

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	Organization Name Faith Family Academy of Oak Cliff	County-District# 057-815
		Campus Name Faith Family Academy of Oak Cliff High School	Campus Number 057-815-001
		9-Digit Vendor ID# 75-2785874	ESC Region 10
		NOGA ID# (Assigned by TEA)	Amendment #

Texas Title I Priority Schools Grant

Schedule #1 – General Information

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

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

Project Beginning Date: 08/01/2010

Project Ending Date: 06/30/2013

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

Tier I ☐ Tier II ☐ Tier III ☒

Part 1: Index to the Application

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

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

Certification and Incorporation

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

Authorized Official

Typed First Name	Initial	Last Name
Teddy	J	Purcell
Phone	Fax	Email
972-224-4110	972-224-4133	tpurcell@faithfamilyacademy.org

(Ink preferred)

5/28/2010

June 3, 2010

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:

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.

701-10-112-037

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by telephone/e-mail/FAX on _____ by _____ of TEA.		School Years 2010-2013	Amendment No. _____
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.			
Proof of Nonprofit Status			
1 <input checked="" type="checkbox"/>	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.)		
Assurance of Financial Stability			
2 <input checked="" type="checkbox"/>	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.		
Assurance of Submittal of Reviewer Information Form			
3 <input checked="" type="checkbox"/>	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 Faith Family Academy of Oak Cliff					
Mailing Address Line - 1		Mailing Address Line - 2		City	State
1620 Falcon Drive				Desoto	TX
U.S. Congressional District Number		Primary DUNS Number		Central Contractor Registration (CCR) CAGE Code	NCES Identification Number
30		146015529		5FDJ7	4800094
Campus Name				County-District Campus Number	
Faith Family Academy of Oak Cliff High School				057-815-001	
Mailing Address Line - 1		Mailing Address Line - 2		City	State
1620 Falcon Drive				Desoto	TX
Zip Code		75115			
Applicant Contacts					
Primary Contact					
First Name		Initial	Last Name		Title
Teddy		J	Purcell		Superintendent
Telephone		Fax		Email	
972-224-4110		972-224-4133		tpurcell@faithfamilyacademy.org	
Mailing Address Line - 1		Mailing Address Line - 2		City	State
1620 Falcon Drive				Desoto	TX
Zip Code		75115			
Secondary Contact					
First Name		Initial	Last Name		Title
Amanda		D	Subjinski		Director of Special Programs
Telephone		Fax		E-mail	
972-224-4110		972-224-4133		Asubjinski@faithfamilyacademy.org	
Mailing Address Line - 1		Mailing Address Line - 2		City	State
1620 Falcon Drive				Desoto	TX
Zip Code		75115			

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Texas Title I Priority Schools Grant
Schedule #3—Purpose of Amendment

Part 1: Schedules Amended (Check all schedules that are being amended.)

When submitting a revision or an amendment, please indicate by checking the appropriate box what schedules are being revised/amended. Submit supporting budget schedules that are being revised or amended.

- | | |
|---|---|
| <input type="checkbox"/> Schedule #1—General Information | <input type="checkbox"/> Schedule #5—Program Budget Summary |
| <input type="checkbox"/> Schedule #3—Purpose of Amendment | <input type="checkbox"/> Schedule #5B—Payroll Costs 6100 |
| <input type="checkbox"/> Schedule #4—Program Requirements | <input type="checkbox"/> Schedule #5C—Professional and Contracted Services 6200 |
| <input type="checkbox"/> Schedule #4A—Program Abstract | <input type="checkbox"/> Schedule #5D—Supplies and Materials 6300 |
| <input type="checkbox"/> Schedule #4B—Program Description | <input type="checkbox"/> Schedule #5E—Other Operating Costs 6400 |
| <input type="checkbox"/> Schedule #4C—Performance Assessment and Evaluation | <input type="checkbox"/> Schedule #5G—Capital Outlay 6600/15XX (Exclusive of 6619 and 6629) |
| <input type="checkbox"/> Schedule #4D—Equitable Access and Participation | |

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

Part 2: Revised Budget

Complete this part if there are any budgetary changes.

Line No.	Sch. No.	Class/ Object Code	Grant Project Costs Previously Approved Budget	B Amount Deleted	C Amount Added	D New Budget
01	5B	6100	\$	\$	\$	\$
02	5C	6200	\$	\$	\$	\$
03	5D	6300	\$	\$	\$	\$
04	5E	6400	\$	\$	\$	\$
05	5G	6600/15XX	\$	\$	\$	\$
06	Total Direct Costs	\$	\$	\$	\$	\$
07	Indirect Cost (%)		\$	\$	\$	\$
08	Total Costs		\$	\$	\$	\$

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Texas Title I Priority Schools Grant

Schedule #4—Program Summary and Application Requirements

Part 1: Grant Program Information;

Summary of Program: Purpose and Goals

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

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

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

Allowable Activities

Tier I and Tier II Grantees

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

Tier III Grantees

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

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

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

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

Part 2: Statutory Requirements

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

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Part 2: Statutory Requirements			
#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described	
14	Applicant provides assurance that it will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final federal requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the TEA) to hold accountable its Tier III schools that receive grant funds.	Program Assurances	
15	Applicant provides assurance that it will, if it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization (CMO), or education management organization (EMO) accountable for complying with the final federal requirements.	Program Assurances	
16	Applicant provides assurance that it will report to the TEA the school-level data required under section III of the final federal requirements.	Program Assurances	
17	<p>If the LEA/campus selects to implement the turnaround model, the campus must implement the following federal requirements.</p> <ol style="list-style-type: none"> 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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Part 2: Statutory Requirements			
#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described	
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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Part 2: Statutory Requirements			
#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described	
21	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 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).	Program Assurances	
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.	Program Assurances	

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Part 2: Statutory Requirements			
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23	<p>An LEA may also implement comprehensive instructional reform strategies, such as--</p> <ul style="list-style-type: none"> (A) Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective; (B) Implement a school wide "response-to-intervention" model; (C) Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content; (D) Use and integrate technology-based supports and interventions as part of the instructional program; and (E) In secondary schools-- <ul style="list-style-type: none"> (1) Increase rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework; (2) Improve student transition from middle to high school through summer transition programs or freshman academies; (3) Increase graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or (4) Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate. 	Program Assurances	
24	<p>An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as--</p> <ul style="list-style-type: none"> (A) Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs; (B) Extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff; (C) Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or (D) Expand the school program to offer full-day kindergarten or pre-kindergarten. 	Program Assurances	

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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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Part 4: TEA Program Assurances			
#	TEA Assurance Description		
2	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant.		
3	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, the Texas School Improvement Conference, and sharing of best practices.		
4	For the LEAs selecting the TEA Designed Models the applicant provide assurances that it will participate in and make use of technical assistance and coaching support provided by TEA, SIRC, and/or its subcontractors.		
5	The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the effectiveness of the LEA's curriculum and its alignment with instruction occurring on the campus; assesses progress on student groups' academic achievement at the campus level; and guide instructional decisions by teachers for individual students.		
6	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.		
7	The applicant will provide access for onsite visits to the LEA and campus by TEA, SIRC and its contractors.		
8	The applicant, if selecting the Restart Model, agrees to contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.		
9	The applicant, if selecting the Turnaround Model or Transformation Model (Tiers I and Tiers II only) agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.		
10	If the LEA/Tier III campus selects to implement the <u>transformation model</u> , the campus assures That it will it implement the following federal requirements. <ol style="list-style-type: none"> 1. Develop and increase teacher and school leader effectiveness. <ol style="list-style-type: none"> A. Evaluate the effectiveness of the current principal and use the results of the evaluation to determine whether the principal should be replaced, be retained on the campus, or be provided leadership coaching or training. B. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so; C. Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and D. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school based on rigorous, transparent, and equitable evaluation systems for teachers and principals: <ol style="list-style-type: none"> 1. Takes into account data on student growth as a factor as well as other factors such as multiple observation-based assessments of student performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and 2. Are designed and developed 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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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 checked="" type="checkbox"/> Option 1: LEA/campus currently engaged in aggressive reform <input 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).		
<i>Faith Family Academy of Oak Cliff High School has selected the TEA Modified Transformation Model since the school had already begun an aggressive program aimed at school improvement during the 2008-2009 school year. Since the school has had five principals in 6 years, changing the principal is the first reform strategy that is taking place for the 2010-2011 school year. The campus has had an interim principal in place in order for the district to ensure that the most qualified and best campus administrator could be selected. The campus would also like to increase parent and community involvement by hiring a bilingual Coordinator of Support Initiatives and offering parent ESL classes. The campus would like to continue efforts with a district liaison as a support person for the campus administrator and as liaison to the Superintendent. The campus would like to purchase and utilize a data management system called Eduphoria rather than data tracking sheets completed by hand. As a tutorial resource Study Island will be utilized as a supplement to the current curriculum being used which is CSCOE. As a remediation resource Odyssey software will be purchased. Learning time will be increased by adding 15 minutes to the start of the school day for an advisory period each day which will be 35 minutes long. There will also be 4 Saturday tutorials offered during the second thru 4th six weeks, in all learning time will be increased by 9 instructional days.</i>		

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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															0
Open-Enrollment Charter School											63	41	42	27	173
Total Students:	0	0	0	0	0	0	0	0	0	0	63	41	42	27	173
Total Instructional Staff														27	
Total Support Staff														6	
Section B: Data Sources Reviewed or to be Reviewed in the Comprehensive Needs Assessment Process															
1	AEIS Reports from TEA for 2008, 2009, 2010														
2	Attendance Records														
3	AYP Reports from State 2008-2009, 2009 -2010														
4	SIRC Campus Needs Assessment for past five years														
5	Benchmark data for 2008-2009, 2009-2010														
6	PLC Survey Results														
7	Teacher, Student, Parent Surveys														
8	Graduation and Completion Rates														
9	Teacher Retention and Evaluation Results														
10															

