

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____ by telephone/e-mail/FAX on _____ by _____ of TEA.	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	North East ISD	015-910
		Organization Name	County-District#
		East Terrell Hills ES	105
		Campus Name	Campus Number
		74-6015301	20
		9-Digit Vendor ID#	ESC Region
		NOGA ID# (Assigned by TEA)	Amendment #

Texas Title I Priority Schools Grant

Schedule #1 - General Information

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

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

Project Beginning Date: 08/01/2010

Project Ending Date: 06/30/2013

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

Tier I ☐ Tier II ☐ Tier III ☒

Part 1: Index to the Application


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

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

Certification and Incorporation

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

Authorized Official

Typed First Name	Initial	Last Name	Title
Wessley	I	Robinson	Associate Superintendent/CFO
Phone	Fax	Email	Signature/Date Signed (blue ink preferred)
(210) 407-0551	(210) 804-7098	wrobin@nelson.net	 6/2/10

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. Thursday, June 3, 2010:

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

TEA DOCUMENT CONTROL NO.

701-10-112-145

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Texas Title I Priority Schools Grant		
Schedule #1—General Information		
Part 2: List of Required Fiscal-Related Attachments and Assurances		
For competitive applications, the application will not be reviewed and scored if any of the required attachments do not accompany the application when it is submitted. Applicants will not be permitted to submit required attachments, or any revisions to those required attachments, after the closing date of the grant. Attach all required attachments to the back of the application as an appendix.		
1 <input type="checkbox"/>	Proof of Nonprofit Status	
	Required for all open-enrollment charter schools sponsored by a nonprofit organization: Check box to indicate that proof of nonprofit status is attached. (See Part 1: General and Fiscal Guidelines and Part 3: Schedule Instructions for acceptable proof.)	
2 X	Assurance of Financial Stability	
	Required for all independent school districts, open-enrollment charter schools, and education service centers: Check box to indicate assurance that audit requirements have been met. All public school districts, open-enrollment charter schools, and education service centers must be in compliance with submitting the required annual audit for the immediate prior fiscal year to TEA in the time and manner requested by TEA, and the audit must be determined by the TEA Division of Financial Audits to be in compliance with the applicable audit standards. TEA reserves the right to ensure that all applicants are deemed by TEA to be financially stable at the initial time of preliminary selection for funding to receive a grant award. The TEA Division of Financial Audits will determine financial stability based on the required annual audit for the immediate prior fiscal year.	
3 X	Assurance of Submittal of Reviewer Information Form	
	Required for all applicants: Check box to indicate assurance that reviewer information form will be submitted. All applicants are required to complete the Reviewer Information Form and to submit it online by Thursday, May 6, 2010 . (See Part 2: Program Guidelines, "Reviewer Information Form," for instructions on how to access and submit the form.)	

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Texas Title I Priority Schools Grant Schedule #1—General Information					
Part 3: Applicant Information					
Local Educational Agency (LEA) Information					
LEA Name					
North East Independent School District					
Mailing Address Line - 1		Mailing Address Line - 2		City	State
8961 Tesoro Drive				San Antonio	TX
U.S. Congressional District Number		Primary DUNS Number		Central Contractor Registration (CCR) CAGE Code	NCES Identification Number
21		076923283		3FTL8	4832940
Campus Name				County-District Campus Number	
East Terrell Hills Elementary School				015-910-105	
Mailing Address Line - 1		Mailing Address Line - 2		City	State
4415 Bloomdale				San Antonio	TX
Applicant Contacts					
Primary Contact					
First Name		Initial		Last Name	
Alicia		H		Thomas	
Telephone		Fax		Email	
(210) 804-7008		(210) 804-7017		athoma@neisd.net	
Mailing Address Line - 1		Mailing Address Line - 2		City	State
8961 Tesoro Drive				San Antonio	TX
Secondary Contact					
First Name		Initial		Last Name	
Don				Dalton	
Telephone		Fax		E-mail	
(210) 407-0340		(210) 804-7160		ddalto@neisd.net	
Mailing Address Line - 1		Mailing Address Line - 2		City	State
8961 Tesoro Drive				San Antonio	TX

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Texas Title I Priority Schools Grant		
Schedule #4—Program Summary and Application Requirements		
Part 1: Grant Program Information;		
Summary of Program: Purpose and Goals		
<p>School Improvement Grants, authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA) as amended by ARRA, are grants, through the Texas Education Agency, to local educational agencies (LEAs) for use in Title I schools identified for improvement, corrective action, or restructuring and other eligible campuses that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of their students so as to enable the schools to make adequate yearly progress and exit improvement status. Under the final requirements, as amended through the interim final requirements published in the Federal Register in January 2010 school improvement funds are to be focused on each State's "Tier I" and "Tier II" schools.</p> <p>Tier I schools are a State's persistently lowest-achieving Title I schools in improvement, corrective action, or restructuring and certain Title I eligible elementary schools that are as low achieving as the State's other Tier I schools. Tier II schools are a State's persistently-lowest achieving secondary schools that are eligible for, but do not receive, Title I, Part A funds and certain additional Title I eligible secondary schools that are as low achieving as the State's other Tier II schools or that have had a graduation rate below 60 percent over a number of years. An LEA may also use school improvement funds in Title I schools in improvement, corrective action, or restructuring that are not identified as persistently lowest-achieving schools and certain additional Title I eligible schools ("Tier III schools").</p> <p>In the Tier I and Tier II schools an LEA chooses to serve, the LEA must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model.</p>		
Allowable Activities		
<p>Tier I and Tier II Grantees</p> <ul style="list-style-type: none"> ■ Grantees must expend grant funds for the required activities delineated for the selected intervention model as defined in the final federal regulations. ■ Grantees may expend grant funds for the permissible activities delineated for the selected intervention model as defined in the final federal regulations. ■ Grantees may expend grant funds for other school improvement activities deemed needed to address identified needs not addressed by the intervention model selected. <p>Tier III Grantees</p> <ul style="list-style-type: none"> ■ Tier III grantees may select one of the four intervention models in the federal regulations or the state's Tier III Transformation Model. ■ If selecting one of the four models in the federal regulations, grantees must expend grant funds for the required activities delineated for the selected intervention model as defined in the final federal regulations. Grantees may expend grant funds for the permissible activities delineated for the selected intervention model as defined in the final federal regulations. ■ Grantees may expend grant funds for other school improvement activities deemed needed to address identified needs not addressed by the intervention model selected. <p>In addition, a Tier I, Tier II, Tier III grantee campus that has implemented, in whole or in part, either the Turnaround, Restart, or Transformation models within the last two years may continue or complete the implementation of the intervention model with the TTIPS grant funds. For example, if a grantee campus has replaced its principal within the last two years, the LEA/campus will not be required to hire another new principal. An LEA/campus that receives TTIPS SIG funds in accordance with this flexibility must fully implement the selected model as required by the final federal requirements. In other words, if the school had been implementing the model only in part, it must use the funds it receives to expand its implementation so that it fully complies with the federal regulatory requirements.</p> <p>The detailed required and permissible activities for each intervention model, as defined in the final federal regulations are listed on Schedule #4—Program Requirements and are incorporated by reference herein.</p>		

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

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14	Applicant provides assurance that it will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final federal requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the TEA) to hold accountable its Tier III schools that receive grant funds.	Program Assurances	
15	Applicant provides assurance that it will, if it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization (CMO), or education management organization (EMO) accountable for complying with the final federal requirements.	Program Assurances	
16	Applicant provides assurance that it will report to the TEA the school-level data required under section III of the final federal requirements.	Program Assurances	
17	If the LEA/campus selects to implement the turnaround model , the campus must implement the following federal requirements. <ol style="list-style-type: none"> 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; Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students; <ol style="list-style-type: none"> Screen all existing staff and rehire no more than 50 percent; and Select new staff. 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; 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; 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; 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; 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; Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and Provide appropriate social-emotional and community-oriented services and supports for students. 	Program Assurances	

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18	If the LEA/campus selects to implement the turnaround model , the campus may implement the following federal requirements. a. Any of the required and permissible activities under the transformation model; or b. A new school model (e.g., themed, dual language academy).	Program Assurances	
19	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.	Program Assurances	
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.	Program Assurances	
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	Program Assurances	

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21	<p>designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and</p> <p>(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.</p> <p>2. Comprehensive instructional reform strategies.</p> <p>(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and</p> <p>(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p> <p>3. Increasing learning time and creating community-oriented schools.</p> <p>(A) Establish schedules and strategies that provide increased learning time; and</p> <p>(B) Provide ongoing mechanisms for family and community engagement.</p> <p>4. Providing operational flexibility and sustained support.</p> <p>(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and</p> <p>(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).</p>	Program Assurances	
22	<p>An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as--</p> <p>(A) Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;</p> <p>(B) Institute a system for measuring changes in instructional practices resulting from professional development; or</p> <p>(C) Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.</p>	Program Assurances	

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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 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.	Program Assurances	
24	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.	Program Assurances	

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25	The LEA may also implement other strategies for providing operational flexibility and intensive support, such as-- (A) Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or (B) Implement a per-pupil school-based budget formula that is weighted based on student needs.	Program Assurances	
26	An LEA that has nine or more Tier I and Tier II schools is prohibited from implementing the transformation model in more than 50% of those schools.	Program Assurances	
By submitting the application and signing Schedule #1, the applicant is certifying that all requirements are met in these program narrative component descriptions and activities.			
Part 3: Statutory Assurances			
#	Statutory Assurance Description		
1	Applicant provides assurance that financial assistance provided under the grant program will supplement, and not supplant, the amount of state and local funds allocated to the campus.		
2	Applicant provides assurance that it will use its TTIPS Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final federal requirements.		
3	Applicant provides assurance that it will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final federal requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the TEA) to hold accountable its Tier III schools that receive school improvement funds.		
4	Applicant provides assurance that it will, if it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final federal requirements.		
5	Applicant provides assurance that it will report to the TEA the school-level data required under section III of the final federal requirements.		
6	Applicant provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.		
Part 4: TEA Program Assurances			
#	TEA Assurance Description		
1	Before full implementation funds are made available, the grantee must demonstrate that all early implementation activities have been completed. Successful completion of the early implementation will be measured in the Quarterly Implementation Reports (QIR), the Model Selection and Description Report, and through participation in TEA technical assistance. 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.		

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#	TEA Assurance Description		
2	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant.		
3	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, the Texas School Improvement Conference, and sharing of best practices.		
4	For the LEAs selecting the TEA Designed Models the applicant provide assurances that it will participate in and make use of technical assistance and coaching support provided by TEA, SIRC, and/or its subcontractors.		
5	The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the effectiveness of the LEA's curriculum and its alignment with instruction occurring on the campus; assesses progress on student groups' academic achievement at the campus level; and guide instructional decisions by teachers for individual students.		
6	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.		
7	The applicant will provide access for onsite visits to the LEA and campus by TEA, SIRC and its contractors.		
8	The applicant, if selecting the Restart Model, agrees to contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.		
9	The applicant, if selecting the Turnaround Model or Transformation Model (Tiers I and Tiers II only) agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.		
10	If the LEA/Tier III campus selects to implement the transformation model , the campus assures That it will it implement the following federal requirements. 1. Develop and increase teacher and school leader effectiveness. A. Evaluate the effectiveness of the current principal and use the results of the evaluation to determine whether the principal should be replaced, be retained on the campus, or be provided leadership coaching or training. B. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so; C. Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and D. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school based on rigorous, transparent, and equitable evaluation systems for teachers and principals: 1. Takes into account data on student growth as a a factor as well as other factors such as multiple observation-based assessments of student performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and 2. Are designed and developed and with teacher and principal involvement		

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

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Part 4: TEA Program Assurances		
#	TEA Assurance Description	
13	An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as-- A. Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs; B. Extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff; C. Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or D. Expand the school program to offer full-day kindergarten or pre-kindergarten.	
14	The LEA may also implement other strategies for providing operational flexibility and intensive support, such as-- A. Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or B. Implement a per-pupil school-based budget formula that is weighted based on student needs.	
15	The LEA/campus assures TEA that data to meet the following federal requirements will be available and reported as requested. a. Number of minutes within the school year. b. Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup. c. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes. (High Schools Only) d. College enrollment rates. (High Schools Only) e. Teacher Attendance Rate f. Student Completion Rate g. Student Drop-Out Rate h. Locally developed competencies created to identify teacher strengths/weaknesses i. Types of support offered to teachers j. Types of on-going, job-embedded professional development for teachers k. Types of on-going, job-embedded professional development for administrators l. Strategies to increase parent/community involvement m. Strategies which increase student learning time	
By submitting the application and signing Schedule #1, the applicant is certifying it will comply with the above assurances.		

