating Costs						
Capital Outlay (Subgrants Only)						
Indirect Cost (_____ %)						
Total Payment to Contractor		\$	\$28,000	\$56,000	\$56,000	\$140,000

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

ReBrilliance will provide students with the 9 winning practices to setting and realizing goals - to work in tandem with Premiere Agendas; (\$3000/day for 2 days in year 1; then 4 days in years 2 & 3)

Contractor's Cost Breakdown of Service to be Provided	# Positions	Pre-Implemen tation	Year 1 Costs	Year 2 Costs	Year 3 Costs	Total Budgeted Amount
Contractor's Payroll Costs	1	\$	\$6,000	\$12,000	\$12,000	\$30,000
Title: ReBrilliance Consultants						
Subgrants, Subcontracts, Subcontracted Services						
Supplies and Materials						
Other Operating Costs						
Capital Outlay (Subgrants Only)						
Indirect Cost (_____ %)						
Total Payment to Contractor		\$	\$6000	\$12,000	\$12,000	\$30,000

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Texas Title I Priority Schools CYCLE 2

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

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

9. Description of Professional or Consulting Service (Topic/Purpose/Service): *Include # of days/rate per day*
 Instructional Strategy training Face to Face training (5 days @ \$999 per day)

Contractor's Cost Breakdown of Service to be Provided	# Positions	Pre-Implementation	Year 1 Costs	Year 2 Costs	Year 3 Costs	Total Budgeted Amount
Contractor's Payroll Costs	2	\$	\$5,000	\$10,000	\$10,000	\$25,000
Title: Professional Development Instructional Strategists						
Subgrants, Subcontracts, Subcontracted Services						
Supplies and Materials						
Other Operating Costs						
Capital Outlay (Subgrants Only)						
Indirect Cost (_____ %)						
Total Payment to Contractor		\$	\$5,000	\$10,000	\$10,000	\$25,000

10. Description of Professional or Consulting Service (Topic/Purpose/Service): *Include # of days/rate per day*
 Motivational Speaker for STAAR rally (Seminar: a maximum of three hours for 1 day @\$5000)

Contractor's Cost Breakdown of Service to be Provided	# Positions	Pre-Implementation	Year 1 Costs	Year 2 Costs	Year 3 Costs	Total Budgeted Amount
Contractor's Payroll Costs	1	\$	\$5,000	\$5,000	\$5,000	\$15,000
Title: Motivational Speaker						
Subgrants, Subcontracts, Subcontracted Services						
Supplies and Materials						
Other Operating Costs						
Capital Outlay (Subgrants Only)						
Indirect Cost (_____ %)						
Total Payment to Contractor		\$	\$5,000	\$5,000	\$5,000	\$15,000

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Texas Title I Priority Schools CYCLE 2

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

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

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

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

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

Contractor's Cost Breakdown of Service to be Provided	# Positions	Pre-Implementation	Year 1 Costs	Year 2 Costs	Year 3 Costs	Total Budgeted Amount
Contractor's Payroll Costs		\$	\$	\$	\$	\$
Title:						
Subgrants, Subcontracts, Subcontracted Services						
Supplies and Materials						
Other Operating Costs						
Capital Outlay (Subgrants Only)						
Indirect Cost (%)						
Total Payment to Contractor		\$	\$	\$	\$	\$
Subtotal: Professional and Consulting Services Greater Than or Equal to \$10,000:		\$	\$117,864	\$359,876	\$407,076	\$884,816
Subtotal of Professional and Contracted Services Costs Requiring Specific Approval		\$	\$	\$	\$	\$
Subtotal of Professional and Consulting Services or Subgrants Less than \$10,000		\$	\$	\$	\$	\$
Subtotal of Professional and Consulting Services Greater than or Equal to \$10,000			\$117,864	\$359,876	\$407,076	\$884,816
Remaining 6200- Professional and Contracted Services that do not require specific approval*		\$	0	0	0	0
Grand Total			\$117,864	\$359,876	\$407,076	\$884,816

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

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

School Year 2011-2014

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Texas Title I Priority Schools CYCLE 2