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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>Having had a history in the past years of being Academically Unacceptable and of not meeting Adequate Yearly Progress, the district began an aggressive plan in 2008-2009 to restructure in an effort to improve achievement giving consideration to input from the faculty, the Site-Based Committee, the SIRC site-visit committee and CINA, the TAP, the CIT and the PTSO. Although we were not required to carry out the plan, all stakeholders believed this was the best direction for the campus.</p> <p>Aspects of the restructuring plan were put in place beginning in 2009-2010. Having seen some success as a result of the activities carried out during 2009-2010, the district and campus were encouraged to expand on this plan. As a continuation of this effort, administrators were trained on April 2, 2010, on developing a Comprehensive Needs Assessment and were given materials to train their staffs in order to develop the needs assessments on campus. On April 13, 2010, teachers were trained by the District Liaison and groups of teachers assigned sections of the needs assessment to work on.</p> <p>Groups of teachers gathered data from many sources to determine strengths and weaknesses in the specified area, and then made recommendations for identified needs. Input was gained from all stake-holders including the faculty, parents, students, Site-Based Decision Making Committee, which includes parents and business representatives, as well as the PTSO. Surveys for teachers, parents and students were developed and placed on the web-site. Parent Surveys were written in both English and Spanish. Teachers and students were given opportunities to complete the surveys in computer labs during the school day. Notices containing the link were sent home to the parents and information given on the district web-site to help parents access the survey. Results from the surveys were collected and analyzed. The perceptions about various areas were compared between the groups to determine where staff perceptions were different from those of students and parents.</p> <p>A survey to determine the effectiveness of the Professional Learning Communities was given to those teachers who participate in the PLCs as well as the administrative staff to determine if this was an effective strategy for improving student success, the strengths and weaknesses of the PLCs at Faith Family Academy and needs for the future. Results from the staff and the administrators were compared to determine differences in perception and to determine possible areas to concentrate on for the coming year.</p> <p>The sections of the needs assessment were collected by the Curriculum Director, the Math-Science Coordinator and the principal who formed the campus administrative team, along with the District Liaison. From this information, a Comprehensive Needs Assessment Summary was formed. The summary was read to the faculty in a staff meeting so that all could have input and discuss the needs identified. These identified needs formed the basis for development of the proposed program for the Texas Title I Priority School Grant for school improvement.</p>		

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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	Teachers		
2	Parents		
3	Students		
4	Site-Based Committee		
5	Parent-Teacher-Student Organization		
6	Professional Learning Communities		
7			
8			
9			
10			

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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.		
<p>In the 2008-2009 school year, Faith Family Academy was Stage 4, Year 1 for Adequate Yearly Progress. In preparation for the possibility of entering Stage 5, we had chosen and planned for a Restructuring model which would have been required. Although we made AYP and did not have to go into Restructuring, we believed that this plan was the best path for our school and began an aggressive move toward implementing a Transformation model for School Improvement.</p> <p>A part of this design was assigning a District Liaison to work side-by-side with the High School Principal, the CIT and the TAP and to provide support, financial over-sight for carrying out grant activities, all aspects of implementation and accountability. The arrangement worked so well this year, we are requesting the Texas Title I Priority Schools Grant to expand this plan including expanding the role into a District Shepherd. The Shepherd will over-see the School Improvement process which will include working with campus leadership, instructional staff, and support staff in a position directly under the Superintendent.</p> <p>The Superintendent is committed to being available daily and maintaining open communication, so that the campus will be able to fully and effectively implement the required activities. Although formal collaboration opportunities will be built into weekly administrative meetings, communication will not be limited to these meetings. This position will facilitate continuous dialogue.</p> <p>The District Shepherd will work closely with the District Federal Programs Director to ensure that funding and resources are readily available. The Shepherd will provide financial over-sight for grant expenditures, monitoring time-lines and allowable expenses. The Shepherd will also provide timely reporting of the financial transactions and balances to the Superintendent.</p> <p>The District is prepared to provide for any expenditure which is assigned to them in order to carry out the requirements of the grant. Previously Faith Family Academy was the recipient of over a million dollars in grant award money through the Reading First Initiative which was a multi year grant (2003-2008).</p> <p>The District over the years of existence has maintained an acceptable financial rating from TEA.</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).		
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>Relevant stakeholders were consulted about the application for the Texas Title I Priority Schools Grant through the Parent-Teacher-Student Organization, the Site-Based Committee, the faculty at-large, and the Professional Learning Communities within the faculty. Faith Family Academy of Oak Cliff enjoys a strong parent and community involvement. These groups were kept informed of the plan for Restructuring in 2008-2009 and given the opportunity for input. The decision to expand to the Transformation Model was not a surprise and was recognized as a continuation of the desire to improve. Input was again invited and comments welcomed.</p> <p>The PTSO is facilitated by the District Parent Liaison, who also forms many community relationships with businesses, service organizations, and churches. Communication with these groups allows them to be aware of the various programs and endeavors of Faith Family Academy of Oak Cliff, as well as give suggestions and encouragement to the school.</p> <p>The Site-Based Decision Making Committee, the faculty, and the Professional Learning Communities within the faculty also have been informed of the application for this grant and the implications for implementation of the school intervention model. The information was well received, and groups were invited to give input both to the application and the Transformation model which was chosen.</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).		
Management of Grant Activities – Describe how the LEA and campus will modify its practices and/or policies, as necessary, to ensure its implementation of the intervention(s) fully and effectively.		
<p>The District has delegated to the campus the ability to set into place changes in school day start and end times as needed to increase learning time. It has also allowed the campus to design and implement its Master Schedule in a way that would maximize student learning time and teacher preparation time.</p> <p>The District has also given the campus responsibility to plan and carry out professional development as is deemed needed for that campus for the 2010-2011 school year. In the past, all professional development was planned and carried out by the District, which included 6 days prior to the school year, and some waiver days within the year. Under this plan, the campus will be able to plan for professional development designed specifically for the identified needs of the teachers and the students on the campus for the coming year.</p> <p>The campus Principal will also be responsible for the campus budget, for approving requisitions, for adjusting staff needs, equipment, supplies and materials. The budget will reflect the various programs and services offered on the campus, and the expenditures related to each. Departments and teachers will be required to project and request funds for needed equipment and supplies to be included in the budget for the 2010-2011 school year as specifically as possible. In the past, the District had maintained control over all budget issues.</p> <p>The campus Principal will oversee the evaluation of staff based on the PDAS, and on locally-developed evaluation criteria based on the goals and standards set by the campus. No teacher will be placed on the campus without the approval of the Principal and every teacher will have to apply to be on this campus. Teachers will be selected based on the criteria set by the district and teachers who do not show the capacity to help students be successful will not be selected or retained.</p> <p>Teacher leaders have been trained and will be given an expanded role as Department Chairs to monitor student achievement and the implementation of the activities through the Professional Learning Communities as departments are given common planning in addition to the traditional conference times during each day. They will be expected to work with the Content Specialists in disaggregating and interpreting the data, facilitating the planning for success, and monitoring the activities to implement the grant.</p>		

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Resource Management – Describe how the LEA/campus will align other resources (federal, state, local, and community) with the school improvement intervention.		
<p>School Improvement through the Texas Transformation Model will be given priority in utilizing all other funds from various sources to carry out this intervention to improve success for students at Faith Family Academy of Oak Cliff. Funds from No Child Left Behind, ARRA, SCE and local sources will be utilized in this effort. The district will ensure that funds received will supplement not supplant in regards to the various other funding sources the district and campus receives.</p> <p>The District Shepherd will work with the Superintendent, the CFO, and the District Federal Programs Director to align these resources to maximize the benefits from each to accomplish this transition. The resources drawn from the various funding sources will be evident in the district and campus budgets, as well as how these resources are utilized. The campus Principal will evaluate the expenditures from the sources along with the District Shepherd, and will keep the Superintendent informed on the intended use of the funds so that he, too, may ensure that they serve the best purpose.</p>		

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Grant Project Manager Qualifications – Describe the qualifications of the person selected to be the project manager for this grant on the campus.		
<p>The person selected to manage the TTIPS Grant project has been employed with the district for 7 years. She has served as Special Education Director for 2 years as well as Director of Special Programs for the past 1 year with emphasis on state and federal accountability as well as special education. She has managed the School Improvement grant for two years and ensured that all projects and planned activities were appropriate and allowable according to the intention of the grant. This employee is also involved in the planning and overall management of various ARRA grants and funding opportunities. She has conducted various administrator trainings throughout the current school year regarding purpose and intent of various federal programs and grants. She has also conducted support trainings on the comprehensive needs assessment process and campus/district improvement plan development with follow up on maintaining appropriate documentation.</p>		
<p>The employee selected for this position holds a Masters in Education in Teaching and currently has 42 hours toward a Doctorate in Education in Educational Administration. She also holds the following Texas State Board of Educators certificates: All-Level P.E., EC-12 Special Education, Diagnostician, and Principal. She is eligible to sit for the Superintendent's exam at any time. She was part of a panel discussion in September of 2009 at the Texas School Improvement Conference regarding overall school improvement and the coordination and collaboration between campus, district, and state agency officials.</p>		

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LEA Support – Describe how the LEA will structure and implement an individual or office with responsibility for supporting the campus' school improvement efforts.		
<p>The LEA will be able to assist the campus's school improvement efforts with collaboration of a district Sheppard. The Sheppard will have a direct line of communication with the Superintendent as well as with the campus administrator and the campus leadership team. The Sheppard will also be in close communication with the CFO and Federal Programs Director as to ensure all activities, resources, and expenditures are appropriate and allowable. The Sheppard will also be able to serve as a support for the campus administrator for collaboration and planning that occurs within the campus.</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>One of the goals of this grant is to increase capacity of the Principal and the teachers to carry on the activities put into place to increase student achievement. The Principal will benefit from the knowledge and experience of the Professional Assistance Provider and of the District Shepherd. This will increase the ability of the Principal to continue the reforms and to utilize all stakeholders in planning and implementing a program which will benefit students.</p> <p>Content Specialists will provide support to reach more teachers and support more students. They will provide job embedded training such as modeling, side-by-side teaching, coaching and guidance in interpreting data and planning for instruction. The Content Specialists will work with the Professional Learning Communities and provide training in the areas of needs identified throughout the three years of the grant. As teacher capacity is built, the teachers themselves will accept ownership for student success and ultimately the success of the school. A fundamental goal of the Content Specialists will be to increase teacher capacity so that the teachers will need minimal support for the following three years.</p> <p>Teacher Leaders, beginning with the Department Chairs, have received training from Region X Education Service to prepare them for leading in their content areas. Training in Leadership in general, based on the book, <u>Lead Right</u>, by Steve Ventura, was given by the Principal and the TAP. Department Chairs have received additional training in the CSCOPE curriculum and in their various content areas. These Department Chairs are used to lead PLCs and to mentor other teachers. Under the Transformation Model from this grant, continuous training for these leaders will occur, and other teacher leaders will be added through the grant period. This will increase the ability and desire of the staff to sustain the reforms after funding for the Transformation Model has ended.</p> <p>All teachers will receive additional Professional Development in instructional strategies for their content area, for identified needs for students in Special Education, for Limited English Proficient Students and for Gifted and Talented students.</p> <p>As scores increase and the reputation of the school is enhanced, additional students will be drawn to the school, increasing funding from ADA. More of the students now enrolled in the Elementary and Middle Schools will opt to stay at Faith Family increasing enrollment. These additional funds can be utilized if needed for supporting the reforms.</p>		