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Texas Title I Priority Schools Grant Schedule #4A—Program Abstract		
Part 1: Grant Eligibility		
<input type="checkbox"/> Tier I Eligible Campus <input type="checkbox"/> Tier II Eligible Campus <input checked="" type="checkbox"/> Tier III Eligible Campus		
Identify which timeline the LEA/Campus the applicant will implement.		
<input type="checkbox"/> Option 1: LEA/campus currently engaged in aggressive reform <input checked="" type="checkbox"/> Option 2: LEA/campus in need of foundational technical assistance		
Part 2: Grant Program Summary. Provide a brief overview of the program you plan to implement on the campus. Be sure to address fundamental issues such as your local program goals and objectives that align with the RFA purpose and goals, rationale for program design, etc. Address the specific gaps, barriers, or weaknesses to be addressed by the intervention model to be selected. A response to this question must be completed in the original submission regardless of whether the LEA/campus has selected an intervention model at this time or not. Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana). Through the analysis of needs assessment data, the campus will implement initiatives to increase student achievement by focusing transformation efforts in the following areas <ul style="list-style-type: none"> • Improving Student Achievement <ul style="list-style-type: none"> ○ Improving student performance in reading ○ Improving student performance in math ○ Improving student performance in science ○ Improving student performance in social studies ○ Closing achievement gaps between student groups • Curriculum, Instruction, and Assessment <ul style="list-style-type: none"> ○ Aligning curriculum ○ Implementing research-based instructional strategies ○ Supporting diverse learners through research-based methods ○ Monitoring instruction ○ Using assessment data to guide instructional decision-making ○ Incorporating technology to meet the needs of diverse learners • Professional Development <ul style="list-style-type: none"> ○ Providing on-going and job-embedded opportunities ○ Differentiating for teacher competency levels ○ Coaching and mentoring ○ Providing opportunities for teacher self-evaluation • Family and Community Involvement <ul style="list-style-type: none"> ○ Building parent and community support for school reform and transformation ○ Involving parents and community members in the decision-making process • Leadership and Governance <ul style="list-style-type: none"> ○ Building leadership capacity at the campus level ○ Increasing principal effectiveness ○ Building professional learning communities • School Context and Organization <ul style="list-style-type: none"> ○ Increasing learning time ○ Increasing equity in curricular and extra-curricular programs, teacher quality, and student achievement ○ Increasing cultural proficiency ○ Transitioning students to and from the campus successfully ○ Maintaining and encouraging communication and coordination throughout the system ○ Aligning incentives to student performance outcomes 		

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Texas Title I Priority Schools Grant Schedule #4B—Program Description															
Part 1: Comprehensive Needs Assessment															
Section A: Campus Grade Levels															
Type of School	Number of Students Enrolled in Grade Levels on the Campus to be Served with Grant														
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public School	21	92	107	96	79	92	102								589
Open-Enrollment Charter School															0
Total Students:	21	92	107	96	79	92	102								589
Total Instructional Staff													42		
Total Support Staff													24.5		
Section B: Data Sources Reviewed or to be Reviewed in the Comprehensive Needs Assessment Process															
1	Campus and Classroom AEIS Performance Data														
2	AYP Data														
3	Discipline Reports														
4	Student and Teacher Attendance Reports														
5	Classroom and School-wide Observations														
6	Health and Wellness Reports														
7	Course Failure Reports														
8	Mobility Data														
9	TPRI														
10	In-District Benchmark Assessments, Including Campus Mini-Assessments														

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Part 1: Comprehensive Needs Assessment Cont.		
Section C: Process Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Describe, in detail, the process the LEA and campus followed/will follow to identify the needs of the campus.		
<p>Throughout May 2010, campuses conducted the annual Federal Title I needs assessment. By conducting this assessment, campuses identify program strengths and weaknesses and develop a resource bank of information to guide educational decisions and establish priorities for improving student achievement. The assessment, consisting of three phases, provides a structure and process for continued self-evaluation, allows for the strategic allocation of funds to fulfill identified needs, and serves as a guide for further planning and problem solving.</p> <p>Phase I - To facilitate evaluation of data, an Academic Emphasis Team was convened consisting of the following members: principal, assistant principal, one teacher representative from each grade level, counselor, district-level administrator/curriculum specialist, instructional intervention teacher/instructional facilitator, family specialist, special education campus coordinator, ELL/Bilingual specialist, parents and community/business partners.</p> <p>Phase II - The Academic Emphasis Team used guiding questions to review data and collect baseline information in six focus areas:</p> <ul style="list-style-type: none"> • Student Achievement – How well are the students attaining the challenging academic standards set forth by the state and school district? What does the analysis of performance by student groups tell us about how well our school is meeting the needs of all students? • Curriculum, Instruction, and Assessment – What are teachers and administrators doing to ensure that teaching methods are research-based best practices and that the curriculum reflects fidelity to the content standards? • Professional Development – Are there job-embedded opportunities for teachers to participate in meaningful professional development? To what extent is professional development improving teacher performance? • Family and Community Involvement – In what ways are parents and the community involved in meaningful activities that support students' learning? How are parents and the community involved in school decisions? Can parents develop their own parenting skills or gain access to other educational opportunities through the school? • Leadership and Governance – In what ways does the leadership create a culture and systems that lead to high levels of learning? How effective are the procedures and processes for analyzing the progress of the school in achieving its objectives that lead to high levels of learning? • School Context and Organization – How large are classes? Is adequate time devoted to subjects in which students perform poorly? To what extent are teachers utilizing collaborative planning to improve teaching and learning? <p>Phase III - The campus will conduct an equity audit, which is a systematic way for the Academic Emphasis Team to assess the degree of equity or inequity present in three key areas of their school: curricular and extra-curricular programs, teacher quality, and student achievement. Based on the information gathered in Phase I, Phase II, and the Equity Audit, the Academic Emphasis Team will further prioritize areas of focus based on the urgency of the issues and problems identified. Teams will use data analysis to answer the following questions:</p> <ul style="list-style-type: none"> ▪ What are the strengths and needs of the current educational program in our school? ▪ Does the evidence support assertions about strengths and needs? ▪ What priority needs does the data suggest? Identify 3 – 5. ▪ What are some possible solutions? ▪ What actions will be taken or strategies will be implemented in the first year to address the needs? <p>The outcome of the needs assessment will be a Three-Year Plan of Action for improved student achievement focusing on 3 – 5 improvement goals.</p>		

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Texas Title I Priority Schools Grant Schedule #4B—Program Description			
Part 1: Comprehensive Needs Assessment Cont.			
Section D: Groups of Participants Contributing/to Contribute to Needs Assessment Process, ensuring Parents and Community Groups were involved in the process.			
1	Principal		
2	Assistant Principal		
3	One Teacher Representative from Each Grade Level		
4	Counselor		
5	District-Level Administrator/ Curriculum Specialist		
6	Instructional Intervention Teacher/Instructional Facilitator		
7	Special Education Campus Coordinator		
8	ELL/Bilingual Specialist		
9	Parents		
10	Community/Business Partners		

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

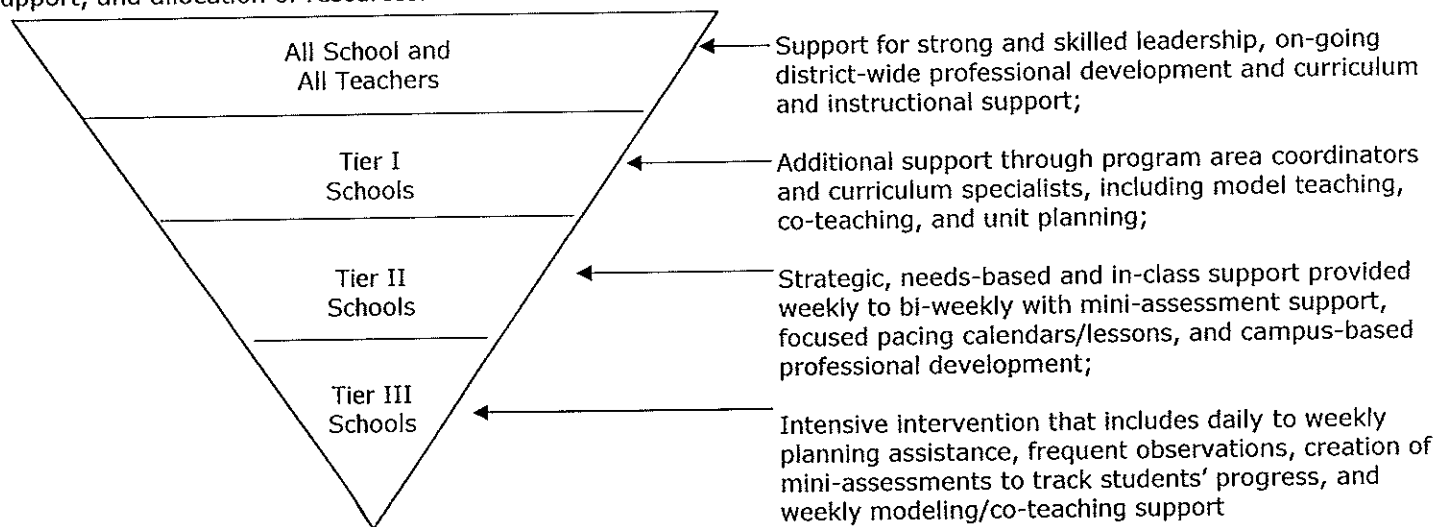
Part 2: Project Management

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

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

Serving over 65,000 students, North East ISD is a large urban district whose mission is to prepare all students for college, career readiness and global competitiveness in the 21st century. To this end, the primary goal is to ensure that all schools are rated Recognized or Exemplary under the state accountability system and meet the federal standard (No Child Left Behind) of Adequate Yearly Progress.

North East ISD is committed to grant program continuation and sustainability and identifies schools using a tiered system for campuses in need of additional assistance. This tiered system reflects a continuum of time, intensity of support, and allocation of resources.



North East ISD is actively involved with the community, partnering with businesses such as Rackspace Hosting to implement academic interventions in support of increased student achievement.

The District has received the Distinguished Budget Presentation Award from the Government Finance Officers Association (GFOA) in 2009 and a Superior Rating from the Schools Financial Integrity Rating System (FIRST) awarded by the Texas Education Agency in 2008. In addition, North East ISD was among five school districts recognized on April 30, 2010, by the Commissioner of Education, Robert Scott for its exceptional high school completion and college readiness programs implemented with 2008-2009 High School Allotment funds. Most recently, North East ISD was named state winner for the H-E-B Excellence in Education Award in the large district category to celebrate and recognize the contributions of public school district professionals whose leadership and dedication inspire a love of learning in students of all backgrounds and abilities.

Funds provided through the School Improvement Grant will be used to enhance and enrich the existing instructional program provided to students and will not be used to supplant existing funding. The District further assures TEA that it will monitor the school to ensure that all funds allocated through the award of grant funds are used in accordance with grant guidelines and for the specified activities outlined in this proposal. District and school administrators will monitor programs at each school to ensure that grant funds are not used for any services or activities required by state law, the State Board of Education, or local policy.

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Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Partnership/Involvement of Others – Describe how the LEA/campus consulted with relevant stakeholders (students, staff, parents, community) regarding this application and proposed implementation of a school intervention model.		
<p>To facilitate conversation among stakeholders, an Academic Emphasis Team has been formed to conduct a comprehensive needs assessment and select a school intervention model. The Academic Emphasis Team includes the following members: principal, assistant principal, one teacher representative from each grade level, counselor, district-level administrator/curriculum specialist, instructional intervention teacher/instructional facilitator, special education campus coordinator, ELL/Bilingual specialist, parents, and community/business partners.</p>		
<p>Following North East ISD expectations, the campus principal ensures that:</p> <ul style="list-style-type: none"> • Stakeholders understand the vision for adopting a new school model • Stakeholders are clear as to how and why the new school model strategies will produce the desired results • Multiple mechanisms, including monthly updates or communiqués, information sessions at Parent Teacher meetings, and monthly Academic Emphasis Team meetings, are in place to keep stakeholders informed about the school improvement process, • Stakeholders are involved in critical planning and decision-making activities • Feedback collected from stakeholders is used to determine strengths and weaknesses of programs and interventions • Communication with stakeholders supports and encourages two-way communication, incorporating multiple strategies that are culturally and linguistically appropriate • Communication with stakeholders incorporates multiple technologies, such as electronic mail, electronic newsletters, blogs, and Wiki's, to more creatively and effectively support stakeholder engagement • Appropriate professional development is provided for stakeholders so that they are aware of the needs and potential of the new school model 		
<p>If funded, the grant will allow for a campus Academic Emphasis Coach. The Academic Emphasis Coach will serve as a campus instructional specialist working collaboratively with the principal to oversee the implementation of the grant activities. In addition, the Academic Emphasis Coach will provide instructional coaching to individual teachers, grade-level teachers, and grade-level chairpersons.</p>		

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Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
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.		
Each campus will develop and implement a clear Three-Year Plan of Action that adheres closely to the integrity of the chosen intervention model to maintain fidelity of implementation.		
<p>To assist schools in meeting the challenges of increased accountability and to support the intervention model and rapid improvement in student achievement, campus principals are provided waivers and exemption options whereby schools can petition for relief from district policies that restrict their flexibility in staffing, scheduling, and budgeting. These exemptions will provide for greater school-level flexibility, while encouraging strong school-level accountability for results. Exemptions will be aligned to identified needs and will be evaluated and approved on a campus-by-campus basis.</p>		
<p>Principal may consider</p> <ul style="list-style-type: none"> • Modified schedules to accommodate longer periods for some subjects, "double dosing" or block scheduling in the academic core • Modified schedules to accommodate longer periods for teachers to meet to discuss student work • Allocating money to hire extra reading and/or math teachers to reduce class size • Allocating money to hire extra science teachers to reduce class size • Allocating money to provide additional opportunities for teachers to monitor student progress, analyze data, plan collaboratively, and attend professional development • Allocating money to pay teachers for extra hours spent examining data and using data to plan effective core instruction and targeted interventions • Allocating money to pay teachers for engaging in professional development activities related to campus improvement goals • Modified hiring and placement practices • Reallocating resources to support identified needs as determined through needs assessments • Modifications to district scope and sequence and pacing guides • Modifications to in-district benchmark assessment calendar 		
<p>The district ensures that all requested waiver options reflect the identified needs of the school as determined through a comprehensive needs assessment and as reflected in the Three-Year Plan of Action.</p>		

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Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Resource Management – Describe how the LEA/campus will align other resources (federal, state, local, and community) with the school improvement intervention.		
<p>Resource management will be the responsibility of Ms. Janna Hawkins, Executive Director for School Improvement. She will work with the North East ISD Department of Grants Administration and Financial Control under the leadership of Mrs. Mary Alex, Director for Accounting Services, to oversee all expenditures ensuring that all purchases and requested expenditures are within grant guidelines.</p>		
<p>The district ensures that the funding options requested reflect the identified needs of the school as determined through a comprehensive needs assessment and as reflected in the Three-Year Plan of Action. Utilizing the Three-Year Plan of Action, district and campus resources will be aligned to support the intervention model and the related programs and processes. Campus principals may petition for additional resources as data reflects the need.</p>		
<p>North East ISD agrees that all funds for the School Improvement Grant for East Terrell Hills Elementary School will be used to supplement (increase the level of services) and not supplant (replace) funds from federal, state, and local funds for similar activities. The District further assures TEA that it will monitor the school to ensure that all funds allocated through the award of grant funds are used in accordance with grant guidelines and for the specified activities outlined in this proposal. District and school administrators will monitor programs at each school to ensure that grant funds will not be used for any services or activities required by state law, the State Board of Education, or local policy. North East ISD will maintain documentation which clearly demonstrates the supplementary nature of these funds.</p>		

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Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Grant Project Manager Qualifications – Describe the qualifications of the person selected to be the project manager for this grant on the campus.		
<p>The Project Manager will be Ms. Janna Hawkins, Executive Director for School Improvement, North East Independent School District. Ms. Hawkins has a Bachelor of Science in Education from New Mexico State University, a Master of Education in School Administration from Trinity University, and participated in the Educational Leadership – Central Office Leadership/Superintendent Program at the University of Texas at San Antonio. She is certified in the following: ILD/PDAS, Social Studies Composite (K-12), Office Education Composite (K-12), Business Composite (K-12), Mid-Management (K-12), and Superintendent.</p>		
<p>As Executive Director for School Improvement Ms. Hawkins</p> <ul style="list-style-type: none"> • Leads, directs and is responsible for the instructional programs and instructional initiatives in over 65 district schools; • Directs and is responsible for coordinators and instructional specialists in Reading, English/Language Arts, Math, Social Studies, Science, College and Career Readiness, Gifted & Talented, and Library Services – leading the horizontal and vertical implementation and assessment of the Texas Essential Knowledge and Skills for grades PreK-12 – using quantitative data to evaluate progress; • Coordinates and ensures the development, implementation, and evaluation of the District and Campus Instructional Improvements Plans. She meets with campus administrators regularly to provide feedback on mastery of target areas of both plans; • Ensures that directors, program coordinators and instructional specialists maintain a comprehensive scope and sequence at all levels and provides professional development promoting the articulation of classroom implementation; and • Supervises and assists campus and district leaders with campus instructional improvement planning, implementation, and evaluation through quarterly data coaching meetings and frequent on-site classroom walkthroughs. 		
<p>Ms. Hawkins is experienced in gathering and conducting research, analyzing and interpreting data, and she brings extensive knowledge and experience to the Texas Title I Priority Schools Grant Program for North East ISD.</p>		