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

Expense Item Description					Pre-Implementa-tion	Year 1 Costs	Year 2 Costs	Year 3 Costs	Total Budgeted Amount	
6321	Textbooks				\$	\$	\$	\$	\$	
6329	Reading Materials									
6330	Testing Materials									
6399	Technology Hardware- Not Capitalized									
	#	Type	Purpose	Quantity						Unit Price
	1									
	2									
	3									
	5									
6399	Technology Software- Not Capitalized									
	#	Type	Purpose	Quantity						Unit Price
	1	Track It software	For tracking delinquent behavior and creating a complete loop between teachers, administrators, and parents	1						1,300
	2									
	3									
	5									
6399	*									
Total Supplies and Materials Requiring Specific Approval					\$	\$1300	\$1300	\$1300	\$3900	
Remaining 6300- Supplies and Materials that do not require specific approval*					\$					
Docking power packs _____, Tablet supplies _____, Office supplies for new staff, C and I supplies for 79 teachers _____, Other Supplies Extra Elmo Bulbs _____, Marketing (Brochures/Newsletters/Postage) _____, Printer Toner/paper/cartridges _____, Character Education Videos/ebooks _____, Premier Agendas _____, Cyber Bullying 6-12 Curriculum _____, teaching supplies for 79 teachers _____. (All are consumable yearly supplies less than \$500 per unit)										
Grand Total					\$	\$126,571	\$383,321	\$431,314	\$941,206	

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

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____ by telephone/e-mail/FAX on _____ by _____ of TEA.	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Year 2011-2014	<u>233901</u> County-District -Campus No. Amendment No.
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Texas Title I Priority Schools CYCLE 2

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

	Expense Item Description	Pre-Implemen- tation	Year 1 Costs	Year 2 Costs	Year 3 Costs	Total Budgeted Amount
6410	In-state Travel for Employees (includes registration Fees)* <i>Conference costs; Nat'l Staff Dev Council (summer conference for 5 staff); Leadership Training; Texas School Improvement Conference); Texas Assessment Conference; Math and Reading Advancement Conferences; TTIPS Site Visits</i>		\$22,788	\$42,788	\$42,788	\$108,364
6411	Out of State Travel for Employees (includes registration fees) Specify purpose:					
6413	Travel for Students (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools) Annual College Tours : Trips include transportation, hotels, meals, admissions to events 7th grade (350@ \$9000), Sul Ross/Alpine 8th grade in partnership w/ GEARUP (200@ \$24,200),UTSA (200 @ \$24,200), College trip to UT AUSTIN /St. Edwards (200 @ \$24,200), College trip to A&M College Station (200 @ \$24,200) ASP Transportation for 200 students. Specify purpose:		75400	163580	181000	.419980
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:					
Total 64XX- Operating Costs Requiring specific approval			98188 ✓	206368 ✓	223788 ✓	528,344
Remaining 6400 - Other Operating Costs that do not require specific approval** Extended day refreshments for Saturday Academies @ \$1,850 per event			7500	23500	23500	\$54,500
Grand Total			105688 ✓	229868 ✓	247288 ✓	\$582,84

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

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

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 by telephone/e-mail/FAX on 2/3/12
 by REP of TEA.