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External Providers -- Describe how the LEA will recruit, screen, and select external providers to ensure their quality.		
<p>The LEA will seek out external service providers throughout the community by seeking references from the regional service center, SIRC, Texas Turnaround Center, SEDL, and other districts that have been successful with their school improvement efforts. The district Sheppard and campus administration will review potential providers with previous experience with similar demographics and proven school improvement effectiveness. Interviews will be conducted as well with final recommendations brought to the Superintendent for final approval.</p>		

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Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to <i>one page each</i> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
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>The campus is already implementing various aggressive school reform initiatives therefore no site visits are necessary.</p>		

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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>The LEA has no Tier 1 eligible campus within the district.</p>		

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Section A: Intervention Model Selection Process		
Intervention Model to be Implemented – Indicate the model(s) being <u>considered</u> 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.		
<div style="display: flex; flex-direction: column; gap: 10px;"> <div> <input type="checkbox"/> Turnaround </div> <div> <input type="checkbox"/> Closure </div> <div> <input type="checkbox"/> Restart </div> <div> <input type="checkbox"/> Transformation </div> <div> <input checked="" type="checkbox"/> Tier III Modified Transformation </div> </div>		
<div style="display: flex; flex-direction: column; gap: 10px;"> <div> <input checked="" type="checkbox"/> TEA Designed Model with Technical Assistance Provided by the School Improvement Resource Center </div> <div> <input type="checkbox"/> Supplemental Education Services (SES) incorporated into the intervention model </div> </div> <p><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></p> <div> <input type="checkbox"/> The LEA/campus will implement its own intervention design, within the parameters required by the final federal regulations released by USDE </div>		
Schedule #4B—Program Description, Part 3, Intervention Model, continued on next page		

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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).		
<p>Each year since the campus entered Stage 1 of School Improvement in 2005-2006, several areas of concern have continually resurfaced for the campus. Many of these have been identified in the Campus Improvement Needs Assessment done by the SIRC Site Visit Committee. One of these areas was the need for a strong instructional principal and continuity of instructional leadership on the campus. However, in spite of efforts by the administration to bring about improvement in this area, there continued to be instability. By the spring of 2009, the school had seen 6 principals in 5 years. By this time the school was in Stage 4 and facing the possibility of entering Stage 5 for 2009-2010.</p> <p>Another recurring theme in the CINA was the need for a research-based, aligned curriculum. The District was using some locally developed curriculum and attempted to improve by transitioning to the Kilgo Scope and Sequence. This only contained the "what" to teach, but none of the "how" or the "with what materials." This was an especially difficult task for a campus where most of the teachers were in the first year of teaching as alternative certification interns.</p> <p>Developing teacher leaders and building capacity with the staff also was an area of need identified in the CINA. The campus faced a large turn-over among teachers each year which made it very difficult to develop the staff capacity to improve instruction and student achievement.</p> <p>Teachers and administrators seemed to have limited understanding of the rigor or depth of teaching that needed to be in place to bring students up to the standards. Staff development was done, but levels of achievement continued to be low.</p> <p>From its beginning, the school had been a PK – 12 campus with the AEIS rating reflecting a total of all campus scores. However, between 2004 and 2008, Reading scores in 10th grade started at 19% and fluctuated at times as high as 60%. Math started at 19% and fluctuated to as low as 7% and as high as 28%.</p> <p>In 2008, the District began to look at ways to improve the system as a whole as well as the parts within. It was apparent that what was being done currently was not effective. Application was made to the state to break the campus into three schools, Elementary, Middle, and High School with the High School retaining the original campus number and carrying the Academically Unacceptable accountability rating and the designation of Not Meeting Adequate Yearly Progress.</p> <p>In October, 2008, the sitting Principal was replaced with an experienced Interim Principal who would work with the Restructuring Team and provide stability during the transition. This Interim remained in place through that year and the 2009-2010 school year until the new Principal could be identified, trained and put in place.</p> <p>In 2008-2009, the school was in Stage 4 and planning for the selected Option in case the school moved into Stage 5. On December 3, 2008, a Restructuring Team was formed to review the Restructuring Options, the curriculum and the current AYP status. On January 16, 2008, the Restructuring Team reviewed the previous Corrective Action Plan and the Campus Improvement plan and began to develop problem statements and goals for the Restructuring Plan. The Team analyzed data from the AYP results, the December District Benchmarks, the AEIS Report of 07-08, the PBMAS Report for Bilingual/ESL, NCLB and Special Education, and the Focus Group public meeting to determine the school governance arrangement that would make fundamental reforms including significant changes in the school's staffing and governance in order to improve student academic achievement and that also had the sustained promise to enable the school to make AYP.</p>		

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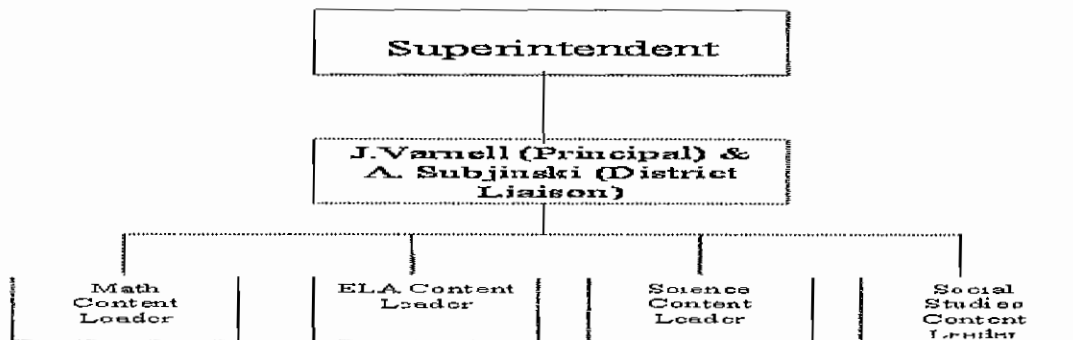
Texas Title I Priority Schools Grant
Schedule #4B—Program Description

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).

The Restructuring Plan involved increasing District over-sight and support by creating a District Liaison to work side-by-side with the High School Principal directly under the Superintendent. During that year, teachers were given a common planning time to learn about and form Professional Learning Communities. To pilot this idea, four members of the Restructuring Team volunteered time to meet during the 2008-2009 school year, one with each of the PLCs, to guide discussions and to track and utilize data for planning. In evaluating this dedication of this time, the District Team concluded that the PLCs were beneficial, but could be much better utilized. They saw the need for Instructional Specialists who could not only lead these groups of teachers, but also provide on-going professional development and leadership in instructional practices. As stated before, many of these teachers were first-year interns from alternative certification programs, just receiving their training and certification. If they could be guided more stringently during their intern year and experience more success, the possibility of success, job satisfaction, and retention was greater.

By the spring of 2008, a plan was developed by the Team and shared with all stakeholders, inviting comments and input. It was also presented to the state School Improvement Team for implementation in 2009-2010 in case the school went to Stage 5. The District Liaison and Principal would continue to work side-by-side in the governance of the school under the Superintendent. Core-subject Instructional Specialists would be hired to work under the Liaison and Principal and with the new Curriculum Director. The Curriculum Director would plan and supervise the adoption and implementation of the new research based curriculum. The Curriculum Director and Instructional Specialists would work with the District Liaison and Principal to provide job-embedded training to the teachers through mentoring, side-by-side teaching, observing, and coaching, as well as professional development given on staff development days. Core subject teachers were to be placed into the Professional Learning Communities for one period a day to receive training and to do in-depth disaggregation and interpretation of the data. The Organizational Flow-chart would be as follows:



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<p>At the end of Spring, 2008-2009, the school made AYP and remained Stage 4, Year 2. However, the District was committed to the plan which had been devised, and strongly believed that this kind of change could bring about the results needed. Teachers who were unsuccessful were not kept on staff.</p> <p>In the Fall of 2009-2010, the many parts of the plan were put in place. This involved the hiring of a new Curriculum Director and Instructional Specialists to work with Math/Science and ELA/Reading/Social Studies. The Interim Principal remained to provide continued stability and to give the District time to select and place the new Principal.</p> <p>All new teachers were hired for the math department. One experienced teacher was found who was placed in 10th Grade Geometry and designated as the team leader. The two other members of the math department were new alternative certification interns. The ELA/Reading department had one excellent, experienced teacher returning and two new alternative certification interns. The Social Studies and Science teams both had two experienced teachers returning. Other teachers, such as Spanish and Drama, were alternative certification interns. Art and PE had experienced teachers returning. For the first time, in the four core subject areas, there was at least one experienced teacher to help lead.</p> <p>A new research-based curriculum, CSCOPE, was identified and ordered. The Curriculum Director worked with the Restructuring Team to determine the best way to roll out the new curriculum. Training was begun with groups of teachers so that implementation could begin in August.</p> <p>Throughout 2009-2010, the Curriculum Director and Instructional Specialist led each of the teams to develop a vision and mission statement for themselves. They provided data from various sources including benchmarks, 6-weeks tests, and tutoring assessments. They worked with teachers to organize the data to plan classroom instruction. Before and after school tutoring groups were identified for rounds of about 6-week periods with student expectations identified for each of the tutoring sessions based on those particular students' needs and followed by assessments over those SEs.</p> <p>Instructional Specialists also observed classes, provided staff development, and modeled for struggling teachers. The experienced teacher leaders helped to mentor the new teachers and provided everyday support. Teacher Leaders were trained at Region X and also on campus on leadership and on the curriculum.</p> <p>When the Texas Title I Priority Schools Grant came out, the District Liaison saw that it looked like a way the Restructuring initiative could be continued and even expanded. The Team met and the District Liaison explained the grant on April 21, 2010. The Restructuring Team also believed that this was a natural progression for the reform efforts which had begun, and they became the Transition Team. In addition, they were trained on the Comprehensive Needs Assessment tool by NCLB and asked to implement this training and process on campus. Additional components of the plan, such as placing a permanent Principal who can lead the reform efforts need to be implemented. At this time the District was only able to place one of the Instructional Specialists. The other duties have been carried out by the Curriculum Director.</p> <p>The Comprehensive Needs Assessment process and tool were explained to the PLCs on April 13, 2010, by the District Liaison and were collected and compiled by the Curriculum Director, the Instructional Specialist and the Principal. Teacher, Student and Parent Surveys were posted and plans made to allow teachers and students to complete them during the school day. Parent Surveys were translated into Spanish and were made available on the website. Results of these surveys were included in the CNA. The Site-Based Decision Making Committee and the PTSO were informed of the possibility of implementing the Transition Model reforms.</p>		

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<p>The needs and problems which have surfaced through the Comprehensive Needs Assessment have been included in the application for the Texas Title I Priority Schools Grant. These include:</p> <ul style="list-style-type: none"> A permanent Principal to implement and provide the driving force for reforms to be completed by June 7, 2010 Additional Instructional Specialist to oversee Reading/ELA and Social Studies A more in-depth understanding of the curriculum with period checks to determine its effectiveness Strong support for new and alternative certification teachers with "just-in-time" professional development A locally developed evaluation system for teachers and principals which includes measures of student achievement Upgraded technology and software for students and for teachers Improvement in the use of PLC time for more training and a broader and deeper understanding of the data Support for Bi-Lingual Parents so that they can provide more support for their Students A Bi-Lingual Specialist to mentor and provide strategies to teachers in order to better serve the Bi-Lingual Students A continued need for a school-wide discipline plan <p>The results of the TAKS test for 2009-2010 has been an exciting and encouraging reward. Although we do not have the official results, preliminary reports show that 10th grade scores have increased by 30 to 40 percentage points. The success we have seen with the partial implementation of the Restructuring Plan lets us know that the campus is headed in the right direction.</p> <p>The process for the 2010 - 2013 will be to put into place activities described in the following pages addressing each of the needs. When the final results of this year's assessments are received, each of the stakeholders will be involved in setting challenging goals for students and student groups to be in place by September 8, 2010 and included in the Campus Improvement Plan. The CIP will reflect the activities set forth in this application. Periodic benchmarks and curriculum checks will indicate how we are progressing through the first year. At the end of 2011, new assessments and data will precipitate a new needs assessment and the cycle will continue to propel continuous improvement over the three-year period of the grant.</p> <p>There continues to be a great deal of work to do. However, we are committed to the continuous improvement model and realize that one year does not signal a permanent change. We will need to continue to assess our needs, plan and implement reforms, and continue to train and build capacity among the staff. We will need the Texas Title I Priority Schools Grant to accomplish this.</p>		

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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	Campus Administrators		
2	Central Office Administrators		
3	Curriculum Director & Curriculum Coordinator		
4	Special Programs Director & Coordinator		
5			
6			
7			
8			
9			
10			

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Section D: Improvement Activities and Timeline		
<p>On the following pages of charts applicants should describe all other school improvement activities that will be incorporated with the model to be selected.</p> <p>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.</p> <ul style="list-style-type: none"> 1 – Improve Academic Performance, including (but not limited to) Reading/ELA and Math <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> A. Data Disaggregation/Training B. Data-driven Decisions C. On-going Communication 3 – Increase Leadership Effectiveness <ul style="list-style-type: none"> A. On-going Job Embedded Professional Development B. Operational Flexibility C. Resource/Data Utilization 4 – Increase Learning Time <ul style="list-style-type: none"> A. Flexible Scheduling B. Instructionally-focused Calendar C. Staff Collaborative Planning 5 – Increase Parent/Community Involvement <ul style="list-style-type: none"> A. Increased Opportunities for Input B. Effective Communication C. Accessible Community Services 6 – Improve School Climate <ul style="list-style-type: none"> A. Increased Attendance B. Decreased Discipline Referrals C. Increased Involvement in Extra/Co-Curricular Activities 7 – Increase Teacher Quality <ul style="list-style-type: none"> A. Locally Developed Appraisal Instruments B. On-going Job Embedded Professional Development C. Recruitment/Retention Strategies 		

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Critical Success Factor 1: Improve Academic Performance including (but not limited to) Reading/ELA and Math					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1, 2, 3, 7	Improve Student Achievement in core academic content areas including Reading/ELA, Math and Science: <ul style="list-style-type: none"> Implement a research based aligned curriculum and conduct periodic reviews to ensure it is positively impacting student achievement 	The need for a research-based, aligned curriculum was addressed at the beginning of 2009-2010 by purchasing the CSCOPE curriculum. The District began to implement during this year, but it is such a large endeavor, the need to continue to train, especially new teachers, and to monitor its effectiveness has been identified for this year.	<i>Restructuring and Substantial School Improvement and The Mega System: Deciding, Learning, and Connecting.</i> www.centerii.org/survey Stiggins, R.J., Commodore, C., & Chappuis, S. (2009). Classroom Assessment for Student Learning: Doing It Right-Using It Well. Needham Heights, MA, Allyn & Bacon.	August 1, 2010	June 30, 2013
1, 2, 3, 7	<ul style="list-style-type: none"> Place a new principal for 2010-2011 based on local criteria who will be able to implement the activities to support reform 	The school presently has an Interim Principal so that the District has time to identify and place a long term Principal who is able to drive reform efforts.	Restructuring Through Learning-Focused Leadership, <i>Restructuring Handbook, PP. 63-76</i>	June 1, 2010	June 1, 2010
1, 2, 3, 4, 7	<ul style="list-style-type: none"> Provide a District Shepherd to work directly with the Superintendent, the Principal and the Professional Service Provider to help the school implement reforms 	The District Shepherd will be able to be on-site whenever needed to be support to the Principal, and will also be in continuous contact with the Superintendent to ensure that all reform activities can be carried out in a timely and efficient manner.	Creating Internal Lead Partners for Turnaround, Mass Insight Turnaround Challenge Center;	August 1, 2010	July 30, 2013

1, 2, 3, 4, 7	<ul style="list-style-type: none"> Provide professional development on instructional strategies, engagement of students, use of data and technology, flexible grouping, and the CSCOPE curriculum 	As shown in the Comprehensive Needs Assessment, PDAS and Brief Walk-through teacher observations indicate a lack of instructional strategies to promote engagement and to reach all learners. Assessment scores also indicate a need for improvement in achievement.	Using Operational Data, Including Classroom Observations, COI, CII, SIG Handbook, pp. 79-80 www.centerii.org/survey	August 1, 2010	June 30, 2013
1, 2, 7	<ul style="list-style-type: none"> Develop a local evaluation system for teachers and principals on which to base a system of incentives, rewards, in order to recruit, place and retain staff who are able to carry out school reform strategies 	Making student achievement a large part of the local evaluation system will enable administrators to identify new recruits and retain or replace those who are presently working with students	<i>SIG Handbook, Improving Staff Evaluation Systems</i> (NCCTO) pp. 91-82	August 1, 2010	June 20, 2013
1, 2, 3, 4, 6, 7	<ul style="list-style-type: none"> Upgrade technology 	Comprehensive Needs Assessment shows a need for additional student computers for curriculum utilization, individualized instruction and practice. There is also a need for other instructional technology equipment to promote student engagement and mastery	Choosing and Implementing Technology Wisely, NHSC, <i>SIG Handbook, pp. 127-130.</i> www.centerii.org/survey	August 1, 2010	June 30, 2013
1, 2, 3, 4, 6, 7,	<ul style="list-style-type: none"> Providing two Instructional Specialists, one in English Language Arts/Social Studies, and one in Math/Science, to observe, coach, and lead teachers in planning for delivering instruction and assessing learning 	Providing a master teacher to deliver right-on-time professional development as well as help teachers to understand the standards and use the data to plan, deliver and assess instruction would improve student success	Hassel, Emily. (1999) Professional Learning in the Learning Profession. National Staff Development Council, Dallas, TX Retrieved from http://www.nsdsc.org/stateprofilearning.cfm	August 1, 2010	August 15, 2010