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Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
LEA Support – Describe how the LEA will structure and implement an individual or office with responsibility for supporting the campus' school improvement efforts.		
<p>North East ISD will take a lead role in supporting and sustaining school improvement efforts through the creation of an in-district support team. The Schools Needing Acceleration Program (SNAP) team, coordinated through the North East ISD Department for School Improvement, will provide resources, support, professional development, and expertise to the priority schools identified by TEA due to low performance.</p> <p>The SNAP team, led by the Executive Director for School Improvement, includes:</p> <ul style="list-style-type: none"> • Executive Director for Curriculum Compliance • Executive Director for Special Education • Executive Director for Research and Information Technologies • Executive Director for Campus Support for Elementary Schools • Executive Director for Campus Support for Middle Schools • Executive Director for Campus Support for High Schools • Executive Director for Pupil Personnel • Senior Director of Budgets and Financial Analysis • Director/Comptroller of Administrative Grants • Director for School Improvement • Director for Curriculum Compliance • Director for Special Education • Director for ELL and Bilingual Programs • Director for Educational Technology • Core Content Curriculum Coordinators and Specialists <p>The SNAP team will meet periodically with the grant school's Academic Emphasis Team to provide support and guidance to effectively build parent and community support, contract with external partners, monitor fidelity of plan implementation and progress, build leadership capacity, problem-solve, and maintain coordination and communication.</p> <p>The Executive Director for School Improvement will meet periodically with the campus Academic Emphasis Coach to provide support and guidance as the Academic Emphasis Coach works collaboratively with the principal to oversee the implementation of the grant activities.</p> <p>The SNAP team, led by the Executive Director for School Improvement, will intervene if school improvement efforts are unsuccessful. Rather than simply serving as a compliance monitor, the SNAP team, by design, will function as the lead entity guiding school improvement efforts. The SNAP team will ensure a focus on improving student learning by providing a coherent system of support that allows for differentiated services appropriate to each school.</p>		

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Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Program Continuation and Sustainability – Describe how the LEA will sustain the campus reforms after the funding period ends.		
<p>In North East ISD, sustainability of campus reforms is considered part of the initial planning for school improvement. Utilizing the Three-Year Plan of Action developed by the Academic Emphasis Team, district and campus resources will be aligned to the intervention model and the related programs and processes. Throughout the planning and implementation, school leaders will communicate the need for the reform, identify resources for sustaining it, and convey to the school community the appropriateness and the effectiveness of the research-based efforts. School leaders will also anticipate changes in personnel and resources or revisions to policy that would impact the practices, structures, and attitudes that resulted in improved achievement. Engaging stakeholders in the planning process is one way the district will ensure long-term viability of reform efforts. In addition, campus principals may petition for additional resources as data reflects the need. Funds eligible for use include: local budgets, Federal Title I, Federal Title II, and Individuals with Disabilities Education Act (IDEA). The district ensures that the funding options requested reflect the identified needs of the school as determined through a comprehensive needs assessment and as reflected in the Three-Year Plan of Action.</p>		

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Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
External Providers -- Describe how the LEA will recruit, screen, and select external providers to ensure their quality.		
<p>As part of the school improvement process, North East ISD is allowing for greater school-level autonomy and responsibility, more flexibility in local decision-making, and greater accountability on the part of school leaders for results.</p> <p>To assist leaders in creating structures and processes that accelerate change and sustain positive reforms, North East ISD grant campuses will partner with the School Improvement Resource Center (SIRC).</p> <p>Campuses may work with SIRC to receive expertise and support to</p> <ul style="list-style-type: none"> • Assist with assessing the needs of the school to determine which interventions would work best in the school • Provide coaching for campus leaders • Train individuals to serve as instructional coaches • Provide information and clarification regarding Title I, School Improvement requirements • Conduct on-site visits • Assist school personnel in developing and implementing an effective Campus Improvement Plan • Assist school administration in selecting a Professional Service Provider (PSP) who will ensure the Campus Improvement Plan is being followed, monitored and modified • Oversee the approval and renewal process for Supplemental Education Services providers for schools moving in to years 2-5 of the school improvement process • Offer professional development that will accelerate the improvement process on a campus • Provide networking opportunities for School Improvement Campuses with Distinguished Schools at Best Practice conferences • Create publications to assist campuses with the improvement process <p>To ensure quality when Contracting with other external providers, North East ISD will use the following criteria</p> <ol style="list-style-type: none"> 1. Identify other potential providers to complement SIRC support 2. Request proposals from potential providers 3. Develop transparent selection criteria 4. Review proposals, conduct due diligence, and select provider(s) 5. Negotiate contract with provider 6. Implement an ongoing cycle of continuous progress monitoring 7. Use progress monitoring information to proactively deal with issues and modify or remove strategies that do not work 8. Implement a plan for evaluation of external provider support 		

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Texas Title I Priority Schools Grant Schedule #4B—Program Description		
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Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Site Visits – If the intervention program includes site visits to other campuses successfully implementing the intervention model, describe the process for selecting the locations and the expected outcomes of the site visit.		
<p>Site visits to campuses successfully implementing the transformation model will be planned by the Academic Emphasis Team in conjunction with the School Improvement Resource Center (SIRC) and the district-level Schools Needing Acceleration Program (SNAP) team. Priority will be given for site visits to schools with comparable demographics. In addition, data from the National Center for Educational Achievement's (NCEA) Just for the Kids (JFTK) web-based resource will be utilized to identify high-performing schools with comparable demographics.</p> <p>Expected outcomes include collaboration and review of successful practices regarding:</p> <ul style="list-style-type: none"> • implementation strategies • professional development plans • hiring • staffing • scheduling • class size • core content teacher support • core content curriculum and instructional interventions • in-class support • resource allocation • program implementation, specifically for reading and math • differentiated instruction practices • response to intervention strategies <p>By observing, evaluating, and subsequently implementing the observed best practices, the campus will meet the goal of becoming a professional development site for in-district and out-of-district teachers and administrators. SIG school teachers and administrators will provide professional development during the summer or during one of four Super Saturdays designated by North East ISD as district-wide professional development days. For the 2010 – 2011 school year, the dates are</p> <ul style="list-style-type: none"> • January 29 • May 7 		

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Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Lack of Capacity -- If the LEA is not applying to serve each Tier I school (is not applying for grant funding for each Tier I school), provide a detailed explanation of why the LEA lacks capacity to serve each Tier I school.		
<p>North East ISD does not have any schools identified as Tier I or II.</p>		

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Part 3: Intervention Model		
Section A: Intervention Model Selection Process		
Intervention Model to be Implemented – Indicate the model(s) being <i>considered</i> by the LEA/campus for implementation. Indicate whether the LEA/campus will participate in the TEA Approved Model with Technical Assistance provided by the TEA-funded School Improvement Resource Center or the LEA/campus will implement its own intervention design within the requirements of the grant program.		
<input type="checkbox"/> Turnaround <input type="checkbox"/> Closure <input type="checkbox"/> Restart <input type="checkbox"/> Transformation <input checked="" type="checkbox"/> Tier III Modified Transformation <input checked="" type="checkbox"/> TEA Designed Model with Technical Assistance Provided by the School Improvement Resource Center <input type="checkbox"/> Supplemental Education Services (SES) incorporated into the intervention model <i>Note: Applying to implement the TEA Approved Model with Technical Assistance Provided by the School Improvement Resource Center in no way implies or guarantees funding.</i> <input type="checkbox"/> The LEA/campus will implement its own intervention design, within the parameters required by the final federal regulations released by USDE		
Schedule #4B—Program Description, Part 3, Intervention Model, continued on next page		

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Part 3: Intervention Model		
Section B: Model Selection Process –Describe in detail: 1. The process the LEA and campus followed/will follow to select a school intervention model that aligns to the identified needs of the campus. 2. The timeline delineating the steps the campus will take to implement the selected intervention.		
Responses are limited to five pages , front side only, with a font size no smaller than 9 point (Arial or Verdana). The transformation model was selected based on the identified tiers as determined by the Texas Education Agency. Under this model the following actions will be taken.		
Timeline: May 2010 Establishing and Orienting the District-level Schools Needing Acceleration Program (SNAP) Team <ol style="list-style-type: none"> 1. Appoint the district-level transformation team 2. Assess SNAP team and district capacity to support transformation 3. Provide SNAP team members with information on what the district can do to promote rapid improvement 4. Designate Department for School Improvement Executive Director as district Project Manager to oversee transformation schools 		
Timeline: May 2010 Establishing and Orienting the Campus-based Academic Emphasis Team <ol style="list-style-type: none"> 1. Appoint the campus-based transformation team 2. Assess Academic Emphasis Team capacity to support transformation 3. Provide Academic Emphasis Team members with information on what the campus can do to promote rapid improvement 4. Clarify principal's role in overseeing campus transformation efforts 		
Timeline: October 2010 – June 2011 Moving Toward School Autonomy <ol style="list-style-type: none"> 1. Examine current district policies and structures and make modifications to fully support transformation 2. Reorient district culture toward greater responsibility and accountability at the campus level 3. Establish performance objectives for the school 4. Align resources with the school's instructional priorities 5. Establish the Department for School Improvement as the district's "turnaround office" 6. Work with the Department for Human Resources and the Division of Campus Support regarding waivers and exemptions 		
Timeline: October 2010 – June 2011 Working with Stakeholders and Building Support for Transformation <ol style="list-style-type: none"> 1. Create a campus plan to work and communicate with stakeholders prior to and during implementation of the transformation 2. Announce changes and anticipated actions publicly 3. Communicate urgency of rapid improvement 4. Engage parents and community 5. Help stakeholders overcome resistance to change 		

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Part 3: Intervention Model		
Section B: Model Selection Process Cont. Responses are limited to <i>five pages</i> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Timeline: October 2010 Contracting with External Providers <ol style="list-style-type: none"> 1. Identify other potential providers to complement SIRC support 2. Request proposals from potential providers 3. Develop transparent selection criteria 4. Review proposals, conduct due diligence, and select provider(s) 5. Negotiate contract with provider 6. Implement an ongoing cycle of continuous progress monitoring 7. Use progress monitoring information to proactively deal with issues and modify or remove strategies that do not work 8. Implement a plan for evaluation of external provider support 		
Timeline: October 2010 – June 2013 Preparing to Lead Change (Principal and Leadership Team) <ol style="list-style-type: none"> 1. Collect, analyze, and act on data to address high-priority areas 2. Use results of needs assessment to create Three-Year Plan of Action 3. Communicate the message of change and the importance of the Three-Year Plan of Action and the 3 – 5 target improvement goals 4. Develop a consistent and data-based method of assessing school performance 5. Provide support for the Academic Emphasis Team to allow for continuous evaluation of improvement strategies, abandoning failing strategies when appropriate 6. Establish systems to engage stakeholders and provide frequent interim reports to those stakeholders 7. Engage in ongoing, job-embedded, differentiated professional development, such as <ol style="list-style-type: none"> a. Coaching b. Mentoring c. Courageous Conversation training d. Data analysis and data-driven decision-making e. Response to Intervention f. Differentiated instruction strategies g. Instructional Rounds Protocols h. Student goal-setting i. Student led conferencing j. Strategies for working with teachers in need of assistance 8. Hold all staff accountable for results 9. Work with the Human Resources staff to remove teachers unwilling and/or unable to meet new goals 		

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Part 3: Intervention Model		
Section B: Model Selection Process Cont. Responses are limited to five pages , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Timeline: August 2010 – June 2013 Evaluating Staff		
<ol style="list-style-type: none"> 1. Establish a system of procedures and protocols for evaluating staff, including <ul style="list-style-type: none"> ▪ Evaluation of collaborative planning meetings ▪ Evaluation of lesson plans ▪ 3-Minute Walk-throughs ▪ Instructional Rounds ▪ TEA Professional Development and Appraisal System (PDAS) ▪ Participation in professional development 2. Provide timely, clear, constructive feedback to teachers concerning their planning and teaching practices 3. Link the evaluation process to the district's Teacher Choice professional development program 4. Assess the evaluation process on a regular basis 		
Timeline: October 2010 – June 2011 Rewarding Staff		
<ol style="list-style-type: none"> 1. Create a system for rewarding staff that is transparent and fair <ul style="list-style-type: none"> ▪ Utilize guidelines established by the campus ▪ Include professional development component in the reward criteria <ul style="list-style-type: none"> ○ Reward for receiving professional development ○ Reward for providing professional development to other teachers in the district ▪ Reward for teachers to obtain additional certifications in the following areas: <ul style="list-style-type: none"> • ESL • Special Education • Core Content • GT Training • Pre-Advanced Placement Training 2. Implement a communication plan for building stakeholder support and receiving feedback 3. Secure sufficient funding for long-term program sustainability 4. Incorporate the use of indirect incentives for performance, such as paying for registration for teachers to attend professional development, reimbursement of certification fees, etc. 		
Timeline: October 2010 – June 2013 Removing Staff		
<ol style="list-style-type: none"> 1. Set clear goals and measures for employees' performance 2. Provide targeted training and assistance for an employee receiving an unsatisfactory evaluation or warning 3. Work closely with the Department for Human Resources to become familiar with the rules and regulations that govern staff dismissals 4. Work with the Department for Human Resources to receive assistance with underperforming employees to minimize principal's time spent dismissing low performers 5. Make necessary but limited staff replacements; those unwilling or unable to meet new goals 		