**TEXAS EDUCATION AGENCY
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Texas Title I Priority Schools, Cycle 2

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

	Description/Purpose	Justification	Unit Cost	Quantity	Pre-Implementation	Year 1 Costs	Year 2 Costs	Year 3 Costs	Total Budgeted Amount
6699/15XX- Library Books and Media (capitalized and controlled by library)									
1			\$	\$	\$	\$	\$	\$	\$
66XX/15XX- Technology Hardware - Capitalized									
2	Handheld wireless Wi-Fi Devices for students	To provide 100% one to one student with wireless Wi-Fi device for homework completion and access to tutoring via Campus cloud to reach math and science goals. Years 2 and 3, 10% are added for new students and broken or stolen devices.	\$379	Year 1: 1,523 Year 2: 152 Year 3: 152		\$577,217	\$57,608	\$57,608	\$692,433
3	Projectors	To provide visual aide to students; start year 1 with 29, add 5 each for year 2 & 3	\$379	Year 1: 29 Year 2: 5 Year 3: 5		\$10,991	\$1895	\$1895	\$14,781
4	Projector mounts	To attach the projector to ceiling; start with 29, add 5 each for year 2 & 3	\$157	Year 1: 29 Year 2: 5 Year 3: 5		\$4553	\$785	\$785	\$6123
5	Interactive mobile slates (teacher/student set)	To use with laptop/desktop computer to project onto screen; start with 1 set per teacher & librarian; add 2 slates per year (\$299 per slate) per teacher to increase student participation <u>(403 Total 80 x 2 x 299)</u>	\$1549	Year 1: 40 Year 2: 40 Year 3: 2 slates per teacher		\$61,960	\$61,960	\$47,840	\$171,760
6	Interactive Student Response system (classroom set)	To use with mobile slates/computer to provide instant student data; 1 set per teacher & librarian; add 8 sets in years 2 & 3 for additional teachers/tutors	\$2895	Year 1: 40 Year 2: 40 Year 3: 8		\$115,800	\$115,800	\$23,160	\$254,760
7	Handheld wireless Wi-Fi Device for teachers	Management tool for 79 teachers, 4 admin, 4 counselors, 1 librarian and 6 new staff; includes HDMI port; add 8 in years 2 & 3 for additional teachers and/or replacement	\$399	Year 1: 93 Year 2: 8 Year 3: 8		\$37,107	\$3192	\$3192	\$43,491
8	Wireless Printer	To use for Campus/Student Data reports in 7 th Grade Conference room and 8 th grade Conference room	\$1807	2		\$3614	0	0	\$3614
9	Desktop Printers	To use for Classroom data/reports for 32 teachers and 6 new staff;	\$985	Year 1: 38 Year 2: 5		\$37,430	\$4925	\$4925	\$47,280

		additional 5 for replacement, new teachers in years 2 & 3		Year 3: 5					
66XX/15XX- Technology Software- Capitalized									
12	Teacher Tablet Software (Curriculum Launch Explorer/Analyze)	All Lessons will be loaded to units and lessons such as CScope will be uploaded daily for review and homework support at home by teachers and tech coach with no internet required as most homes do not have technology at home (teacher # includes admin, counselor, librarian); years 2 & 3 for additional teachers and students	\$500	Year 1: 93 Year 2: 5 Year 3: 5		\$46,500	\$2500	\$2500	\$51,500
13	Student Tablet software (Curriculum Launch Explorer)		\$100	Year 1: 1523 Year 2: 50 Year 3: 50		\$152,300	\$5000	\$5000	\$162,300
14	Learning Cloud Software for Campus (1 st year - 100%, years 2 & 3 - 30%)		\$5000	1 license per year		\$5000	\$1500	\$1500	\$8000
66XX/15XX- Equipment and Furniture									
25									
26									
27	Capital expenditures for improvements to land, buildings, or equipment which materially increase their value or useful life.					0	0	0	
Grand Total					\$	\$1,052,472	\$255,165	\$148,405	\$1,456,042

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SCHEDULE #6AGENERAL PROVISIONS &
ASSURANCES**TEXAS EDUCATION AGENCY****Standard Application System****School Year 2011-2014**233901

County-District No. or Vendor ID.

Texas Title I Priority Schools, Cycle 2

Statement of provisions and assurances for the program(s) in this application:

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

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

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

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

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

SCHEDULE #6A – cont.
GENERAL PROVISIONS &
ASSURANCES

TEXAS EDUCATION AGENCY
Standard Application System
School Year 2011-2014

233901
County-District No. or Vendor ID.

Texas Title I Priority Schools, Cycle 2

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

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	Standard Application System School Year 2011-2014	County-District No. or Vendor ID. 233901
Texas Title I Priority Schools, Cycle 2		