1, 2, 3, 4, 5, 6, 7	<ul style="list-style-type: none"> Provide Study Island to target individual deficits and remediation 	Most students come to us having already failed the TAKS tests at least once. Study Island can be used independently, during school, in before or after school tutorials, or at home to help students identify and remediate deficits	Differentiating Instruction , COI, <i>SIG Handbook</i> , pp. 111-112, www.centerii.org/survey	August 1, 2010	July, 30, 2013
1,2, 3, 4, 5, 6, 7	<ul style="list-style-type: none"> Select and hire a Bi-Lingual Parent Liaison to work with parents and students 	CNA shows a rise to 60% Hispanic population, with many parents who do not speak English. There is a need for support for this population and their parents	Making A Plan to Include Stakeholders from <i>What Works When</i> , pp. 61-65.	August 1, 2010	August 15, 2010
1, 2, 3, 4, 5, 6, 7	<ul style="list-style-type: none"> Contract with an external consultant to provide training and support in working with ELL Students and parents 	ELL are showing a need to improve achievement on the TAKS, TELPAS, ACT and SAT tests as indicated in the CNA. Teachers need additional strategies for ELL students and to teach gifted children.	Using the Collaborative Coaching & Learning Professional Development Model to transform teaching. Mass Insight Building Block Strategies: Effective Teachers and Teaching. www.massinsight.org/initiatives/buildingblocks/strategy.aspx?id=302	August 1, 2010	June 30, 2013
1, 2, 3, 4, 6	<ul style="list-style-type: none"> Provide a Response To Intervention teacher to work with Instructional Specialists to identify students who need help in a tutorial program integrated into the school day 	Some students need additional instructional time to master the state standards during the school day. Many ride city buses as no transportation is provided to this school. Many have little or no support from adults in the home.	Using Response to Intervention , COI, <i>SIG Handbook</i> , p.111-112. www.centerii.org/survey	August 1, 2010	June 30, 2013
1, 2, 3, 4, 6. 7	<ul style="list-style-type: none"> Implement common planning time for teachers in each of the four core subject areas 	Data from student achievement and from the PLC surveys indicate that the PLC time has contributed to the increase in scores on the TAKS and TELPAS tests. This time is used to facilitate training, meet with instructional specialists, to examine data, make instructional decisions and align curriculum	Using Student Data to Drive Instruction , COI, <i>SIG Handbook</i> , pp. 113-115, www.centerii.org/survey	August 1, 2010	June 30, 2013
1, 2, 3, 4, 5, 6	<ul style="list-style-type: none"> Improve student transition from middle to high school through 	A 9 th Grade Summer Transition Program was piloted for the first time prior to the 2009-2010	Establishing Early Warning Systems. NHSC, <i>SJG Handbook</i> , pp 71-72.	June 1, 2010	August 1, 2013

	the 9 th Grade Summer Transition Program	school year and proved have great benefits for students. This is a program that needs to be continued on a permanent basis	www.centerii.org/survey		
1, 2, 3,5, 6	<ul style="list-style-type: none"> Expand the use of the Early-Warning System to include all students, not just those who attend the 9th Grade Summer Transition Program 	This system tracks attendance, grades and discipline for 9 th grade students to facilitate early intervention when a problem first arises in order to help that student be able to go to 10 th grade on time. This quick response could benefit all students	Establishing Early Warning Systems. NHSC, <i>SJG Handbook</i> , pp 71-72. www.centerii.org/survey	July 1, 2010	August 1, 2013
Add additional pages as needed.					

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Critical Success Factor 2: Increase the use of Quality Data to Drive Instruction					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1, 2, 3, 4, 7	Increase the use of Quality Data to Drive Instruction: <ul style="list-style-type: none"> Purchase and utilize Eduphoria to improve the quality of data disaggregation and utilization 	Eduphoria is a system to manage data that is able to provide more flexible disaggregation and application of data than the system now in place which is several years old.	Using Student Data to Drive Instruction , COI, <i>SIG Handbook</i> , pp. 113-116 www.centerii.org/survey	August 1, 2010	July 30, 2013
1, 2, 3, 4, 7	<ul style="list-style-type: none"> Provide professional development in the use of Eduphoria 	Staff needs to be trained in order to make best use of the technology and the funds spent to acquire it	Using Student Data to Drive Instruction , COI, <i>SIG Handbook</i> , pp. 113-116 www.centerii.org/survey	August 1, 2010	June 30, 2013
1, 2, 3, 7	<ul style="list-style-type: none"> Implement a research based aligned curriculum and conduct periodic reviews to ensure it is positively impacting student achievement 	The need for a research-based, aligned curriculum was addressed at the beginning of 2009-2010 by purchasing the CSCOPE curriculum. The District began to implement during this year, but it is such a large endeavor, the need to continue to train, especially new teachers, and to monitor its effectiveness has been identified for this year.	Align Instruction with State Standards , <i>Restructuring Handbook</i> , pp. 79-80. www.centerii.org/survey	August 1, 2010	June 30, 2013
1, 2, 3, 4, 7	<ul style="list-style-type: none"> Provide a District Shepherd to work directly with the Superintendent, the Principal and the Professional Service Provider to help the school implement reforms 	The District Shepherd will be able to be on-site whenever needed to be support to the Principal, and will also be in continuous contact with the Superintendent to ensure that all reform activities can be carried out in a timely and efficient manner.	Creating Internal Lead Partners for Turnaround , Mass Insight Turnaround Challenge Center;	August 1, 2010	July 30, 2013

1, 2, 3, 4, 7	<ul style="list-style-type: none"> Provide professional development on instructional strategies, engagement of students, use of data and technology, flexible grouping, and the CSCOPE curriculum 	As shown in the Comprehensive Needs Assessment, PDAS and Brief Walk-through teacher observations indicate a lack of instructional strategies to promote engagement and to reach all learners. Assessment scores also indicate a need for improvement in achievement.	Using Operational Data, Including Classroom Observations , COI,CII, <i>SIG Handbook</i> , pp. 79-80 www.centerii.org/survey	August 1, 2010	June 30, 2013
1, 2, 7	<ul style="list-style-type: none"> Develop a local evaluation system for teachers and principals on which to base a system of incentives, rewards, in order to recruit, place and retain staff who are able to carry out school reform strategies 	Making student achievement a large part of the local evaluation system will enable administrators to identify new recruits and retain or replace those who are presently working with students	<i>SIG Handbook, Improving Staff Evaluation Systems</i> (NCCTO) pp. 91-82	August 1, 2010	June 20, 2013
1, 2, 3, 4, 6, 7	<ul style="list-style-type: none"> Upgrade technology 	Comprehensive Needs Assessment shows a need for additional student computers for curriculum utilization, individualized instruction and practice. There is also a need for other instructional technology equipment to promote student engagement and mastery	Choosing and Implementing Technology Wisely , NHSC, <i>SIG Handbook</i> , pp. 127-130. www.centerii.org/survey	August 1, 2010	June 30, 2013
1, 2, 3, 4, 6, 7,	<ul style="list-style-type: none"> Providing two Instructional Specialists, one in English Language Arts/Social Studies, and one in Math/Science, to observe, coach, and lead teachers in planning for delivering instruction and assessing learning 	Providing a master teacher to deliver right-on-time professional development as well as help teachers to understand the standards and use the data to plan, deliver and assess instruction would improve student success	Hassel, Emily. (1999) Professional Learning in the Learning Profession . National Staff Development Council, Dallas, TX Retrieved from http://www.nsdcc.org/stat/eproflearning.cfm	August 1, 2010	August 15, 2010

1, 2, 3, 4, 5, 6, 7	<ul style="list-style-type: none"> Select and hire a Bi-Lingual Parent Liaison to work with parents and students 	CNA shows a rise to 60% Hispanic population, with many parents who do not speak English. There is a need for support for this population and their parents	Making A Plan to Include Stakeholders from <i>What Works When</i> , pp. 61-65.	August 1, 2010	August 15, 2010
1, 2, 3, 4, 5, 6, 7	<ul style="list-style-type: none"> Contract with an external consultant to provide training and support in working with ELL Students and parents 	ELL are showing a need to improve achievement on the TAKS, TELPAS, ACT and SAT tests as indicated in the CNA. Teachers need additional strategies for ELL students and to teach gifted children.	Using the Collaborative Coaching & Learning Professional Development Model to transform teaching. Mass Insight Building Block Strategies: Effective Teachers and Teaching. www.massinsight.org/initiatives/buildingblocks/strategy.aspx?id=302	August 1, 2010	June 30, 2013
1, 2, 3, 4, 6	<ul style="list-style-type: none"> Provide a Response To Intervention teacher to work with Instructional Specialists to identify students who need help in a tutorial program integrated into the school day 	Some students need additional instructional time to master the state standards during the school day. Many ride city buses as no transportation is provided to this school. Many have little or no support from adults in the home.	Using Response to Intervention, COI, SIG Handbook, p.111-112. www.centerii.org/survey	August 1, 2010	June 30, 2013
1, 2, 3, 4, 5, 6, 7	<ul style="list-style-type: none"> Provide Study Island to target individual deficits and remediation 	Most students come to us having already failed the TAKS tests at least once. Study Island can be used independently, during school, in before or after school tutorials, or at home to help students identify and remediate deficits	Differentiating Instruction, COI, SIG Handbook, pp. 111-112, www.centerii.org/survey	August 1, 2010	July, 30, 2013
1, 2, 3, 4, 6, 7	<ul style="list-style-type: none"> Implement common planning time for teachers in each of the four core subject areas 	Data from student achievement and from the PLC surveys indicate that the PLC time has contributed to the increase in scores on the TAKS and TELPAS tests. This time is used to facilitate training, meet with instructional specialists, to examine data, make instructional decisions and align curriculum	Using Student Data to Drive Instruction, COI, SIG Handbook, pp. 113-115, www.centerii.org/survey	August 1, 2010	June 30, 2013
1, 2, 3, 4, 5, 6	<ul style="list-style-type: none"> Improve student transition from middle to high school through the 9th Grade 	A 9 th Grade Summer Transition Program was piloted for the first time prior to the 2009-2010 school year and proved	Establishing Early Warning Systems. NHSC, <i>SJG Handbook, pp 71-72.</i> www.centerii.org/survey	June 1, 2010	August 1, 2013

	Summer Transition Program	have great benefits for students. This is a program that needs to be continued on a permanent basis			
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Add additional pages as needed.