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Part 3: Intervention Model		
Section B: Model Selection Process Cont. Responses are limited to five pages , front side only, with a font size no smaller than 9 point (Arial or Verdana). Responses are limited to five pages , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Timeline: October 2010 – June 2013 Reforming Curriculum and Instruction Approaches <ol style="list-style-type: none"> 1. Focus principal's role on building leadership capacity, achieving learning goals, and improving instruction 2. Establish a grade-level team structure among teachers (K – 5) or (6 -8) with specific duties and time for instructional planning 3. Ensure that instruction is aligned with standards and benchmarks 4. Prepare standards-aligned lessons, including differentiated activities for diverse learners 5. Provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; student-directed small group; independent learning; computer-based learning; homework 6. Implement research-based homework practices 7. Provide frequent communication with parents regarding student progress 8. Ensure effective classroom management by implementing positive behavior support strategies 9. Monitor and assess student mastery of standards-based objectives through mini assessments and district-level benchmarks in order to make appropriate curriculum adjustments 10. Align professional development with classroom observations and teacher evaluation criteria and student achievement results 		
Timeline: October 2010 – June 2013 Providing Rigorous Staff Development <ol style="list-style-type: none"> 1. Create a professional learning community that fosters a culture of continuous learning where professional collaboration is valued, emphasized, and rewarded 2. Provide all staff high quality, ongoing, job-embedded, and differentiated professional development 3. Align professional development with identified needs based on staff evaluation and student performance 4. Ensure that professional development is differentiated for teachers with different levels of need, experience and expertise 5. Structure professional development to provide adequate time for collaboration and active learning 6. Provide sustained and embedded professional development related to the implementation of new programs and strategies 7. Set goals for professional development and monitor the extent to which it has changed practice through observation and student achievement results 8. Ensure that administrators provide regular feedback from classroom walk-throughs and evaluations to teachers to help them improve their practice 9. Directly align professional development with classroom observations (including peer observations from Instructional Rounds) to build specific skills and knowledge of teachers 10. Require that new teachers participate in the district New Teacher Orientation program and are provided with an experienced mentor teacher for the school year 		

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

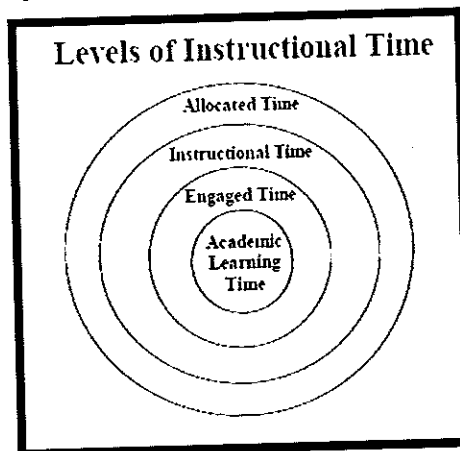
Part 3: Intervention Model

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

Timeline: October 2010 – June 2013

Increasing Learning Time Inside and Outside of the School Day

1. Emphasize research-based practices associated with efforts to increase learning time in the classroom
 - Define Levels of Instructional Time
 - Focus on increasing Academic Learning Time



2. Hire additional staff to allow for extended learning time for targeted students
3. Ensure that teachers use extra time effectively when extended learning is implemented within the regular school program by providing targeted professional development on differentiated instruction strategies, such as small group, guided learning, student work stations, etc.
4. Determine programs to be used outside of the school day by assessing areas of need, selecting programs/strategies to be implemented and identifying potential community partners
5. Allocate funds to support extended learning time, including providing incentives to students for attendance, such as snacks, school supplies, and literature books
6. Provide transportation for students to attend extended learning programs when necessary
7. Create enthusiasm for extended learning programs and strategies among parents, teachers, students, community leaders, and faith-based leaders through information sharing, collaborative planning, and regular communication
8. Provide incentives for parents to attend information and learning sessions, such as healthy snacks, coupons, etc.
9. Utilize the district-level Schools Needing Acceleration Program (SNAP) team to assist school leaders in networking with potential partners and in developing partnerships
10. Monitor progress of the extended learning time programs and strategies being implemented, using data to inform decisions to improve instruction

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Section C: Groups of Participants – List the groups of participants who will actively assist in the process to select a school intervention model that aligns to the identified needs of the campus.			
1	Principal		
2	Assistant Principal		
3	One Teacher Representative from Each Grade Level		
4	Counselor		
5	District-Level Administrator/ Curriculum Specialist		
6	Instructional Intervention Teacher/Instructional Facilitator/Family Specialist		
7	Special Education Campus Coordinator		
8	ELL/Bilingual Specialist		
9	Parents		
10	Community/Business Partners		

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Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 3: Intervention Model Section D: Improvement Activities and Timeline On the following pages of charts applicants should describe all other school improvement activities that will be incorporated with the model to be selected. For each additional improvement activity entered, enter the Critical Success Factor Code(s) from this table, enter the LEA/campus' rationale for including the activity, provide the supporting research that indicates the activity will be effective, and indicate the beginning and ending date of the activity. 1 – Improve Academic Performance, including (but not limited to) Reading/ELA and Math A. Data-driven instruction B. Curriculum Alignment (both horizontal and vertical) C. On-going Monitoring of Instruction 2 – Increase the Use of Quality Data to Drive Instruction A. Data Disaggregation/Training B. Data-driven Decisions C. On-going Communication 3 – Increase Leadership Effectiveness A. On-going Job Embedded Professional Development B. Operational Flexibility C. Resource/Data Utilization 4 – Increase Learning Time A. Flexible Scheduling B. Instructionally-focused Calendar C. Staff Collaborative Planning 5 – Increase Parent/Community Involvement A. Increased Opportunities for Input B. Effective Communication C. Accessible Community Services 6 – Improve School Climate A. Increased Attendance B. Decreased Discipline Referrals C. Increased Involvement in Extra/Co-Curricular Activities 7 – Increase Teacher Quality A. Locally Developed Appraisal Instruments B. On-going Job Embedded Professional Development C. Recruitment/Retention Strategies		

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Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 1: Improve Academic Performance including (but not limited to) Reading/ELA and Math					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1A, 1B, 1C	Improve Student achievement through accelerated instruction in Reading/ELA	Implementation of this strategy requires teachers to accelerate instruction for students to help them overcome educational deficits and make annual growth as well as "catch-up" to be on level with their peers; successful implementation of this strategy increases the likelihood that struggling students will be prepared for challenging grade-level courses	National Institute of Child Health and Human Development. (2000). <i>Report of the National Reading Panel</i> (NIH Publication No. 00-4754). Washington, DC: U.S. Government Printing Office.	October 2010	June 2013
1A, 1B, 1C	Improve Student achievement through accelerated instruction in Mathematics	Implementation of this strategy requires teachers to accelerate instruction for students to help them overcome educational deficits and make annual growth as well as "catch-up" to be on level with their peers; successful implementation of this strategy increases the likelihood that struggling students will be prepared for challenging grade-level courses	National Council of Teachers of Mathematics. (2006). Curriculum focal points for prekindergarten through grade 8 mathematics: A quest for coherence.	October 2010	June 2013
1A, 1B, 1C	Improve Student achievement through accelerated instruction in Science and Social Studies	Implementation of this strategy requires teachers to accelerate instruction for students to help them overcome educational deficits and make annual growth as well as "catch-up" to be on level with their peers; successful implementation of this strategy increases the likelihood that struggling students will be prepared for challenging grade-level courses	Seymour, E., & Hewitt, N. M. (1997). Talk about leaving: Why undergraduates leave the sciences. Boulder, CO: Westview Press.	October 2010	June 2013

1B	Increase College Readiness (Increase Commended Scores on TAKS)	Implementation of this strategy requires teachers to participate in training focusing on strategies to support diverse learners, including GT training and Sheltered Instruction Observation Protocol (SIOP); successful implementation of this strategy increases the number of students scoring at the commended level on TAKS; successful implementation of this strategy also prepares students for taking Pre-Advancement Placement courses in Middle School	National High School Center. (2007a). <i>Easing the transition to high school: Research and best practices designed to support high school learning</i> . National High School Center at the American Institutes for Research. Retrieved from http://betterhighschools.org/docs/NHSC_Transitions_Report.pdf	October 2010	June 2013
1A, 1B, 1C	Implement Advancement Via Individual Determination (AVID)	AVID provides underachieving and 1st generation, non-traditional college-going students an opportunity to prepare for and succeed in rigorous, college-bound curriculum; successful implementation of this strategy provides students opportunities for curriculum support and instruction in academic college preparatory skills	Adelman, C. (1999). <i>Answers in the tool box: Academic intensity, attendance patterns, and bachelor's degree attainment</i> . Washington, DC: U.S. Department of Education.	October 2010	June 2013
1A, 1B	Ensure alignment with content standards through summer curriculum writing	Aligned curriculum provides horizontal continuity for all students among all teachers; curriculum aligned to the standards allows students to perform at higher levels of proficiency on district assessments; analysis of student performance data is used to allocate resources, introduce changes in curricular emphasis, establish connections across grades and content areas, select instructional materials, and develop processes for building professional capacity	Blank, R. K., Porter, A., & Smithson, J. (2001). <i>New tools for analyzing teaching, curriculum, and standards in mathematics & science: Results from survey of enacted curriculum final report</i> . Washington, DC: Council of Chief State School Officers. Retrieved from http://www.eric.ed.gov/E_RICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/19/5d/9a.pdf	October 2010	June 2013
1A	Create common assessments to ensure continuous improvement through data-driven decisions	Common assessments will allow teachers to monitor instruction and student learning and guide decisions regarding adjustments to improve instruction; assessments	Schmoker, M. (1996). <i>Results: The key to continuous school improvement</i> . Alexandria, VA: Association for Supervision and Curriculum Development.	October 2010	June 2013

		provide student performance data which can be used to provide targeted, individualized intervention			
1A, 1B, 1C	Implement campus-wide Response to Intervention	Campus-wide RtI will ensure that teachers use a universal screening process for all students; students demonstrating a need for support will receive increasingly intensive interventions and ongoing progress monitoring; early intervention results in fewer referrals to special education	Duffy, H. (2007). Meeting the needs of significantly struggling learners in high school: A look at approaches to tiered intervention. Washington, DC: National High School Center. Retrieved from http://www.betterhighschools.org/docs/NHSC_RTIBrief_08-02-07.pdf	October 2010	June 2013
1B	Implement Harvard University At-Home Summer Reading Program 3 - 5	Instructional Intervention Teachers provide students with books that closely match students' reading levels and interests; successful implementation of this strategy will enhance the reading achievement of students and reduce skill loss over the summer break	White, Thomas G. and James S. Kim Teacher and Parent Scaffolding of Voluntary Summer Reading; The Reading Teacher, Vol. 62, No. 2 (Oct., 2008), pp. 116-125 Published by: International Reading Association Stable URL: http://www.jstor.org/stable/20203092	Fall 2010	Summer 2013
1A	Update library collection to reflect changes in state standards	Implementation will ensure that all students, especially those at risk, have access to content and literature-based books aligned to grade-level state standards	Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., & Torgesen, J. (2008). Improving adolescent literacy: Effective classroom and intervention practices. A practice guide (NCEE 2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/pdf/practiceguides/adlit_pg_082608.pdf	October 2010	June 2013
1A, 1B	Provide opportunities for student to participate in experiential learning activities through field investigations to build science and social studies content knowledge	Implementation will ensure all students have experiential learning opportunities through participation in field investigations to deepen their content knowledge; field investigations include activities such as visiting	Blank, R. K., Porter, A., & Smithson, J. (2001). New tools for analyzing teaching, curriculum, and standards in mathematics & science: Results from survey of enacted curriculum final report. Washington, DC: Council	October 2010	June 2013

		Natural Bridge Caverns to explore of earth science concepts, participating in water testing activities at the Salado Creek, or exploring the local missions for historical and social relevance	of Chief State School Officers. Retrieved from http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/19/5d/9a.pdf		
1B	Provide opportunities for students to interact with content using technology, such as iTouch	Implementation will allow teachers to target diverse student through the incorporation of innovative technologies	Blank, R. K., Porter, A., & Smithson, J. (2001). New tools for analyzing teaching, curriculum, and standards in mathematics & science: Results from survey of enacted curriculum final report. Washington, DC: Council of Chief State School Officers. Retrieved from http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/19/5d/9a.pdf	January 2011	June 2013

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Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 2: Increase the use of Quality Data to Drive Instruction					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
2A, 2B, 2C	Grade Level Data Coaching	Implementation will identify students at risk for difficulties with certain subjects, such as mathematics or reading, resulting in more intense instruction to students in need; successful implementation of this strategy also allows for the identification of teachers whose students are performing lower than other grade-level classes	Stiggins, R., Arter, J. A., Chappuis, J., & Chappuis, S. (2007). <i>Classroom assessment for student learning: Doing it right, using it well</i> . Portland, OR: Assessment Training Institute.	October 2010	June 2013
2A, 2B, 2C	Frequent Individual Student Assessment	Implementation will allow teachers to use formative assessments to evaluate learning and determine what minor adjustments can be made to instruction to enhance student understanding	Reeves, D. (2007). <i>Ahead of the curve: The power of assessment to transform teaching and learning</i> . Bloomington, In: Solution Tree.	October 2010	June 2013
2A, 2B, 2C	Student Goal Setting/Student Led Conferences	Implementation will allow teachers to use formative assessments to evaluate learning and determine what minor adjustments can be made to instruction to enhance student understanding	Stiggins, R., Arter, J. A., Chappuis, J., & Chappuis, S. (2007). <i>Classroom assessment for student learning: Doing it right, using it well</i> . Portland, OR: Assessment Training Institute.	October 2010	June 2013
2A, 2B, 2C	Teacher-to-Student & Student-to-Student data conferences	Implementation will engage students in the learning process and provide students an opportunity for self-evaluation and student goal setting	Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). <i>Classroom instruction that works: Research-based strategies for increasing student achievement</i> . Alexandria, VA: Association for Supervision and Curriculum Development.	October 2010	June 2013
2A	Training in the Use of the North East ISD data management system, Compass	Implementation of this strategy will allow teachers to use student performance data to	Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009).	October 2010	June 2013

		improve curriculum and instructional delivery for individual students; successful implementation of this strategy will also allow teachers to use data to confirm whether campus instructional programs align with content standards	<i>Using student achievement data to support instructional decision making</i> (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/pdf/practiceguides/dddm_pg_092909.pdf		
2A, 2B, 2C	Develop an early warning system to identify students at-risk using the North East ISD Data Management System, Compass	Implementation will allow teachers to identify students who are not academically on-track with their same-age peers and those at-risk for difficulties in core content areas; early warning system will be created in the district data management system (Compass)	Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). <i>Using student achievement data to support instructional decision making</i> (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/pdf/practiceguides/dddm_pg_092909.pdf	October 2010	June 2013
2A, 2B, 2C	Utilize Critical Friends protocols to more effectively review student performance data	Implementation will support the creation of a professional learning community that fosters a school culture of continuous learning; successful implementation will support teachers' collaborative planning, including examining student work, assessments, and other collaborative structures.	Center for Comprehensive School Reform and Improvement. (2006, February). Redefining professional development [Newsletter]. Washington, DC: Author. Retrieved from http://www.centerforcsri.org/files/Feb06newsletter.pdf	October 2010	June 2013