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

SCHEDULE #6A – cont.
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Contractor warrants that (i) it has the authority to grant the rights herein granted, (ii) it has not assigned or transferred any right, title, or interest to the Works or Intellectual Property Rights that would conflict with its obligations under the Contract, and Contractor will not enter into any such agreements, and (iii) the Works will be original and will not infringe any intellectual property rights of any other person or entity. These warranties will survive the termination of the Contract. If any preexisting rights are embodied in the Works, Contractor grants to TEA the irrevocable, perpetual, non-exclusive, worldwide, royalty-free right and license to (i) use, execute, reproduce, display, perform, distribute copies of, and prepare derivative works based upon such preexisting rights and any derivative works thereof and (ii) authorize others to do any or all of the foregoing. Contractor agrees to notify TEA on delivery of the Works if they include any such preexisting rights. On request, Contractor will provide TEA with documentation indicating a third party's written approval for Contractor to use any preexisting rights that may be embodied or reflected in the Works.

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

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

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

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

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

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

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

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

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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;

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

CC. Federal Regulations Applicable to All Federal Programs:

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

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3. **For Institutions of Higher Education (IHEs):** 28 CFR 35 Subparts A-E, 28 CFR 36 Subparts C & D, Appendix A, 29 CFR 1630, 34 CFR 74, 77, 79, 81, 82, 85, 86, 97, 98, 99, 104, 47 CFR 0 and 64, and OMB Circulars A-21 (Cost Principles), A-133 (Audits), and A-110 (Uniform Administrative Requirements);
4. **For Nonprofit Organizations:** 28 CFR 35 Subparts A-E, 28 CFR 36 Subparts C & D, Appendix A, 29 CFR 1630, 34 CFR 74, 77, 79, 81, 82, 85, 97, 98, 99, 104, 47 CFR 0 and 64, and OMB Circulars A-122 (Cost Principles), A-133 (Audits), and A-110 (Uniform Administrative Requirements);
5. **For State Agencies:** 28 CFR 35 Subparts A-E, 28 CFR 36 Subparts C & D, Appendix A, 29 CFR 1630, 34 CFR 76, 80, 81, 82, 85, 97, 98, 99, 104, 47 CFR 0 and 64, OMB Circulars A-87 (Cost Principles), A-133 (Audits), and A-102 (Uniform Administrative Requirements); and
6. **For Commercial (for-profit) Organizations:** 29 CFR 1630 and 48 CFR Part 31.

DD. General Education Provisions Act (GEPA), as Amended, Applicable to All Federal Programs Funded or Administered Through or By the U. S. Department of Education:

1. **Participation in Planning:** Applicant will provide reasonable opportunities for the participation by teachers, parents, and other interested parties, organizations, and individuals in the planning for and operation of each program described in this application (20 USC 1232(e)).
 2. **Availability of Information:** Any application, evaluation, periodic program plan, or report relating to each program described in this application will be made readily available to parents and other members of the general public (20 USC 1232(e)).
 3. **Sharing of Information:** Contractor certifies that it has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program described in this application significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects (20 USC 1232(e)).
 4. **Prohibition of Funds for Busing:** The applicant certifies that no federal funds (except for funds appropriated specifically for this purpose) will be used for the transportation of students or teachers (or for the purchase of equipment for such transportation) in order to overcome racial imbalance in any school or school system, or for the transportation of students or teachers (or for the purchase of equipment for such transportation) in order to carry out a plan of racial desegregation of any school or school system (20 USC 1228).
 5. **Direct Financial Benefit:** Contractor certifies that funds expended under any federal program will not be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization [20 USC 1232(b)(8)].
- EE. Payment for Services:** Payment for service(s) described in this Contract is contingent upon satisfactory completion of the service(s). Satisfaction will be determined by TEA's Project Administrator, in his sole discretion but in accordance with reasonable standards and upon advice of his superiors in TEA, if necessary.
- FF. Family Code Applicability:** By signing this Contract, Contractor, if other than a state agency, certifies that under Section 231.006, Family Code, that Contractor is not ineligible to receive payment under this Contract and acknowledges that this Contract may be terminated and payment may be withheld if this certification is inaccurate. TEA reserves the right to terminate this Contract if Contractor is found to be ineligible to receive payment. If Contractor is found to be ineligible to receive payment and the Contract is terminated, Contractor is liable to TEA for attorney's fees, the costs necessary to complete the Contract, including the cost of advertising and awarding a second contract, and any other damages or relief provided by law or equity.
- GG. Interpretation:** In the case of conflicts arising in the interpretation of wording and/or meaning of various sections, parts, Appendices, General Provisions, Special Provisions, Exhibits, and Attachments or other documents, the TEA Contract and its General Provisions, Appendices and Special Provisions shall take precedence over all other documents which are a part of this contract.
- HH. Registered Lobbyists:** No state or federal funds transferred to a contractor/grantee may be used to hire a registered lobbyist.