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by telephone/e-mail/FAX on _____ by _____ of TEA.		School Years 2010-2013		Amendment No. _____	
Texas Title I Priority Schools Grant Schedule #4B--Program Description					
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
1, 2, 3, 7	Increase Leadership Effectiveness: <ul style="list-style-type: none"> Implement a research based aligned curriculum and conduct periodic reviews to ensure it is positively impacting student achievement 	The need for a research-based, aligned curriculum was addressed at the beginning of 2009-2010 by purchasing the CSCOPE curriculum. The District began to implement during this year, but it is such a large endeavor, the need to continue to train, especially new teachers, and to monitor its effectiveness has been identified for this year.	<i>Restructuring and Substantial School Improvement and The Mega System: Deciding, Learning, and Connecting.</i> www.centerii.org/survey Stiggins, R.J., Commodore, C., & Chappuis, S. (2009). <i>Classroom Assessment for Student Learning: Doing It Right-Using It Well.</i> Needham Heights, MA, Allyn & Bacon..	August 1, 2010	June 30, 2013
1, 2, 3, 7	<ul style="list-style-type: none"> Place a new principal for 2010-2011 based on local criteria who will be able to implement the activities to support reform 	The school presently has an Interim Principal so that the District has time to identify and place a long term Principal who is able to drive reform efforts.	Restructuring Through Learning-Focused Leadership, <i>Restructuring Handbook, PP. 63-76. Using</i>	June 1, 2010	June 1, 2010
1, 2, 3, 4, 7	<ul style="list-style-type: none"> Provide a District Shepherd to work directly with the Superintendent, the Principal and the Professional Service Provider to help the school implement reforms 	The District Shepherd will be able to be on-site whenever needed to be support to the Principal, and will also be in continuous contact with the Superintendent to ensure that all reform activities can be carried out in a timely and efficient manner.	Creating Internal Lead Partners for Turnaround, Mass Insight Turnaround Challenge Center;	August 1, 2010	July 30, 2013
1, 2, 3, 4, 7	<ul style="list-style-type: none"> Provide professional development on instructional strategies, engagement of 	As shown in the Comprehensive Needs Assessment, PDAS and Brief Walk-through teacher observations indicate a lack of	Using Operational Data, Including Classroom Observations, COI,CII, <i>SIG Handbook, pp. 79-80</i> www.centerii.org/survey	August 1, 2010	June 30, 2013

	students, use of data and technology, flexible grouping, and the CSCOPE curriculum	instructional strategies to promote engagement and to reach all learners. Assessment scores also indicate a need for improvement in achievement.			
1, 2, 7	<ul style="list-style-type: none"> Develop a local evaluation system for teachers and principals on which to base a system of incentives, rewards, in order to recruit, place and retain staff who are able to carry out school reform strategies 	Making student achievement a large part of the local evaluation system will enable administrators to identify new recruits and retain or replace those who are presently working with students	<i>SIG Handbook, Improving Staff Evaluation Systems</i> (NCCTO) pp. 91-82	August 1, 2010	June 20, 2013
1, 2, 3, 4, 6, 7	<ul style="list-style-type: none"> Upgrade technology 	Comprehensive Needs Assessment shows a need for additional student computers for curriculum utilization, individualized instruction and practice. There is also a need for other instructional technology equipment to promote student engagement and mastery	Choosing and Implementing Technology Wisely , NHSC, <i>SIG Handbook</i> , pp. 127-130. www.centerii.org/survey	August 1, 2010	June 30, 2013
1, 2, 3, 4, 6, 7	<ul style="list-style-type: none"> Providing two Instructional Specialists, one in English Language Arts/Social Studies, and one in Math/Science, to observe, coach, and lead teachers in planning for delivering instruction and assessing learning 	Providing a master teacher to deliver right-on-time professional development as well as help teachers to understand the standards and use the data to plan, deliver and assess instruction would improve student success	Using the Collaborative Coaching & Learning Professional Development Model to transform teaching. Mass Insight Building Block Strategies: Effective Teachers and Teaching. www.massinsight.org/initiatives/buildingblocks/strategy.aspx?id=302	August 1, 2010	August 15, 2010
2, 3, 4, 5, 6, 7	<ul style="list-style-type: none"> Select and hire a Bi-Lingual Parent Liaison to work with parents and students 	CNA shows a rise to 60% Hispanic population, with many parents who do not speak English. There is a need for support for this population and their parents	Making A Plan to Include Stakeholders from <i>What Works When</i> , pp. 61-65.	August 1, 2010	August 15, 2010

1, 2, 3, 4, 5, 6, 7	<ul style="list-style-type: none"> Contract with an external consultant to provide training and support in working with ELL Students and parents 	ELL are showing a need to improve achievement on the TAKS, TELPAS, ACT and SAT tests as indicated in the CNA. Teachers need additional strategies for ELL students and to teach gifted children.	Using the Collaborative Coaching & Learning Professional Development Model to transform teaching. Mass Insight Building Block Strategies: Effective Teachers and Teaching. www.massinsight.org/Initiatives/buildingblocks/strategy.aspx?id=302	August 1, 2010	June 30, 2013
1, 2, 3, 4, 5, 6, 7	<ul style="list-style-type: none"> Provide Study Island to target individual deficits and remediation 	Most students come to us having already failed the TAKS tests at least once. Study Island can be used independently, during school, in before or after school tutorials, or at home to help students identify and remediate deficits	Differentiating Instruction , COI, <i>SIG Handbook</i> , pp. 111-112, www.centerij.org/survey	August 1, 2010	July, 30, 2013
1, 2, 3, 4, 6, 7	<ul style="list-style-type: none"> Implement common planning time for teachers in each of the four core subject areas 	Data from student achievement and from the PLC surveys indicate that the PLC time has contributed to the increase in scores on the TAKS and TELPAS tests. This time is used to facilitate training, meet with instructional specialists, to examine data, make instructional decisions and align curriculum	Using Student Data to Drive Instruction , COI, <i>SIG Handbook</i> , pp. 113-115, www.centerij.org/survey	August 1, 2010	June 30, 2013
1, 2, 3, 5, 6	<ul style="list-style-type: none"> Expand the use of the Early-Warning System to include all students, not just those who attend the 9th Grade Summer Transition Program 	This system tracks attendance, grades and discipline for 9 th grade students to facilitate early intervention when a problem first arises in order to help that student be able to go to 10 th grade on time. This quick response could benefit all students	Establishing Early Warning Systems. NHSC, <i>SIG Handbook</i> , pp 71-72. www.centerij.org/survey	August 1, 2010	June 30, 2013
Add additional pages as needed.					

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Texas Title I Priority Schools Grant Schedule #4B—Program Description					
Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 4: Improve Learning Time					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
4	Improve Learning Time: <ul style="list-style-type: none"> Increase the school day by starting at 7:45 a.m. and releasing at 3:50 resulting in an increase the equivalent of 9 days 	In increase to the school day by moving the release time to 3:50 had already been implemented during the past two years. This change would add 15 minutes to the beginning of each day.	Kowal, J., Hassel, E. A., & Hassel, B. D. (2009). <i>Successful school turnarounds: Seven Items for district leaders</i> . Washington, DC: The Center for Comprehensive School Reform and Improvement. Retrieved from http://centerforcsri.org/files/CenerIssueBriefSept09.pdf	August 15, 2010	June 30, 2013
1, 2, 3, 4, 7	<ul style="list-style-type: none"> Provide a District Shepherd to work directly with the Superintendent, the Principal and the Professional Service Provider to help the school implement reforms 	The District Shepherd will be able to be on-site whenever needed to be support to the Principal, and will also be in continuous contact with the Superintendent to ensure that all reform activities can be carried out in a timely and efficient manner.	<i>Creating Internal Lead Partners for Turnaround</i> , Mass Insight Turnaround Challenge Center;	August 1, 2010	July 30, 2013
1, 2, 3, 4, 7	<ul style="list-style-type: none"> Provide professional development on instructional strategies, engagement of students, use of data and technology, flexible grouping, and the CSCOPE curriculum 	As shown in the Comprehensive Needs Assessment, PDAS and Brief Walk-through teacher observations indicate a lack of instructional strategies to promote engagement and to reach all learners. Assessment scores also indicate a need for improvement in achievement.	Standards for Staff Development . National Staff Development Council. Dallas, TX. Retrieved from www.nsdc.org/standards/index.cfm	August 1, 2010	June 30, 2013
1, 2, 3, 4, 6, 7	<ul style="list-style-type: none"> Upgrade technology 	Comprehensive Needs Assessment shows a need for additional student computers for curriculum	Choosing and Implementing Technology Wisely , NHSC, <i>SIG Handbook</i> , pp.	August 1, 2010	June 30, 2013

		utilization, individualized instruction and practice. There is also a need for other instructional technology equipment to promote student engagement and mastery	127-130. www.centerii.org/survey		
1, 2, 3, 4, 6, 7,	<ul style="list-style-type: none"> Providing two Instructional Specialists, one in English Language Arts/Social Studies, and one in Math/Science, to observe, coach, and lead teachers in planning for delivering instruction and assessing learning 	Providing a master teacher to deliver right-on-time professional development as well as help teachers to understand the standards and use the data to plan, deliver and assess instruction would improve student success	Hassel, Emily. (1999) Professional Learning in the Learning Profession. National Staff Development Council, Dallas, TX Retrieved from http://www.nsd.org/stat/eproflearning.cfm	August 1, 2010	August 15, 2010
2, 3, 4, 5, 6, 7	<ul style="list-style-type: none"> Select and hire a Bi-Lingual Parent Liaison to work with parents and students 	CNA shows a rise to 60% Hispanic population, with many parents who do not speak English. There is a need for support for this population and their parents	Making A Plan to Include Stakeholders from <i>What Works When</i> , pp. 61-65.	August 1, 2010	August 15, 2010
1, 2, 3, 4, 5, 6, 7	<ul style="list-style-type: none"> Contract with an external consultant to provide training and support in working with ELL Students and parents 	ELL are showing a need to improve achievement on the TAKS, TELPAS, ACT and SAT tests as indicated in the CNA. Teachers need additional strategies for ELL students and to teach gifted children.	Using the Collaborative Coaching & Learning Professional Development Model to transform teaching. Mass Insight Building Block Strategies: Effective Teachers and Teaching. www.massinsight.org/initiatives/buildingblocks/strategy.aspx?id=302	August 1, 2010	June 30, 2013
1, 2, 3, 4, 6	<ul style="list-style-type: none"> Provide a Response To Intervention teacher to work with Instructional Specialists to identify students who need help in a tutorial program integrated into the school day 	Some students need additional instructional time to master the state standards during the school day. Many ride city buses as no transportation is provided to this school. Many have little or no support from adults in the home.	Using Response to Intervention, COI, SIG Handbook, p.111-112. www.centerii.org/survey	August 1, 2010	June 30, 2013
1, 2, 3, 4, 5, 6, 7	<ul style="list-style-type: none"> Provide Study Island to target individual deficits and remediation 	Most students come to us having already failed the TAKS tests at least once. Study Island can be used independently, during	Differentiating Instruction, COI, SIG Handbook, pp. 111-112, www.centerii.org/survey	August 1, 2010	July, 30, 2013

		school, in before or after school tutorials, or at home to help students identify and remediate deficits			
1, 2, 3, 4, 6, 7	<ul style="list-style-type: none"> Implement common planning time for teachers in each of the four core subject areas 	Data from student achievement and from the PLC surveys indicate that the PLC time has contributed to the increase in scores on the TAKS and TELPAS tests. This time is used to facilitate training, meet with instructional specialists, to examine data, make instructional decisions and align curriculum	Using Student Data to Drive Instruction , COI, <i>SIG Handbook</i> , pp. 113-115, www.centerii.org/survey	August 1, 2010	June 30, 2013