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Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 3: Increase Leadership Effectiveness					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
3A	Executive Personal Productivity training	Implementation will provide principal with leadership training, including communication, goal setting, empowerment, and productivity	Schmoker, M. (1996). Results: The key to continuous school improvement. Alexandria, VA: Association for Supervision and Curriculum Development.	October 2010	June 2013
3A	Leadership retreats	Implementation will allow for the development of a team approach to planning and decision-making allowing for distributive leadership	Davis, S., Darling-Hammond, L., LaPointe, M., & Meyerson, D. (2005). School leadership study: Developing successful principals (Review of Research). Stanford, CA: Stanford Educational Leadership Institute. Retrieved from http://seli.stanford.edu/research/documents/SELI_sls_research_review.pdf	October 2010	June 2013
3B	Implementation of Professional Learning Communities	Implementation will provide for ongoing opportunities provided for school leadership team to engage in professional development; changing the school culture to support continuous improvement	Hassel, E. A., Hassel, B. C., Arkin, M. D., Kowal, J. K., & Steiner, L. M. (2006). School restructuring under No Child Left Behind: What works when? A guide for education leaders. Washington, DC: Center for Comprehensive School Reform and Improvement. Retrieved from http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/28/07/cb.pdf	October 2010	June 2013
3A, 3B, 3C	Mentoring and coaching of the campus leadership team	Implementation will provide for ongoing opportunities provided for school leadership team to engage in professional development	Marzano, R. (2003). What works in schools: Translating research into action. Alexandria, VA: Association for Supervision and	October 2010	June 2013

			Curriculum Development.		
3A, 3C	District leadership cohort support for SIG schools: principal, assistant principals, counselors, facilitator	Implementation will ensure that teams have a forum to share best-practices among SIG schools; cohorts will be supported through the district SNAP team	Davis, S., Darling-Hammond, L., LaPointe, M., & Meyerson, D. (2005). <i>School leadership study: Developing successful principals</i> (Review of Research). Stanford, CA: Stanford Educational Leadership Institute. Retrieved from http://seli.stanford.edu/research/documents/SELI_sls_research_review.pdf	October 2010	June 2013
3A, 3B, 3C	District instructional leadership academy	Implementation will provide for ongoing opportunities provided for school leadership team to engage in professional development	Davis, S., Darling-Hammond, L., LaPointe, M., & Meyerson, D. (2005). <i>School leadership study: Developing successful principals</i> (Review of Research). Stanford, CA: Stanford Educational Leadership Institute. Retrieved from http://seli.stanford.edu/research/documents/SELI_sls_research_review.pdf	October 2010	June 2013
3A, 3B, 3C	Internal evaluation of Organizational Health	Implementation will establish a means to evaluate processes and structures in relation to campus organization health	Brinson, D., Kowal, J., & Hassel B. C. (2008). <i>School turnarounds: Actions and results</i> . Lincoln, IL: Center on Innovation & Improvement. Retrieved from www.centerii.org/survey	October 2011	June 2013
3A, 3B, 3C	Training in documentation for teachers in need of assistance	Implementation will provide assistance to administrators in effective documentation of teacher who are unable or unwilling to implement school improvement initiative and goals	Kowal, J., Rosch, J. L., Hassel, E. A., & Hassel, B. (2009). <i>Performance-based dismissals: Cross-sector lessons for school turnarounds</i> . Lincoln, IL: Center on Innovation & Improvement. Retrieved from http://www.centerii.org/survey/	October 2011	June 2013
3A, 3C	3-Minute Walk-Through Training	Implementation will allow for training of the administrative team to use this classroom observation tool to link data on instructional practices to students' achievement; data can be used to inform decisions	Rissman, L., Miller, D. H., & Torgesen, J. K. (2009). <i>Adolescent literacy walk-through for principals: A guide for instructional leaders</i> . Portsmouth, NH: RMC Research Corporation, Center on Instruction.	October 2011	June 2013

		regarding teacher professional development and the need for additional instructional resources; 3-Minute Walk-throughs allow administrators to observe classroom and programmatic trends	Retrieved from http://www.centeroninstruction.org/files/Adol%20Lit%20Walk%20Through.pdf		
3A, 3C	Leading Instructional Rounds training	Implementation will allow for training of the administrative team to use this classroom observation tool to link data on instructional practices to students' achievement; data can be used to inform decisions regarding teacher professional development and the need for additional instructional resources; Instructional Rounds, adapted from the field of medicine, allow administrators to work with teacher groups to identify a problem of practice and work together toward improvement; outcomes of Instructional Rounds include increased teacher participation in the evaluation and goal setting process, improved teacher quality, and improved student achievement	Rissman, L., Miller, D. H., & Torgesen, J. K. (2009). Adolescent literacy walk-through for principals: A guide for instructional leaders. Portsmouth, NH: RMC Research Corporation, Center on Instruction. Retrieved from http://www.centeroninstruction.org/files/Adol%20Lit%20Walk%20Through.pdf	October 2010	June 2013

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Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 4: Increase Learning Time					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
4A, 4B, 4C	Tutoring and mentoring provided to students through community programs, such as Big Brothers/Big Sisters, City Year	Implementation will provide students with an adult advocate or mentor who can offer support and guidance to the student on a regular basis	Bernstein, L., Millsap, M., Schimmenti, J., & Page, L. (2008). Implementation study of smaller learning communities: Final report. Washington, DC: U.S. Department of Education.	October 2010	June 2013
4B	Summer School Jumpstart Program on the home campus	Implementation will provide students with increased time for learning through summer program	Pennington, H. (2006). Expanding learning time in high schools. Washington, DC: Center for American Progress. Retrieved from http://www.americanprogress.org/issues/2006/10/pdf/extended_learning_report.pdf	May 2011	July 2013
4B	Summer Thematic Learning Academies for enrichment based on student interest, such as math, science/nature, robotics, technology	Implementation will provide students with opportunities to participate in academies focused on personalization, exploration, non-traditional, and engaging lessons; academies support learning in the area of student interest, and development of content knowledge in the defined area	Kennelly, L., & Monrad, M. (2007, October). Approaches to dropout prevention: Heeding early warning signs with appropriate interventions. Washington, DC: National High School Center at the American Institutes for Research. Retrieved from http://betterhighschools.org/pubs/documents/NHSC_ApproachesToDropoutPrevention.pdf	October 2010	July 2013
4A	Summer Library Program	Implementation will ensure that the library is accessible to students to ensure that students have access to literature and literature-based activities throughout the summer to prevent summer regression	Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., & Torgesen, J. (2008). <i>Improving adolescent literacy: Effective classroom and intervention practices. A practice guide</i> (NCEE 2008-4027).	May 2011	July 2013

			Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/pdf/practiceguides/adlit_pg_082608.pdf		
4B	Saturday Academies	Implementation provides opportunities for students to receive core instruction beyond the school day	U.S. Department of Education. (n.d.). Improve student performance: Tips for reading tutors. Retrieved from http://www.ed.gov/teachers/how/read/readingtutors.pdf	October 2010	May 2013
4B	Adjust the campus schedule to extend the school day with periodic early dismissal for data review, parent conferencing, collaborative planning and professional development	Implementation will allow increase instructional time throughout the school year and provide opportunities for early dismissal once per month to allow teachers to collaborate, participate in professional development, and/or conduct conferences with parents	Gewertz, C. (2009, December 7). Study eyes effect of extra learning time on scores. Education Week. Published in print December 9, 2009, as National database rounds up schools with extended time. Retrieved from http://www.edweek.org/ew/articles/2009/12/09/14time.h29.html?tkn=QLXF8OnlYyhPWE7s20MjZS zxt%2B8LK3%2Fiwja8	August 2011	May 2013
4C	Utilize planning and instructional time more effectively	Implementation will focus on Levels of Instructional Time to increase Academic Learning time within the school day; increasing student time-on-task and increasing students' level of engagement will support improved student performance	Gewertz, C. (2009, December 7). Study eyes effect of extra learning time on scores. Education Week. Published in print December 9, 2009, as National database rounds up schools with extended time. Retrieved from http://www.edweek.org/ew/articles/2009/12/09/14time.h29.html?tkn=QLXF8OnlYyhPWE7s20MjZS zxt%2B8LK3%2Fiwja8	October 2010	June 2013

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Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 5: Increase Parent/Community Involvement					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
5A, 5B	Create Go Centers for parents to access the North East web page, Parent Portal, and Teacher Web Pages	Implementation will provide opportunities for parents to use a computer and printer to access information on the North East webpage, including information on student grades, assignments, upcoming events; computers will also be available for parents to complete surveys or email teachers	Westmoreland, H., Lopez, M. E., & Rosenberg, H. (2009, November). <i>How to develop a logic model for districtwide family engagement strategies</i> . Cambridge: Harvard Family Research Project. Retrieved from http://www.hfrp.org/publicationsresources/browse-our-publications/how-to-develop-a-logic-model-for-districtwide-family-engagement-strategies	October 2010	June 2013
5A, 5C	Child care for parents to attend training and/or parent meetings	Implementation will provide family-focused services and outreach that engage parents and family members in programs and services	Hoover-Dempsey, K. V. (2005). <i>The social context of parental involvement: A path to enhanced achievement</i> . Report to the Institute of Educational Sciences, U. S. Department of Education. Retrieved from http://www.vanderbilt.edu/Peabody/family-school/Reports.html	October 2010	June 2013
5C	Community wellness	Implementation will promote health and physical education and co-curricular activities providing parents an opportunity to participate in the district's initiative to support healthy lifestyles	Bireda, S. (2009). A look at community schools. Washington, DC: Center for American Progress. Retrieved from http://www.americanprogress.org/issues/2009/10/community_schools.html	January 2011	June 2013
5C	Wellness Club	Implementation will promote health and physical education and co-curricular activities; components of the Naperville model will be	Bireda, S. (2009). A look at community schools. Washington, DC: Center for American Progress. Retrieved from http://www.	January 2011	June 2013

		used	americanprogress.org/issues/2009/10/community_schools.html		
5A	Parent incentives	Implementation will provide family-focused support services and outreach that engage parents and family members in programs and services	Westmoreland, H., Lopez, M. E., & Rosenberg, H. (2009, November). <i>How to develop a logic model for districtwide family engagement strategies</i> . Cambridge: Harvard Family Research Project. Retrieved from http://www.hfrp.org/publicationsresources/browse-our-publications/how-to-develop-a-logic-model-for-districtwide-family-engagement-strategies	October 2010	June 2013
5C	Partnership between campus Family Specialist and the Community in Schools Organization	Implementation will provide family-focused support services and outreach that engage parents and family members in programs and Services; campus Family Specialist will work closely with the Community in Schools Organization to provide support services for families	Appalachia Regional Comprehensive Center. (2008). <i>Parent involvement: Keys to success</i> [podcasts and accompanying materials]. Retrieved from http://www.arcc.edvantia.org/page/ParentInvolvementPodcasts/	October 2010	June 2013
5C	Parent training, such as Incredible Years, Literacy Training, and Families and Schools Together (FAST) Training	Implementation will provide family-focused support services and outreach that engage parents and family members in programs and services; support includes parenting training	Hoover-Dempsey, K. V. (2005). <i>The social context of parental involvement: A path to enhanced achievement</i> . Report to the Institute of Educational Sciences, U. S. Department of Education. Retrieved from http://www.vanderbilt.edu/Peabody/family-school/Reports.html	October 2010	June 2013
5A, 5B	Content Academy for Parents and Students (Math, Reading, Writing, Science, Social Studies)	Implementation will provide family-focused support services and outreach that engage parents and family members in academic programs; academies will allow parents to participate in the instructional process by exposing them to their child's curriculum and by providing recommendation for how families can support student learning at home	Westmoreland, H., Lopez, M. E., & Rosenberg, H. (2009, November). <i>How to develop a logic model for districtwide family engagement strategies</i> . Cambridge: Harvard Family Research Project. Retrieved from http://www.hfrp.org/publicationsresources/browse-our-publications/how-to-develop-a-logic-model-for-districtwide-family-engagement-strategies	October 2010	June 2013

5C	Home Visits	Implementation will family-focused support services and outreach that engage parents and family members in programs and services	Hoover-Dempsey, K. V. (2005). <i>The social context of parental involvement: A path to enhanced achievement</i> . Report to the Institute of Educational Sciences, U. S. Department of Education. Retrieved from http://www.vanderbilt.edu/Peabody/family-school/Reports.html	October 2010	June 2013
5C	Student, Parent, and Community Events, including Safety Summits, Back to School Fairs, College and Career Readiness Informational Nights,	Implementation will provide family-focused support services and outreach that engage parents and family members in academic programs	Hoover-Dempsey, K. V. (2005). <i>The social context of parental involvement: A path to enhanced achievement</i> . Report to the Institute of Educational Sciences, U. S. Department of Education. Retrieved from http://www.vanderbilt.edu/Peabody/family-school/Reports.html	October 2010	June 2013

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Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 6: Improve School Climate					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
6B	Anti-bullying Training and Awareness	Implementation will foster a positive school climate, including safe schools and respectful environments	Ragozzino, K., & Utne O'Brien, M. (2009). <i>Social and emotional learning and bullying prevention</i> [Issue Brief]. Retrieved from http://casel.org/downloads/2009_bullyingbrief.pdf	October 2010	June 2013
6B	Character Education	Implementation will ensure that the relationships between and among students and adults in the school are grounded in respect and trust by providing high expectations, fair and consistent discipline, and by modeling and teaching good social, emotional, and academic skills	Ragozzino, K., & Utne O'Brien, M. (2009). <i>Social and emotional learning and bullying prevention</i> [Issue Brief]. Retrieved from http://casel.org/downloads/2009_bullyingbrief.pdf	October 2010	June 2013
6B	Cultural Proficiency Training, including poverty, race, ethnicity, gender, language, etc.	Implementation will support teachers in interacting effectively with diverse groups of students	Imazeki, J., & Goe, L. (2009). The distribution of highly qualified, experienced teachers: Challenges and opportunities (TQ Research & Policy Brief). Washington, DC: National Comprehensive Center for Teacher Quality. Retrieved from http://www.tqsource.org/publications/August2009Brief.pdf	October 2010	June 2013
6B	Equity Audit	Implementation will assess the degree of equity or inequity present in three key areas of their school: programs, teacher quality, and achievement.	Imazeki, J., & Goe, L. (2009). The distribution of highly qualified, experienced teachers: Challenges and opportunities (TQ Research & Policy Brief). Washington, DC: National Comprehensive Center for Teacher Quality. Retrieved from http://www.tqsource.org/publications/August2009Brief.pdf	October 2010	May 2010

			www.tqsource.org/publications/August2009Brief.pdf		
6A, 6C	Elementary to Middle School Transition for 5 th Grade to 6 th Grade Students	Implementation will support for students as they transition into and out of school	Herlihy, C. (2007). State and district-level support for successful transitions into high school. Washington, DC: National High School Center at the American Institutes for Research. Retrieved from http://www.betterhighschools.org/pubs/documents/NHSC_PolicyBrief_TransitionsIntoHighSchool.pdf	October 2010	August 2011
6A, 6B	Smaller Learning Communities	Implementation will increase student engagement and teacher involvement by creating smaller learning environments for students	Bernstein, L., Millsap, M., Schimmenti, J., & Page, L. (2008). Implementation study of smaller learning communities: Final report. Washington, DC: U.S. Department of Education.	October 2010	June 2013
6C	After school clubs: dance, soccer, science, math, reader's theater, robotics, Chess, Science, Technology, Engineering, and Mathematics (S.T.E.M.), extracurricular and intramural activities	Implementation will increase student engagement by focusing on personalization, supporting learning in the area of student interest, and development of content knowledge in the defined area	Kennelly, L., & Monrad, M. (2007, October). Approaches to dropout prevention: Heeding early warning signs with appropriate Interventions. Washington, DC: National High School Center at the American Institutes for Research. Retrieved from http://betterhighschools.org/pubs/documents/NHSC_ApproachesToDropoutPrevention.pdf	October 2010	June 2013