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

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

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

Rev. 05/2010

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

SCHEDULE #6 B Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	TEXAS EDUCATION AGENCY Standard Application System School Years 2011-2014	<u>233901</u> County-District-Campus No.
Texas Title I Priority Schools Grant, Cycle 2		

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

Terms defined: As used in these Provisions and Assurances

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

SCHEDULE #6B

Certification Regarding Debarment,
Suspension, Ineligibility and
Voluntary Exclusion—Lower Tier
Covered Transactions

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

Required for all federal grants regardless of
the dollar amount

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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 2011-2014 Required for all federally funded grants greater than \$100,000.	<u>233901</u> County-District-Campus No.
Texas Title I Priority Schools Grant, Cycle 2		

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

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

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

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

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

11/89
 03/90

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

SCHEDULE #6D -
Disclosure of Lobbying Activities

TEXAS EDUCATION AGENCY
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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:	N/A
Name:	

1. Type of Federal Action <input type="checkbox"/> a. Contract <input type="checkbox"/> b. Grant	2. Status of Federal Action: <input type="checkbox"/> a. Bid/Offer/Application <input type="checkbox"/> b. Initial award <input type="checkbox"/> c. Post-award	3. Report Type: <input type="checkbox"/> a. Initial filing <input type="checkbox"/> b. Material change
		For Material Change Only: Year: _____ Quarter: _____ Date of last Report: _____

4. Name and Address of Reporting Entity: <input type="checkbox"/> Subawardee Tier (if known): _____ Congressional District (if known): _____	5. If Reporting Entity in No. 4 is Subawardee, Enter Name and Address of Prime: Texas Education Agency 1701 N. Congress Avenue Austin, Texas 78701 Congressional District (if known): <u>21</u>
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6. Federal Department/Agency: _____	7. Federal Program Name/Description: _____ CFDA Number, if applicable: _____
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8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____
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10. a. Name and Address of Lobbying Registrant <i>(if individual, last name, first name, MI):</i> _____	10. b. Individuals Performing Services <i>(including address if different from No. 10a; last name, first name, MI):</i> _____
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(Attach Continuation Sheet(s), if necessary)

[ITEMS 11-15 REMOVED]

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

Federal Use Only: Standard Form LLL

SCHEDULE #6E NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2011-2014	<u>233901</u> County-District-Campus No.
Texas Title I Priority Schools Grant, Cycle 2		

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

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

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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;

SCHEDULE #6E - cont.
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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 #6FPROGRAM-SPECIFIC PROVISIONS
& ASSURANCES**TEXAS EDUCATION AGENCY****Standard Application System****School Year 2010-2014**233901

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Texas Title I Priority Schools Grant, Cycle 2**Federal Statutory Requirements**

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

SCHEDULE #6F

PROGRAM-SPECIFIC PROVISIONS
& ASSURANCES

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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.~~
- add*
1/27/12
- 1) The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant.
 - 2) The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, the Texas School Improvement Conference, and sharing of best practices.