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Texas Title I Priority Schools Grant Schedule #4B—Program Description					
Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 5: Increase Parent/Community Involvement					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1, 2, 3, 4, 5, 6, 7	Increase Parent/Community Involvement: <ul style="list-style-type: none"> Provide Study Island to target individual deficits and remediation 	Most students come to us having already failed the TAKS tests at least once. Study Island can be used independently, during school, in before or after school tutorials, or at home to help students identify and remediate deficits	Differentiating Instruction , COI, <i>SIG Handbook</i> , pp. 111-112, www.centerii.org/survey	August 1, 2010	July, 30, 2013
1, 2, 3, 4, 5, 6, 7	<ul style="list-style-type: none"> Select and hire a Bi-Lingual Parent Liaison to work with parents and students 	CNA shows a rise to 60% Hispanic population, with many parents who do not speak English. There is a need for support for this population and their parents	Making A Plan to Include Stakeholders from <i>What Works When</i> , pp. 61-65.	August 1, 2010	August 15, 2010
5	<ul style="list-style-type: none"> Increase number of parents and community members actively involved 	Parent involvement for the High School is not as high as for the Elementary and Middle Schools. CNA indicates that we need to make a plan to keep these parents involved through High School.	Making A Plan to Include Stakeholders from <i>What Works When</i> , pp. 61-65.	August 1, 2010	August 15, 2010
5	<ul style="list-style-type: none"> Offer ESL classes for parents who do not speak English 	With a high percentage of parents who do not speak English, we have already made it a policy to provide translation for every parent meeting and for all written notices going to the home. The CNA indicates a need to increase the capacity of parents to help their students.	Making A Plan to Include Stakeholders from <i>What Works When</i> , pp. 61-65.	August 1, 2010	August 15, 2010

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Texas Title I Priority Schools Grant Schedule #4B—Program Description					
Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 6: Improve School Climate					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1, 2, 3, 4, 5, 6, 7	<ul style="list-style-type: none"> Contract with an external consultant to provide training and support in working with ELL Students and parents 	ELL are showing a need to improve achievement on the TAKS, TELPAS, ACT and SAT tests as indicated in the CNA. Teachers need additional strategies for ELL students and to teach gifted children.	Using the Collaborative Coaching & Learning Professional Development Model to transform teaching. Mass Insight Building Block Strategies: Effective Teachers and Teaching. www.massinsight.org/initiatives/buildingblocks/strategies.aspx?id=302	August 1, 2010	June 30, 2013
2, 3, 4, 5, 6, 7	<ul style="list-style-type: none"> Select and hire a Bi-Lingual Parent Liaison to work with parents and students 	CNA shows a rise to 60% Hispanic population, with many parents who do not speak English. There is a need for support for this population and their parents	Making A Plan to Include Stakeholders from <i>What Works When</i> , pp. 61-65.	August 1, 2010	August 15, 2010
1, 2, 3, 4, 6, 7	<ul style="list-style-type: none"> Implement common planning time for teachers in each of the four core subject areas 	Data from student achievement and from the PLC surveys indicate that the PLC time has contributed to the increase in scores on the TAKS and TELPAS tests. This time is used to facilitate training, meet with instructional specialists, to examine data, make instructional decisions and align curriculum	Using Student Data to Drive Instruction , COI, <i>SIG Handbook</i> , pp. 113-115, www.centerii.org/survey Decision-Making Indicators: Shared Leadership , <i>The Mega System</i> , pp. 54-57. www.centerii.org/survey	August 1, 2010	June 30, 2013
6	<ul style="list-style-type: none"> Select and implement a school-wide discipline plan for positive behavior change 	CNA indicates a need to provide all teachers with the tools to positively manage the class to facilitate instruction. With so many new teachers, this has become a priority.	How To Organize Your Teaching. Doing What Works. U.S. Department of Education, http://dwww.ed.gov	August 1, 2010	August 1, 2013
6	<ul style="list-style-type: none"> Establish a Leadership Academy where teachers can be 	The average experience of teachers at Faith Family Academy is 1.5 years and most are alternative	Restructuring Through Learning-Focused Leadership. <i>Restructuring Handbook</i> ,	October 1, 2010	August 1, 2013

	developed into school leaders and capacity for leadership built	certification. This academy would give additional training and support to improve teacher performance and support, which should be reflected in teacher retention.	pp. 63-76. Kowal, J. & Hassel, B. J. (2009). <i>Expanding the Pipeline of Teachers and Principals in Urban Public Schools: Design Principle sand Coalition for Success.</i> Chapel Hill, N.C. Public Impact.		
6	<ul style="list-style-type: none"> Increase attendance through increasing participation in extras-curricular and co-curricular activities 	Increased Student attendance will improve student achievement. Attendance rate averages 96% each 6-weeks and needs to be improved.	Student Learning Plan, The Mega System , pp. 108-111. www.centerij.org/survey		
Add additional pages as needed.					

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Texas Title I Priority Schools Grant Schedule #4B—Program Description					
Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 7: Increase Teacher Quality					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1, 2, 3, 7	Improve Student Achievement in core academic content areas including Reading/ELA, Math and Science: <ul style="list-style-type: none"> Implement a research based aligned curriculum and conduct periodic reviews to ensure it is positively impacting student achievement 	The need for a research-based, aligned curriculum was addressed at the beginning of 2009-2010 by purchasing the CSCOPE curriculum. The District began to implement during this year, but it is such a large endeavor, the need to continue to train, especially new teachers, and to monitor its effectiveness has been identified for this year.	<i>Restructuring and Substantial School Improvement and The Mega System: Deciding, Learning, and Connecting.</i> www.centerii.org/survey Stiggins, R.J., Commodore, C., & Chappuis, S. (2009). Classroom Assessment for Student Learning: Doing It Right-Using It Well. Needham Heights, MA, Allyn & Bacon.	August 1, 2010	June 30, 2013
1, 2, 3, 7	<ul style="list-style-type: none"> Place a new principal for 2010-2011 based on local criteria who will be able to implement the activities to support reform 	The school presently has an Interim Principal so that the District has time to identify and place a long term Principal who is able to drive reform efforts.	Restructuring Through Learning-Focused Leadership, <i>Restructuring Handbook, PP. 63-76</i>	June 1, 2010	June 1, 2010
1, 2, 3, 4, 7	<ul style="list-style-type: none"> Provide a District Shepherd to work directly with the Superintendent, the Principal and the Professional Service Provider to help the school implement reforms 	The District Shepherd will be able to be on-site whenever needed to be support to the Principal, and will also be in continuous contact with the Superintendent to ensure that all reform activities can be carried out in a timely and efficient manner.	Creating Internal Lead Partners for Turnaround, Mass Insight Turnaround Challenge Center;	August 1, 2010	July 30, 2013
1, 2, 3, 4, 7	<ul style="list-style-type: none"> Provide professional development on instructional strategies, 	As shown in the Comprehensive Needs Assessment, PDAS and Brief Walk-through teacher observations	Using Operational Data, Including Classroom Observations, COI,CII, <i>SIG Handbook, pp. 79-80</i> www.centerii.org/survey	August 1, 2010	June 30, 2013

	engagement of students, use of data and technology, flexible grouping, and the CSCOPE curriculum	indicate a lack of instructional strategies to promote engagement and to reach all learners. Assessment scores also indicate a need for improvement in achievement.			
1, 2, 7	<ul style="list-style-type: none"> Develop a local evaluation system for teachers and principals on which to base a system of incentives, rewards, in order to recruit, place and retain staff who are able to carry out school reform strategies 	Making student achievement a large part of the local evaluation system will enable administrators to identify new recruits and retain or replace those who are presently working with students	<i>SIG Handbook, Improving Staff Evaluation Systems</i> (NCCTO) pp. 91-82	August 1, 2010	June 20, 2013
1, 2, 3, 4, 6, 7	<ul style="list-style-type: none"> Upgrade technology 	Comprehensive Needs Assessment shows a need for additional student computers for curriculum utilization, individualized instruction and practice. There is also a need for other instructional technology equipment to promote student engagement and mastery	Choosing and Implementing Technology Wisely , NHSC, <i>SIG Handbook</i> , pp. 127-130. www.centerii.org/survey	August 1, 2010	June 30, 2013
1, 2, 3, 4, 6, 7,	<ul style="list-style-type: none"> Providing two Instructional Specialists, one in English Language Arts/Social Studies, and one in Math/Science, to observe, coach, and lead teachers in planning for delivering instruction and assessing learning 	Providing a master teacher to deliver right-on-time professional development as well as help teachers to understand the standards and use the data to plan, deliver and assess instruction would improve student success	Using the Collaborative Coaching & Learning Professional Development Model to transform teaching. Mass Insight Building Block Strategies: Effective Teachers and Teaching. www.massinsight.org/initiatives/buildingblocks/strategy.aspx?id=302	August 1, 2010	August 15, 2010
1, 2, 3, 4, 6, 7,	<ul style="list-style-type: none"> Providing two Instructional Specialists, one in English Language Arts/Social Studies, and one 	Providing a master teacher to deliver right-on-time professional development as well as help teachers to understand the standards and use the data to plan,	Hassel, Emily. (1999) Professional Learning in the Learning Profession. National Staff Development Council, Dallas, TX Retrieved from	August 1, 2010	