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Critical Success Factor 7: Increase Teacher Quality					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
7B	Professional Development: Differentiated Instruction	Implementation will provide necessary training for teachers to ensure teachers incorporate an array of research-based instructional and organizational practices as a means to accommodate student differences in learning	Hall, T. (2002). Differentiated instruction. Wakefield, MA: National Center on Accessing the General Curriculum. Retrieved from http://www.cast.org/publications/ncac/ncac_diffinst_ruc.html	October 2010	June 2013
7B	Professional Development: Instructional Rounds	Implementation will provide necessary data about teachers' instructional practices will help determine the fidelity of implementation in instructional programs and will provide information about professional development priorities	National Comprehensive Center for Teacher Quality. (2008, March). Tips & tools, key issue: Identifying how highly effective leaders support teachers. Retrieved from http://www2.tqsource.org/strategies/het/ProfessionalContexts.pdf	October 2010	June 2013
7B	Professional Development: Sheltered Instruction Observation Protocol (SIOP)	Implementation will provide necessary training for teachers to ensure that content is comprehensible to students; curricula must include guided instruction in vocabulary (including the multiple meanings of many English words), sentence structure, and syntax, and the range of words that appear more often in text than in oral conversation	Francis, D. J., Rivera, M., Lesaux, N., Kieffer, M., & Rivera, H. (2006). Practical guidelines for the education of English language learners: Research-based recommendations for instruction and academic interventions. Portsmouth, NH: RMC Research Corporation, Center on Instruction. Retrieved from http://centeroninstruction.org/files/ELL1-Interventions.pdf	October 2010	June 2013
7B, 7C	Professional Development: Professional Learning Communities	Implementation will provide necessary support for teachers and school administrators to continuously seek and share learning to enhance their effectiveness and	National Comprehensive Center for Teacher Quality. (2008, March). Tips & tools, key issue: Identifying how highly effective leaders support teachers.	October 2010	June 2013

		improve student achievement	Retrieved from http://www2.tqsource.org/strategies/het/ProfessionalContexts.pdf		
7B	Understanding By Design or another to improve instructional planning	Implementation will support teachers in improving lesson planning and targeting strategies to support diverse students	Goe, L., Bell, C., & Little, O. (2008). Approaches to evaluating teacher effectiveness: A research synthesis. Washington DC: National Comprehensive Center for Teacher Quality. Retrieved from http://www.tqsource.org/publications/teacherEffectiveness.php	October 2010	June 2013
7B	Robert Marzano's Instructional Strategies	Implementation will support teachers in utilizing a wide variety of learning strategies to support diverse students	Goe, L., Bell, C., & Little, O. (2008). Approaches to evaluating teacher effectiveness: A research synthesis. Washington DC: National Comprehensive Center for Teacher Quality. Retrieved from http://www.tqsource.org/publications/teacherEffectiveness.php	October 2010	June 2013
7B	Professional Development: Teaching with Poverty In Mind & other Eric Jensen training related to brain-based learning.	Implementation will help teachers understand the impact of poverty on the development of the brain and support teachers in implementing a variety of strategies to help students improve their learning.	Goe, L., Bell, C., & Little, O. (2008). Approaches to evaluating teacher effectiveness: A research synthesis. Washington DC: National Comprehensive Center for Teacher Quality. Retrieved from http://www.tqsource.org/publications/teacherEffectiveness.php	October 2010	June 2013
7B	Professional Development: Positive Behavior Support Foundations Training	Implementation will link individual classroom management strategies to the school-wide behavioral support system; utilize effective classroom management strategies	Oliver, R. M. (2007). Key issue: Improving student outcomes in general and special education with effective classroom management practices. Washington, DC: National Comprehensive Center for Teacher Quality. Retrieved from http://www2.tqsource.org/strategies/multitieredSystems/TQClassroomManagement.pdf	October 2010	June 2013
7B	Professional Development: Data-driven Decisions	Implementation will support the collection, interpretation, and use of data to identify students who are academically on-	Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data	October 2010	June 2013

		track and those who are at-risk for difficulties	to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/pdf/practiceguides/dddm_pg_092909.pdf		
7B	Professional Development: Response to Intervention	Implementation will provide ensure that teachers use a universal screening for all students; students demonstrating a need for support receive increasingly intensive interventions and ongoing progress monitoring	Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). Assisting students struggling with mathematics: Response to Intervention (RtI) for elementary and middle schools. A practice guide. (NCEE 2009-4060). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/pdf/practiceguides/rti_math_pg_042109.pdf	October 2010	June 2013
7B	Campus-based professional development	Implementation will provide district-level professional development based on the needs of the campus	Birman, B. F., Desimone, L., Porter, A. C., & Garet, M. S. (2000). Designing professional development that works. Educational Leadership 57, 28-33.	October 2010	June 2013
7C	Flexible hiring to ensure that the school is not required to hire from the district pool, but rather may interview to select the best qualified applicants	Implementation will ensure best qualified teachers are working with at risk students	Dwyer, C., (Ed.). (2007). America's challenge: Effective teachers for at-risk schools and students. Washington, DC: National Comprehensive Center for Teacher Quality. Retrieved from http://www.tqsource.org/publications/NCCTQBiennialReport.php	October 2011	June 2013
7C	Provide career growth incentives and supplemental pay for teachers	Implementation will provide performance - based incentives for teachers who meet criteria, including meeting student performance targets	National Comprehensive Center for Teacher Quality. (2007). Paying for teachers' performance: Strategies and conditions for success. Retrieved from http://www.tqsource.org/webcasts/payforteach/index.php	August 2011	June 2013

7B	Extend collaboration opportunities (5 days at the beginning of the work schedule, and 5 days at the end of the work schedule)	Implementation will provide for increased time for collaborative planning among teachers to provide for implementation, assessments, and adjustment in short cycles of improvement	Schmoker, M. (1996). Results: The key to continuous school improvement. Alexandria, VA: Association for Supervision and Curriculum Development.	August 2011	June 2013
7A	Use of flip cameras so that teachers may videotape lessons to be used for self-reflection	Implementation will involve teachers in the process of defining teacher effectiveness and in self-evaluation	Goe, L., Bell, C., & Little, O. (2008). Approaches to evaluating teacher effectiveness: A research synthesis. Washington DC: National Comprehensive Center for Teacher Quality. Retrieved from http://www.tqsource.org/publications/teacherEffectiveness.php	January 2011	June 2013
7B	Provide additional staff to reduce class size, support teacher quality, and increase parent and community engagement	Implementation will provide for one class reduction teacher, an Academic Emphasis Coach, one Counselor/testing coordinator, and 3 facilitators; Academic Emphasis Coach will provide academic coaching to teachers; counselor will focus on college readiness and engaging parents and family members in academic programs and by coordinating testing this will allow current counselor to provide more guidance, small group social skills and individual counseling of students; teacher allocations will be used for class size reduction	Clotfelter, C., Ladd, H., Vigdor, J., & Wheeler, J. (2006). High-poverty schools and the distribution of teachers and principals. CALDER Working Paper. Retrieved from http://www.caldercenter.org/PDF/1001057_High_Poverty.pdf	January 2011	June 2013

Add additional pages as needed.

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

Part 4: Waiver Requests

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

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

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

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

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Texas Title I Priority Schools Grant		
Schedule #4C—Performance Assessment and Evaluation		
Part 1: Component Description. By submitting this application, the applicant agrees to comply with any reporting and evaluation requirements that TEA may establish and to submit the reports in the format TEA requests. (Response limited to one page each, font size no smaller than 9 pt, Arial or Verdana)		
Section A: Ongoing Monitoring/Continuous Improvement - Describe the LEA/campus' process for providing on-going monitoring of grant activities to ensure continuous improvement		
<p>North East ISD, through the Schools Needing Acceleration Program (SNAP) team and campus administrators, will ensure</p> <ul style="list-style-type: none"> • campus interventions are coherent • fidelity of implementation of school improvement interventions • consultation, professional development, observation, and coaching are provided as needed • continuous examination of school practices • ongoing and systematic data collection • frequent assessments of the program's impact on student learning <p>Ongoing and systematic data collection regarding implementation is critical in determining which interventions are successful. To accomplish this, Compass, a web-based data management system was created and is currently used by North East ISD to ensure continuous monitoring of performance data. This system allows teachers, counselors, administrators, and school improvement support team members to have immediate access to the District benchmark assessments, student grades, TAKS results, attendance data, and other student demographic and programmatic information. Such data monitoring provides opportunities for mid-course corrections in instructional and curricular planning and "just-in-time" data for proactive intervention for struggling students. Interventions will be monitored and modified to assure continuous improvement.</p> <p>Periodic walk-through assessments will be used by administrators observing teachers using grant intervention strategies in their classes. The campus administrative team will use classroom observations to link instructional practices to students' achievement. These data can be used to inform decisions regarding teacher professional development and the need for additional instructional resources.</p>		

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Schedule #4C—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

North East ISD will conduct a rigorous evaluation of program implementation. Multiple measures will be considered and used to understand how to improve the grant program and student learning.

Analysis of demographic, perception, student learning, and school processes data provide campuses an opportunity to

- understand and evaluate the transformation model's impact on student achievement.
- understand if the interventions are successful in meeting the needs of individual students
- measure core program success and effectiveness
- improve instruction
- align instructional resources to address identified needs
- provide students feedback on their performance
- guide curriculum development, adjustment and/or revision
- promote accountability
- continuously improve the school support systems

Quantitative data will be analyzed to determine the impact of school improvement interventions on student achievement. Objective measures include: state assessment AEIS performance data, federal AYP data, discipline reports, student and teacher attendance reports, health and wellness reports, course failure reports, mobility data, in-district benchmark assessments, and in-district campus common assessments. Baseline data collected and the inception of the grant will be compared to formative data collected during the grant period.

Qualitative data, such as perception data, shall also be gathered to assist schools in understanding what students, parents, staff, and other think about the learning environment. Perception data will be gathered through questionnaires, interviews, focus groups, and observations.

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Section C: Qualitative and Quantitative Data Collection Methods- Describe the LEA/campus' process for data collection methods to be implemented and 1) how the data will be disaggregated; 2) used to improve instruction; and 3) obtain continuous improvement results		
<p>North East ISD utilizes Compass, a web-based data management system used to ensure continuous monitoring of performance data. This system allows teachers, counselors, administrators, and school improvement support team members to have immediate access to the District benchmark assessments, student grades, TAKS results, attendance data, and other student demographic and programmatic information. Such data monitoring provides opportunities for mid-course corrections in instructional and curricular planning and will provide "just-in-time" data for proactive intervention for struggling students. Interventions will be monitored and modified to assure continuous improvement.</p> <p>In addition to Compass, other in-district data management systems are used. Campuses have the ability to disaggregate data by demographics which allows for the analysis and observation of trends. Disaggregation of data by student groups allows campuses to isolate variations among student groups to determine if all students are experiencing school in the same way. Disaggregation of data is used as a problem-finding strategy and allows campuses to determine if interventions are meeting the needs of all students. Demographic information variables include:</p> <ul style="list-style-type: none"> • enrollment • ethnicity • indicators of poverty • English language proficiency • Special education disabilities • giftedness • gender • mobility • attendance • retention rates • discipline indicators • socioeconomic status <p>Quantitative data will be analyzed to determine the impact of interventions on student achievement. Objective measures to be disaggregated include: state assessment AEIS performance data, federal AYP data, discipline reports, student and teacher attendance reports, health and wellness reports, course failure reports, mobility data, in-district benchmark assessments, and in-district campus common assessments.</p> <p>Qualitative data, such as perception data, shall also be gathered to assist schools in understanding what students, parents, staff, and other think about the learning environment. Perception data will be gathered through questionnaires, interviews, focus groups, and observations.</p> <p>In addition, periodic walk-through assessments will be used by administrators observing teachers using grant intervention strategies in their classes. The campus administrative team will use classroom observations to link data on instructional practices to students' achievement. These data can be used to inform decisions regarding teacher professional development and the need for additional instructional resources.</p>		

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Part 2: Process for Development of Performance Goals		
Describe the process to be implemented to develop the campus' performance goals. Include the groups participating in the development of the goals. Responses are limited to two pages, front side only , with a font size no smaller than 9 point (Arial or Verdana).		
To develop campus performance goals and facilitate conversation among stakeholders, an Academic Emphasis Team was formed to conduct a comprehensive needs assessment and select a school intervention model. The Academic Emphasis Team includes the following members: principal, assistant principal, one teacher representative from each grade level, counselor, district-level administrator/curriculum specialist, instructional intervention teacher/instructional facilitator, special education campus coordinator, ELL/Bilingual specialist, parents, and community/business partners.		
North East ISD takes a lead role in supporting and sustaining school improvement efforts through the creation of an in-district support team. The Schools Needing Acceleration Program (SNAP) team, coordinated through the North East ISD Department for School Improvement, will provide resources, support, professional development, and expertise to priority schools identified by TEA due to low performance.		
The SNAP team, led by the Executive Director for School Improvement, met with the grant school principal to provide support and guidance to effectively plan for school improvement initiatives and provide recommendations to build parent and community support, contract with external partners, monitor fidelity of plan implementation and progress, build leadership capacity, problem-solve, and maintain coordination and communication.		
Following SNAP team meetings, the grant school principal worked collaboratively with the campus Academic Emphasis Team as well as the Campus Improvement Council, and Grade-Level Chairpersons to refine and develop the campus' performance measures. These measures support the following transformation efforts		
<ul style="list-style-type: none"> • Improving Student Achievement <ul style="list-style-type: none"> ○ Improving student performance in reading ○ Improving student performance in math ○ Improving student performance in science ○ Improving student performance in social studies ○ Closing achievement gaps between student groups • Curriculum, Instruction, and Assessment <ul style="list-style-type: none"> ○ Aligning curriculum ○ Implementing research-based instructional strategies ○ Supporting diverse learners through research-based methods ○ Monitoring instruction ○ Using assessment data to guide instructional decision-making ○ Incorporating technology to meet the needs of diverse learners • Professional Development <ul style="list-style-type: none"> ○ Providing on-going and job-embedded opportunities ○ Differentiating for teacher competency levels ○ Coaching and mentoring ○ Providing opportunities for teacher self-evaluation • Family and Community Involvement <ul style="list-style-type: none"> ○ Building parent and community support for school reform and transformation ○ Involving parents and community members in the decision-making process • Leadership and Governance <ul style="list-style-type: none"> ○ Building leadership capacity at the campus level ○ Increasing principal effectiveness ○ Building professional learning communities 		