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

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

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

Terms defined:

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

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

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

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

GRANTEE - the subrecipient of TEA and applicant of funds.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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5. **Posting the Section 1512 Reporting Information on Public Website:** Not later than 30 days after the end of each calendar quarter, each federal agency, including the U.S. Department of Education, shall make the information in the Section 1512 reports publicly available by posting the information on the designated public website (Section 1512[d]). Grantees will not be required to post information on the public website unless they apply for and receive other ARRA grants directly from a federal government agency.
- H. Electronic Drawdown of ARRA Funds from TEA and Use of FAR Fund Codes:** Recipients will draw down ARRA funds on an award-specific basis. **Pooling of ARRA award funds with other funds for drawdown or other purposes is not permitted.** Recipients must account for each ARRA award separately by referencing the assigned FAR (Financial Accounting and Resource) fund code for each award.
- I. Availability of Records:** The applicant agrees to make all financial and programmatic records available in detail for inspection by TEA auditors, local independent auditors, and the offices described below.
1. **Examination of Records:** The Comptroller General of the United States and any of its employees, contractors, agents, representatives, or designees, may examine any records related to obligations and use by any state or local government of funds made available under ARRA. (Section 901[b]).
 2. **Access of Government Accountability Office (GAO):** Each contract and each subcontract awarded using funds made available under ARRA shall provide that the Comptroller General of the United States and his representatives are authorized to examine any records of the contractor or any of its subcontractors, or any State or local agency administering such contract, that directly pertain to, and involve transactions relating to, the contract or subcontract and to interview any officer or employee of the contractor or any of its subcontractors, or of any State or local government agency administering the contract, regarding such transactions (Section 902).
 3. **Reviews by Inspector General:** The inspector general of the U.S. Department of Education shall review, as appropriate, any concerns raised by the public about specific investments using funds made available in this Act. Any findings of such reviews shall be relayed immediately to the Secretary of Education. In addition, the findings of such reviews, along with any audits conducted by any inspector general of ARRA funds, shall be posted on the inspector general's website and linked to the recovery.gov website, except that portions of reports may be redacted to the extent the portions would disclose information that is protected from public disclosure under sections 552 and 552a of Title 5, United States Code (Section 1514).
 4. **Access of Offices of Inspector General to Certain Records and Employees:** With respect to each contract or grant awarded using ARRA funds, any representative of an Inspector General of the U.S. Department of Education or other appropriate federal agency is authorized to examine any records of the contractor or grantee, any of its subcontractors or subgrantees, or any State or local agency administering such contract, that pertain to, and involve transactions relating to, the contract, subcontract, grant, or subgrant, and to interview any officer or employee of the contractor, grantee, subgrantee, or agency regarding such transactions (Section 1515).
 5. **Recovery Accountability and Transparency Board:** Section 1521 of the ARRA establishes the Recovery Accountability and Transparency Board to coordinate and conduct oversight of ARRA funds to prevent fraud, waste, and abuse. The Board shall submit "flash reports" on potential management and funding problems that require immediate attention; quarterly reports; and annual reports to the President and Congress, including the Committees on Appropriations of the Senate and House of Representatives, summarizing the findings on the use of ARRA funds. The Board may conduct its own independent audits and reviews of ARRA funds. All reports shall be made publicly available on the www.recovery.gov website established by the Board. See paragraphs J and K below with regard to reports of suspected fraud or abuse (Sections 1523 and 1524).
 6. **Recovery Independent Advisory Panel:** Section 1541 of the ARRA establishes the Recovery Independent Advisory Panel to make recommendations to the Recovery Accountability and Transparency Board on action the Board could take to prevent fraud, waste, and abuse relating to ARRA funds.

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

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

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

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

SCHEDULE #6F

PROGRAM-SPECIFIC PROVISIONS
& ASSURANCES

TEXAS EDUCATION AGENCY

Standard Application System

School Year 2010-2014

233901

County-District-Campus No.

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7. **Wage Rate Requirements for Contracted Laborers and Mechanics- Compliance with the Davis-Bacon Act:**
Notwithstanding any other provision of law and in a manner consistent with other provisions of ARRA, all laborers and mechanics employed by contractors and subcontractors on projects funded directly by or assisted in whole or in part by and through the Federal Government pursuant to this award shall be paid wages at rates not less than those prevailing on projects of a character similar in the locality as determined by the Secretary of Labor in accordance with subchapter IV of chapter 31 of title 40, United States Code. With respect to the labor standards specified in this section, the Secretary of Labor shall have the authority and functions set forth in Reorganization Plan Numbered 14 of 1950 (64 Stat. 1267; 5 U.S.C. App.) and section 3145 of title 40, United States Code (Section 1606).

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

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

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