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<ul style="list-style-type: none"> • School Context and Organization <ul style="list-style-type: none"> ○ Increasing learning time ○ Increasing equity in curricular and extra-curricular programs, teacher quality, and student achievement ○ Increasing cultural proficiency ○ Transitioning students to and from the campus successfully ○ Maintaining and encouraging communication and coordination throughout the system ○ Aligning incentives to student performance outcomes 		

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Schedule # 4C—Performance Assessment and Evaluation						
Part 3: Annual Performance Goals						
Improve Academic Performance – Enter the annual goals for student achievement, on both the State's assessments and other measures identified by the LEA, to which the LEA is holding the campus accountable						
#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Improve Academic Performance in Reading/ELA	TAKS, District Benchmarks, Failure Reports, TPRI, Tejas Lee	81% Rdg & 86% Writing	87% Rdg 91% Writing	94% Rdg 96% Writing	100% Rdg 100% Writing
2	Improve Academic Performance in Math	TAKS, District Benchmarks, Didax, Failure Reports	70%	80%	90%	100%
3	Improve Academic Performance in Science	TAKS, District Benchmarks, Failure Reports	77%	85%	92%	100%
4	Close Academic Achievement Gaps Among Student Groups	TAKS, District Benchmarks, Failure Reports	Math –5% gap between white and AA students. Reading – 8% between AA and Hisp/White Writing – White subgroup is 8% below Hisp and 14% below AA. Science – White is about 15% higher than other subpops	Math decrease gap by 3% Rdg decrease gap by 3% Writ decrease gap 3% Science decrease gap 5%	Math 0% gap Rdg 2% gap Writ 2% gap Science 5% gap	0% diff
5						

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Train Teachers in Effectively Using the District Data Management System: Compass	Sign-In Sheets from Professional Development Sessions	75%	100%	100%	100%
2	Review Individual Student Data through Grade Level Data Coaching	Evaluation of Grade Level Presentations to Campus Leadership Team	0%	100%	100%	100%
3	Assess Individual Student Performance on Grade Level TEKS	Lesson Plans, Classroom Observations	75%	100%	100%	100%
4	Conduct Student Led Conferences	Sign-in sheets from Parent Conferences, Lesson Plans, Classroom Observations	0%	33% (Grades 4 and 5)	66% (Grades 2 – 5)	100% (Grades K- 5)
5	Train and Implement Critical Friends Protocols in Collaborative Planning	Collaborative Planning Observations, Meeting Agendas	0%	100%	100%	100%

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Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Participate in Executive Personal Productivity Training (Principal)	Sign-In Sheets from Professional Development Sessions	0%	100%	100%	100%
2	Implement Professional Learning Communities	Sign-In Sheets from Professional Development Sessions, Teacher Surveys	20%	100%	100%	100%
3	Participate in Mentor and Coaching Training	Sign-In Sheets from Professional Development Sessions, Teacher Surveys	0%	100%	100%	100%
4	Implement Instructional Rounds	Sign-In Sheets from Professional Development Sessions, Teacher Surveys	0%	33% (Grades 4 and 5)	66% (Grades 2 - 5)	100% (Grades K- 5)
5	Improve Organizational Health	In-district Evaluation Instrument	0%	100%	100%	100%

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Provide Mentors to Students At-Risk	Roster of Mentors	0%	100%	100%	100%
2	Implement Course Recovery and Acceleration Programs	Sign-in Sheets from Student Participation, Completion Rates	33%	100%	100%	100%
3	Increase Learning Time through Out of School Activities	Sign-in Sheets, Participation Logs	45 min.	60 min.	75 min.	90 min.
4	Increase Academic Learning Time	Walk-through Observation, Student Performance	75%	100%	100%	100%

		Data				
5	Utilize planning time more effectively	Sign-in Sheets from Grade Level Planning Meetings, Agendas, Walk-Through Observations	75%	100%	100%	100%

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Part 3: Annual Performance Goals						
Increase Parent/Stakeholder Involvement – Enter the annual goals for increasing parent and community involvement, to which the LEA is holding the campus accountable.						
#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Promote Open Communication	Meeting Calendar, Sign-in Sheets from Parent Meetings, Number of Communication Methods, Surveys	33%	66%	100%	100%
2	Provide Multiple Opportunities to Engage Parents in the Educational Process	Meeting Calendar, Sign-in Sheets from Parent Meetings, Number of Communication Methods, Surveys	33%	66%	100%	100%
3	Provide Multiple Opportunities to Engage Stakeholders in the Educational Process	Meeting Calendar, Sign-in Sheets from Stakeholder Meetings, Agendas, Number of Communication Methods, Surveys	33%	66%	100%	100%
4	Promote Health and Wellness	Meeting Calendar, Sign-in Sheets from Wellness Meetings and Events, Surveys	0%	33%	66%	100%
5	Involve Parents through Content Academies and Other Events	Meeting Calendar, Sign-in Sheets from Meetings and Events, Surveys	33%	66%	100%	100%

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Improve School Climate through the implementation of Anti-Bullying Program and Character Education Programs	Sign-in Sheets from Grade Level Planning Meetings, Agendas, Walk-Through Observations, Surveys	0%	100%	100%	100%
2	Improve Teacher Cultural Proficiency	Sign-In Sheets from Professional Development Sessions, Walk-Through Observations, Equity Audit, Surveys	0%	100%	100%	100%
3	Provide additional opportunities for students to participate in school clubs	Number of Clubs Available, Number of participants in Clubs	15%	35%	65%	80%
4						
5						

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Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Teacher participation in planned professional development	Number of professional development opportunities, Number of Teachers participating	15/100%	20/100%	20/100%	20/100%
2	Improved instruction in the classroom	TAKS, TAKS, District Benchmarks, Failure Reports, TPRI, Tejas Lee, Didax, Walk-through observations	Math 70% Reading 84% Writing 86% Science 77%	Math 80% Reading 87% Writing 91% Science 85%	Math 94% Reading 96% Writing 90% Science 92%	Math, Reading, Writing Science 100% for all
3						
4						
5						

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

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

5						
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Schedule # 4D—Equitable Access and Participation: Barriers and Strategies				
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups.	X	X	X
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 # 4D—Equitable Access and Participation: Barriers and Strategies				
Barrier: Cultural, Linguistic, or Economic Diversity (cont.)				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input 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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Schedule # 4D—Equitable Access and Participation: Barriers and Strategies					
Barrier: Drug-Related Activities (cont.)					
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input 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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Schedule # 4D—Equitable Access and Participation: Barriers and Strategies					
Barrier: Absenteeism/Truancy					
#	Strategies for Absenteeism/Truancy	Students	Teachers	Others	
K01	Provide early identification/intervention.	<input 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 transferal 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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Schedule # 4D—Equitable Access and Participation: Barriers and Strategies				
Barrier: Shortage of Qualified Personnel				
#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input 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: _____			

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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, 2010 through June 30, 2013				
Class/Object Code and Description	Campus Grant Costs	LEA Admin Grant Costs	Pre-Award Cost	Total Grant Funds Budgeted
Payroll Costs	5B 6100	\$ 2,081,022	\$	\$ 2,081,022
Professional and Contracted Services	5C 6200	217,500		217,500
Supplies and Materials	5D 6300	303,829		303,829
Other Operating Costs	5E 6400	121,500		121,500
Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only)	5G 6600/15XX	75,000		75,000
	Total Direct Costs	2,799,141		2,799,141
	1.817% Indirect Costs		50,859	50,859
Grand Total				
Total Budgeted Costs:		\$ 2,799,141	\$ 50,859	\$ 2,850,000
Administrative Cost Calculation				
Enter total amount from Schedule #5 Budget Summary, Last Column, Total Budgeted Costs				2,850,000
Multiply by (5% limit)				X .05
Enter Maximum Allowable for Administration, including Indirect Costs				\$ 142,500

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Schedule #5—Program Budget Summary		
Budget Request by Grant Year: Enter the amount of grant funds requested for each year of the three year grant period.		
Year 1: SY 2010-2011 \$1,000,000 Year 2: SY 2011-2012 \$925,000 * Year 3: SY 2012-2013 \$925,000 * * Any Budget Request entered for funds in Year 2 and/or Year 3 constitutes the LEA/campus requesting approval of the waiver for extending the period of availability of these grant funds, whether indicated on Schedule #4B—Program Description: Waiver Requests or not.		
Provide any necessary explanation or clarification of budgeted costs		
Empty space for explanation		

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Texas Title I Priority Schools Grant Schedule #5B—Payroll Costs (6100)						
Budgeted Costs						
Employee Position Titles		Justification	#Full-Time Effort	#Part-Time Effort	Pre-Award	Amount Budgeted
Instruction						
1	Teacher	Class Size reduction	1		\$	\$ 174,000
2	Educational Aide					
3	Tutor					
Program Management and Administration						
4	Project Director					
5	Academic Emphasis Coach	Works collaboratively w/principal and teachers to implement school improvement initiatives	1			210,000
6	Teacher Facilitator	Math, Reading & ELA	3			522, 000
7	Teacher Supervisor					
8	Secretary/Administrative Assistant					
9	Data Entry Clerk					
10	Grant Accountant/Bookkeeper					
11	Evaluator/Evaluation Specialist					
Auxiliary						
12	Counselor/Testing Coordinator		1			225,000
13	Social Worker					
14	Child Care Provider					
15	Community Liaison/Parent Coordinator					
16	Bus Driver					
17	Cafeteria Staff					
18	Librarian					
19	School Nurse					
Other Employee Positions						
22	Title: _____					
23	Title: _____					
24	Title: _____					
25	Title: _____					
26	Subtotal Employee Costs				\$	1131,000
Substitute, Extra-Duty, Benefits						
27	6112	Substitute Pay For teacher planning time, prof. dev. And instr. rounds			\$	\$ 54,000
28	6119	Professional Staff Extra-Duty Pay Beginning and end of year work + Incentive Pay				720,000
29	6121	Support Staff Extra-Duty Pay				
30	6140	Employee Benefits				176,022
31	Subtotal Substitute, Extra-Duty, Benefits Costs				\$	\$ 950,022
32	Grand Total Payroll Budget (line 26 + line 31)				\$	\$ 2,081,022

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Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval					
Expense Item Description				Pre-Award	Total Amount Budgeted
621 2	Audit Costs (other than audits required under OMB Circular A-133)			\$	\$
	Specify purpose: _____				
626 9	Rental or Lease of Buildings, Space in Buildings, or Land				
	Specify purpose and provide calculation: _____				
629 9	Contracted Publication and Printing Costs (specific approval required only for nonprofit charter schools)				
	Specify purpose: _____				
629 9	Scholarships and Fellowships (not allowed for nonprofit charter schools)				
	Specify purpose: _____				
Subtotal					
6200 -- Professional and Contracted Services Cost Requiring Specific Approval					
Professional and Consulting Services (6219/6239) Less than \$10,000					
#	Topic/Purpose/Service			Total Contracted Amount	Pre-Award
1.	Understanding by Design			\$ 5,250	\$
2.	Eric Jensen			9,000	
3.	Marzano			9,000	
4.	TASA 3-min. Walk-through Professional Development			8,250	
5.	Critical Friends Professional Development			7,500	
6.					
7.					
8.					
9.					
10.					
Subtotal					
Professional and Consulting Services Less than \$10,000				\$	\$ 39,000
Professional and Consulting Services (6219) Greater than or Equal to \$10,000					
1. Description of Professional or Consulting Service (Topic/Purpose/Service):					
Positive Behavior Support					
Contractor's Cost Breakdown of Service to be Provided			# Positions	Total Contracted Amount	Pre-Award
Contractor's Payroll Costs				\$	\$
Title: _____					
Subgrants, Subcontracts, Subcontracted Services				12,000	
Supplies and Materials					
Other Operating Costs					
Capital Outlay (Subgrants Only)					
Indirect Cost (%)					
Total Payment:				12,000	12,000

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Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval (cont.)				
Professional and Consulting Services (6219) Greater than or Equal to \$10,000 (cont.)				
2. Description of Professional or Consulting Service (Topic/Purpose/Service): Campus Snapshot Information (SIRC) and Principal/Leadership Competency Review (SIRC)				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$	\$	\$
Title: _____				
Subgrants, Subcontracts, Subcontracted Services		40,500		40,500
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (%)				
Total Payment:		40,500		40,500
3. Description of Professional or Consulting Service (Topic/Purpose/Service): Summer Team Training				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$	\$	\$
Title: _____				
Subgrants, Subcontracts, Subcontracted Services		90,000		90,000
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (%)				
Total Payment:		90,000		90,000
4. Description of Professional or Consulting Service (Topic/Purpose/Service): Leadership Coaching for Campus Leaders (Region 13)				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$	\$	\$
Title: _____				
Subgrants, Subcontracts, Subcontracted Services		36,000		36,000
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (%)				
Total Payment:		36,000		36,000
Subtotal: Professional and Consulting Services Greater Than or Equal to \$10,000:		\$	\$	\$ 178,500
Subtotal of Professional and Contracted Services Costs Requiring Specific Approval:				
Subtotal of Professional and Consulting Services or Subgrants Less than \$10,000:		39,000		39,000
Subtotal of Professional and Consulting Services Greater than or Equal to \$10,000:		178,500		178,500
Remaining 6200- Professional and Contracted Services that do not require specific approval:				
Grand Total:		217,500		217,500

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Schedule #5D - Itemized 6300 Supplies and Materials Costs Requiring Specific Approval						
Expense Item Description				Pre-Award	Total Budgeted	
6399	Technology Hardware- Not Capitalized				\$ 81,000	
	#	Type	Purpose			Quantity
	1	iTouch	Integration of Technology at every grade level			450
	2					
	3					
	4					
6399	Technology Software- Not Capitalized					
6399	Supplies and Materials Associated with Advisory Council or Committee					
Total Supplies and Materials Requiring Specific Approval:					81,000	
Remaining 6300- Supplies and Materials that do not require specific approval:					222,829	
Grand Total				\$	\$ 303,829	

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Schedule #5E - Itemized 6400 Other Operating Costs Requiring Specific Approval			
	Expense Item Description	Pre-Award	Total Budgeted
6411	Out of State Travel for Employees (includes registration fees) Specify purpose: National Conf. for Principals and 2 Team members – ASCD, Drop-out Prevention, Differentiated Instruction, Eric Jensen's Teaching with Poverty in Mind, Direct Institute	\$	\$ 21,000
6412	Travel for Students (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools) Specify purpose:		
6413	Stipends for Non-Employees (specific approval required only for nonprofit charter schools) Specify purpose:		
6419	Travel for Non-Employees (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools) Specify purpose:		
6411/ 6419	Travel Costs for Executive Director (6411), Superintendents (6411), or Board Members (6419) (includes registration fees) Specify purpose:		
6429	Actual losses which could have been covered by permissible insurance		
6490	Indemnification Compensation for Loss or Damage		
6490	Advisory Council/Committee Travel or Other Expenses (explain purpose of Committee on Schedule #4B-Program Description: Project Management)		
6499	Membership Dues in Civic or Community Organizations (Not allowable for University applicants) Specify name and purpose of organization:		
	Publication and Printing Costs- If reimbursed (specific approval required only for nonprofit charter schools) Specify purpose:		
Total 64XX- Operating Costs Requiring specific approval:			21,000
Remaining 6400 – Other Operating Costs that do not require specific approval:			100,500
Grand Total		\$	\$ 121,500

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Schedule #5G - Itemized 6600/15XX Capital Outlay- Capitalized Assets Regardless of Unit Cost (15XX is for use by Charter Schools sponsored by a nonprofit organization)					
	Description/Purpose	Unit Cost	Quantity	Pre-Award	Total Budgeted
6699/15XX- Library Books and Media (capitalized and controlled by library)					
1	Books				75,000
66XX/15XX- Technology Hardware - Capitalized					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
66XX/15XX- Technology Software- Capitalized					
12					
13					
14					
15					
16					
17					
18					
66XX/15XX- Equipment and Furniture					
19					
20					
21					
22					
23					
24					
25					
26					
27					
28					
Capital expenditures for improvements to land, buildings, or equipment which materially increase their value or useful life.					
29					
Grand Total					
Total 6600/15XX- Capital Outlay Costs:					75,000

SCHEDULE #6A GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	 <u>015-910</u> County-District No.
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Statement of provisions and assurances for the program(s) in this application:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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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;
 - Title VI of the Civil Rights Act of 1964**, as amended (prohibition of discrimination by race, color, or national origin), and the regulations effectuating its provisions contained in 34 CFR Part 100;
 - Title IX of the Education Amendments of 1972**, as amended (prohibition of sex discrimination in educational institutions) and the regulations effectuating its provisions contained in 34 CFR Part 106, if Contractor is an educational institution;
 - Section 504 of the Rehabilitation Act of 1973**, as amended (nondiscrimination on the basis of handicapping condition), and the regulations effectuating its provisions contained in 34 CFR Part 104 and 105;

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

CC. Federal Regulations Applicable to All Federal Programs:

1. **For Local Educational Agencies (LEAs)**: 28 CFR 35 Subparts A-E, 28 CFR 36 Subparts C & D, Appendix A, 29 CFR 1630, 34 CFR 75 or 76 as applicable, 77, 79, 80, 81, 82, 85, 97, 98, 99, 104, 47 CFR 0 and 64, and OMB Circulars A-87 (Cost Principles), A-133 (Audits), and A-102 (Uniform Administrative Requirements);
2. **For Education Service Centers (ESCs)**: 28 CFR 35 Subparts A-E, 28 CFR 36 Subparts C & D, Appendix A, 29 CFR 1630, 34 CFR 75 or 76 as applicable, 77, 79, 80, 81, 82, 85, 97, 98, 99, 104, 47 CFR 0 and 64, and OMB Circulars A-87 (Cost Principles), A-133 (Audits), and A-102 (Uniform Administrative Requirements);
3. **For Institutions of Higher Education (IHEs)**: 28 CFR 35 Subparts A-E, 28 CFR 36 Subparts C & D, Appendix A, 29 CFR 1630, 34 CFR 74, 77, 79, 81, 82, 85, 86, 97, 98, 99, 104, 47 CFR 0 and 64, and OMB Circulars A-21 (Cost Principles), A-133 (Audits), and A-110 (Uniform Administrative Requirements);
4. **For Nonprofit Organizations**: 28 CFR 35 Subparts A-E, 28 CFR 36 Subparts C & D, Appendix A, 29 CFR 1630, 34 CFR 74, 77, 79, 81, 82, 85, 97, 98, 99, 104, 47 CFR 0 and 64, and OMB Circulars A-122 (Cost Principles), A-133 (Audits), and A-110 (Uniform Administrative Requirements);
5. **For State Agencies**: 28 CFR 35 Subparts A-E, 28 CFR 36 Subparts C & D, Appendix A, 29 CFR 1630, 34 CFR 76, 80, 81, 82, 85, 97, 98, 99, 104, 47 CFR 0 and 64, OMB Circulars A-87 (Cost Principles), A-133 (Audits), and A-102 (Uniform Administrative Requirements); and
6. **For Commercial (for-profit) Organizations**: 29 CFR 1630 and 48 CFR Part 31.

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

1. **Participation in Planning**: Applicant will provide reasonable opportunities for the participation by teachers, parents, and other interested parties, organizations, and individuals in the planning for and operation of each program described in this application (20 USC 1232(e)).

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

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LL. High-Risk Status, Special Conditions, and Enforcement Actions: Pursuant to the provisions in 34 CFR 80.12 and 74.14, a grantee may be identified by TEA as high-risk if the grantee has a history of unsatisfactory performance; is not financially stable; has a financial management system that does not meet federal financial management standards or the requirements in TEA's Financial Accounting and Reporting (FAR) module; has not conformed to terms and conditions of previous awards; or is otherwise not responsible. TEA may impose one or more special conditions or restrictions on a high-risk grantee, including payment on a reimbursement basis; withholding authority to proceed to the next phase until receipt of evidence of acceptable performance within a given funding period; requiring additional, more detailed financial reports; additional project monitoring; requiring the grantee to obtain technical or management assistance; establishing additional prior approvals; or other conditions that may be legally available. A grantee identified as high-risk will be notified in writing by TEA of the special conditions imposed and the process for removing the high-risk status and special conditions.

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

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

Rev. 03/2010

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

SCHEDULE #6 B Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>015-910</u> County-District No.
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This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.11.

Terms defined: As used in these Provisions and Assurances

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

SCHEDULE #6B Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 Required for all federal grants regardless of the dollar amount	<div style="text-align: center;"> <u>015-910</u> County-District No. </div>
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6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled ***Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions***, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Non-procurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

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

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

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

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

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

SCHEDULE #6C. Lobbying Certification	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 Required for all federally funded grants greater than \$100,000.	<u>015-910</u> County-District No.
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Submission of this certification covers all federal programs in this application, is required by the U. S. Department of Education and Section 1352, Title 31, of the United States Code, and is a prerequisite for making or entering into a subgrant or subcontract over \$100,000 with any organization. (Read instructions for this schedule for further information.)

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

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

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

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

11/89
 03/90

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

SCHEDULE #6D - Disclosure of Lobbying Activities	TEXAS EDUCATION AGENCY	
	Standard Application System	
	School Years 2010-2013	<u>015-910</u> County-District No.
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Complete this form to disclose lobbying activities for lobbying services procured (pursuant to 31 U.S.C. 1352). This disclosure form is required for any federal grant/contract received in excess of \$100,000 and on any subgrant/subcontract made by the grantee/contractor. (Read the instructions for this schedule for further information.)
Do not sign and submit this disclosure form unless lobbying activities are being disclosed.

Federal Program:			
Name:			
1. Type of Federal Action <input type="checkbox"/> a. Contract <input type="checkbox"/> b. Grant	2. Status of Federal Action: <input type="checkbox"/> a. Bid/Offer/Application <input type="checkbox"/> b. Initial award <input type="checkbox"/> c. Post-award	3. Report Type: <input type="checkbox"/> a. Initial filing <input type="checkbox"/> b. Material change For Material Change Only: Year: _____ Quarter: _____ Date of last Report: _____	
4. Name and Address of Reporting Entity: <input type="checkbox"/> Subawardee Tier (if known): _____ Congressional District (if known): _____		5. If Reporting Entity in No. 4 is Subawardee, Enter Name and Address of Prime: Texas Education Agency 1701 N. Congress Avenue Austin, Texas 78701 Congressional District (if known): <u>21</u>	
6. Federal Department/Agency:		7. Federal Program Name/Description:	
		CFDA Number, if applicable: _____	
8. Federal Action Number, if known:		9. Award Amount, if known: \$ _____	
10. a. Name and Address of Lobbying Registrant (if individual, last name, first name, MI):		10. b. Individuals Performing Services (including address if different from No. 10a; last name, first name, MI):	
(Attach Continuation Sheet(s), if necessary)			
[ITEMS 11-15 REMOVED]			
16. Information requested through this form is authorized by Title 31 U.S.C. Section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.		Signature: _____	
		Name: _____	
		Title: _____	
		Telephone# _____	Date: _____
Federal Use Only:		Standard Form LLL	

SCHEDULE #6E NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	 <u>015-910</u> County-District No.
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The following special provisions apply to all programs funded under the Elementary and Secondary Education Act, as amended by P. L. 107-110, No Child Left Behind (NCLB) Act of 2001. By signing Schedule #1 of this SAS, the applicant is assuring it is in compliance with the following provisions:

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

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>015-910</u> County-District No.
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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).

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>015-910</u> County-District No.
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- T. Student Privacy, Parental Access to Information, and Administration of Certain Physical Examinations to Minors:** The local educational agency assures that it is in compliance with Chapter 26 of the Texas Education Code concerning parental rights and responsibilities. In addition, the local educational agency receiving funds under the No Child Left Behind Act certifies that it shall develop and adopt policies, in consultation with parents, regarding certain rights of a parent to access and inspect information; student privacy; the administration of physical examinations or screenings (except for examinations or screenings required by state law); and the collection, disclosure, or use of personal information collected from students for the purpose of marketing or selling that information. The local educational agency also assures that it is in compliance with the requirements for annually notifying parents of such policies and specific events (P. L. 107-110, Title X, Part F, section 1061).
- U. Assurances related to the education of homeless children and youths:**
- (1) The LEA assures that each child of a homeless individual and each homeless youth shall have equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youth.
 - (2) The LEA assures that homeless children and youth are afforded the same free, appropriate public education as provided to other children and youth.
 - (3) The LEA assures that it will review and undertake steps to revise any laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youth.
 - (4) The LEA assures that it will not separate students from the mainstream school environment on the basis of homelessness alone.
 - (5) The LEA assures that homeless children and youth have access to the education and other services that they need to in order to meet the same challenging State student academic achievement standards to which all students are held.
- V. Definitions:** The following terms shall be defined as follows for programs authorized and carried out under the No Child Left Behind Act of 2001:
1. **Charter School:** An open enrollment charter school receiving federal funds of any type must meet the federal definition of a charter school as provided in P. L. 107-110, Section 5210(1). The term "charter school" means a school that:
 - (A) is created by a developer as a public school, or is adapted by a developer from an existing public school, and is **operated under public supervision and control;**
 - (B) operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency [i.e., the State Board of Education (SBOE)];
 - (C) provides a program of elementary or secondary education, or both;
 - (D) is **nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious instruction;**
 - (E) **does not charge tuition;**
 - (F) **complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act;**
 - (G) is a school to which parents choose to send their children, and that **admits students on the basis of a lottery, if more students apply for admission than can be accommodated;**
 - (H) **agrees to comply with the same Federal and State audit requirements** as do other elementary schools and secondary schools in the State, unless such requirements are specifically waived for the purpose of this program;
 - (I) **meets all applicable Federal, State, and local health and safety requirements;**
 - (J) operates in accordance with State law; and
 - (K) has a written performance contract with the authorized public chartering agency in the State (i.e., SBOE) that includes a description of how student performance will be measured pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the SBOE.
 2. **Community-Based Organization:** A public or private nonprofit organization of demonstrated effectiveness that is representative of a community or significant segment of a community and that provides educational or related services to individuals in the community.
 3. **Core Academic Subjects:** English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, art, history, and geography.

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4. Highly Qualified:

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

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

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6. Professional Development includes activities that:

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

7. Scientifically Based Research:

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

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

8. Teacher Mentoring: Activities that--

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

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

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

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

Revised 03/03

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

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Federal Statutory Requirements

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

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

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

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individual students.

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

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

Statutory Program Assurances

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

TEA Program Assurances

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

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

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- 12) An LEA **may** also implement comprehensive instructional reform strategies, such as--
- Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;
 - Implement a school wide "response-to-intervention" model;
 - Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;
 - Use and integrate technology-based supports and interventions as part of the instructional program; and
 - In secondary schools--
 - 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;
 - Improve student transition from middle to high school through summer transition programs or freshman academies;
 - Increase graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or
 - Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.
- 13) An LEA **may** also implement other strategies that extend learning time and create community-oriented schools, such as--
- Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;
 - 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;
 - 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
 - Expand the school program to offer full-day kindergarten or pre-kindergarten.
- 14) The LEA may also implement other strategies for providing operational flexibility and intensive support, such as--
- Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or
 - Implement a per-pupil school-based budget formula that is weighted based on student needs.
- 15) The LEA/campus assures TEA that data to meet the following federal requirements will be available and reported as requested.
- Number of minutes within the school year.
 - Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup.
 - Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes. (High Schools Only)
 - College enrollment rates. (High Schools Only)
 - Teacher Attendance Rate
 - Student Completion Rate
 - Student Drop-Out Rate
 - Locally developed competencies created to identify teacher strengths/weaknesses
 - Types of support offered to teachers
 - Types of on-going, job-embedded professional development for teachers
 - Types of on-going, job-embedded professional development for administrators
 - Strategies to increase parent/community involvement
 - Strategies which increase student learning time

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

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

Terms defined:

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

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

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

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

GRANTEE – the subrecipient of TEA and applicant of funds.

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

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

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

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

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

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

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

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

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

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

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3. **Quarterly Reporting for ARRA:** Not later than 10 calendar days after the end of each calendar quarter, TEA and any other **direct** recipient of ARRA funds must report to the U.S. Department of Education with regard to recovery funds received in accordance with number 4 below (Section 1512[c]). (A "direct recipient" is a state agency or any entity that applies for and receives funds **directly** from a federal government agency.) TEA must obtain certain information from grantees in order to comply with this reporting requirement. By submitting this application, the grantee agrees to submit information to TEA in the time, form, and manner requested.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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