	in Math/Science, to observe, coach, and lead teachers in planning for delivering instruction and assessing learning	deliver and assess instruction would improve student success	http://www.nsd.c.org/stat/eproflearning.cfm		
1, 2, 3, 4, 5, 6, 7	<ul style="list-style-type: none"> Provide Study Island to target individual deficits and remediation 	Most students come to us having already failed the TAKS tests at least once. Study Island can be used independently, during school, in before or after school tutorials, or at home to help students identify and remediate deficits	Differentiating Instruction , COI, <i>SIG Handbook</i> , pp. 111-112, www.centeril.org/survey	August 1, 2010	July, 30, 2013
2, 3, 4, 5, 6, 7	<ul style="list-style-type: none"> Select and hire a Bi-Lingual Parent Liaison to work with parents and students 	CNA shows a rise to 60% Hispanic population, with many parents who do not speak English. There is a need for support for this population and their parents	Making A Plan to Include Stakeholders from <i>What Works When</i> , pp. 61-65.	August 1, 2010	August 1, 2013
1, 2, 3, 4, 5, 6, 7	<ul style="list-style-type: none"> Contract with an external consultant to provide training and support in working with ELL Students and parents 	ELL are showing a need to improve achievement on the TAKS, TELPAS, ACT and SAT tests as indicated in the CNA. Teachers need additional strategies for ELL students and to teach gifted children.	Using the Collaborative Coaching & Learning Professional Development Model to transform teaching. Mass Insight Building Block Strategies: Effective Teachers and Teaching. www.massinsight.org/initiatives/buildingblocks/strategy.aspx?id=302	August 1, 2010	June 30, 2013
1, 2, 3, 4, 6	<ul style="list-style-type: none"> Provide a Response To Intervention teacher to work with Instructional Specialists to identify students who need help in a tutorial program integrated into the school day 	Some students need additional instructional time to master the state standards during the school day. Many ride city buses as no transportation is provided to this school. Many have little or no support from adults in the home.	Using Response to Intervention , COI, <i>SIG Handbook</i> , p.111-112. www.centeril.org/survey	August 1, 2010	June 30, 2013

1, 2, 3, 4, 6. 7	<ul style="list-style-type: none"> Implement common planning time for teachers in each of the four core subject areas 	Data from student achievement and from the PLC surveys indicate that the PLC time has contributed to the increase in scores on the TAKS and TELPAS tests. This time is used to facilitate training, meet with instructional specialists, to examine data, make instructional decisions and align curriculum	Using Student Data to Drive Instruction , COI, <i>SIG Handbook</i> , pp. 113-115, www.centerij.org/survey	August 1, 2010	June 30, 2013
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Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 4: Waiver Requests		
Applicants must check the waivers in which the LEA/campus intends to implement.		
<p><input checked="" type="checkbox"/> Extending the period of availability of school improvement funds. <i>This waiver extends the "life" of the funds for two additional years; allowing the state to fund the grant period for three years to the LEA on behalf of the eligible campus, as long as the campus meets the requirements of implementation of the grant program.</i></p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Note: Since TEA has requested and received a waiver of the period of availability of these school improvement grant funds, this waiver automatically applies to all LEAs in the State and must be checked.</p> </div> <p><input type="checkbox"/> "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model. <i>Under this waiver, the LEA with an eligible Tier I or Tier II campus implementing the turnaround model or restart model may have their School Improvement status reset regardless of the actual AYP status and other school improvement interventions, such as School Choice and Supplemental Education Services (SES) would not be applicable. This waiver allows the campus two years to effectively implement the selected turnaround or restart model of reform without additional statutory school improvement interventions being required.</i></p> <p><input type="checkbox"/> Implementing a school wide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold. <i>This waiver allows a Tier I Title I campus that otherwise does not qualify to operate a Schoolwide program to do so in order to implement the Tier I reform model selected.</i></p>		

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Texas Title I Priority Schools Grant		
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		
Using research-based models from Victoria Bernhardt and Robert Marzano, data will be collected in the following areas: 1) Student and Faculty Demographics; 2) Student and Faculty Perceptions; 3) Teaching/Learning Environment; and 4) Systems Processes. Data will be collected for student demographics in the area of student attendance, student tardies, and student grades by core subject area, and student results on the state criterion assessment (TAKS).		
Each set of data will be disaggregated by student groups [African-American, Hispanic and white; free and reduced lunch & Economically Disadvantaged; and special programs participation [special education, Limited English Proficient, Career & Technology Education]. Each set of data will be compared to state data as well as districts that are comparable to our district in size, student composition and finances.		
Faculty demographics data will be collected in terms of teacher experience in education and experience in the district, teacher certification [alternative certification vs. traditional certification], and teacher ethnicity. Data will also be collected in the areas of student and faculty perception. Student perception inventories/surveys will be developed to measure students' perception of classroom instruction and teacher performance. Each set of data will be disaggregated by student groups as delineated in number 1 above.		
Results from all student inventories administered will not be used as part of the teacher PDAS evaluation. Student inventories will be reviewed by teacher, campus administrators and curriculum staff to indicate areas of improvement and areas of strength in the instructional program and classroom operation. Students will be administered a perception inventory to measure the satisfaction/dissatisfaction of the overall operation of the school which will focus on the student as a customer.		
The third area of data collection will be the teaching/learning environment. Data will be collected by formative/summative evaluations of classrooms, formative/summative assessments of criterion-referenced assessments (TAKS), administrative walk-throughs (using Marzano's researched-based strategies to improve the educational process and product). The fourth area in which data will be collected will be systems processes. In order to maintain a research-based approach, the district will use the Baldrige model to examine the operations of the district. The district will collect data in seven areas of operation in order to determine the overall performance of the district and its systems. The district will develop and administer an abbreviated survey addressing the criteria found in the Baldrige process. This will be accomplished by administering a self-assessment to be completed by teachers, administrators, support staff, and clients (students and parents).		

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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		
<p>The Project Director will develop and implement local processes to collect, review and report program quantitative and qualitative evaluation information from program administrators, teachers, students, parents and community members to determine the effectiveness of meeting the purpose and objectives of the school improvement project in the areas described on the preceding page. Process information will include review of timelines and activities implemented as well as the effectiveness of the ongoing professional development and family/community involvement activities. Summative evaluation will be based on student outcomes (grade level improvement as reflected by state and local assessments) and teacher and principal effectiveness (as measured by the Professional Development and Appraisal System [PDAS] and/or local evaluation processes).</p>		
<p>The project formative evaluation information will be reported monthly at the regular district administrative team meetings and cumulatively at the end of each semester, each year, and at the project conclusion along with the summative evaluation. The Project Director will develop a timeline of formative evaluation strategies and reporting based on the proposed timeline of project activities.</p>		

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Schedule #4C—Performance Assessment and Evaluation		
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Section C: Qualitative and Quantitative Data Collection Methods- Describe the LEA/campus' process for data collection methods to be implemented and 1) how the data will be disaggregated; 2) used to improve instruction; and 3) obtain continuous improvement results		
<p>Data will be collected and reviewed in the following ways:</p> <ul style="list-style-type: none"> ➤ Quality, type, and degree of planning, implementation, and evaluation of project activities <ul style="list-style-type: none"> • Monthly update of the progress of project activities and any completed evaluations ➤ Quality, type, and degree of collaboration with project partners <ul style="list-style-type: none"> • Semester summary report of collaboration activities ➤ Quality and level of communication with and reporting to management on the progress of the project and any problems encountered <ul style="list-style-type: none"> • District leaders/management personnel attend weekly administrative meetings and will participate in frequent ongoing, 'just in time' conversations with project leaders to review the progress of project activities ➤ Quality, type, and degree of participatory involvement practiced by the principals, teachers, parents, and, when appropriate, students <ul style="list-style-type: none"> • Principals will report monthly to the district administrative team the level of participation of each campus group. ➤ Quality, type, and level of professional development activities <ul style="list-style-type: none"> • Teachers will report in a standard district process the impact of each professional development activity. Principals will present a monthly report aggregating campus results to the district administrative team. ➤ Quality, type, and level of services actually provided to the targeted population <ul style="list-style-type: none"> • Principals will report monthly to the administrative team the services provided to teachers (professional development), students (instructional strategies), and parents (shared information, meetings or trainings). ➤ Quality and type of curriculum that is utilized <ul style="list-style-type: none"> • Teachers will submit lesson plans to campus administrators weekly to indicate the implementation of selected curriculum. Student assessment results (formative & summative) along with classroom observations (formal and informal) will be reviewed and aggregated to determine the effectiveness of the curriculum. ➤ Quality and type of instruction <ul style="list-style-type: none"> • Student assessment results (formative & summative) along with classroom observations (formal and informal) will be reviewed and aggregated to determine the effectiveness of the instruction. ➤ Quality of any products or documents developed as part of the project <ul style="list-style-type: none"> • Education Service Center staff, external consultants, and the Professional Service Providers (PSPs) will evaluate the quality of any products, documents and reports developed as part of the project. ➤ Strengths and weaknesses of the project design, implementation, and evaluation <ul style="list-style-type: none"> • Education Service Center staff, external consultants, the Professional Service Providers (PSPs), and or the School Improvement Resource Center (SIRC) will evaluate the strengths and/or weaknesses of the project design, implementation and evaluation structure of the project. District staff will follow guidance from the above groups/agencies in implementing recommended improvements. ➤ Extent to which recommendations for modifying or improving the program as a result of on-going evaluation activities were implemented <ul style="list-style-type: none"> • Any recommended modifications that are implemented will be evaluated for effectiveness in the same manner as other project activities. In addition, updates on the implementation of any modifications will be incorporated into the monthly reports to the district administrative team. 		

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Schedule # 4C—Performance Assessment and Evaluation		
Part 2: Process for Development of Performance Goals		
Describe the process to be implemented to develop the campus' performance goals. Include the groups participating in the development of the goals.		
Responses are limited to two pages , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<p>Campus performance goals were set with the collaboration of the Superintendent, the campus administration and the Site-Based Decision Making Committee, as well as the Professional Learning Communities which are made up of the four core -subject area teachers. All of the performance areas evaluated by the state on the TAKS tests based on the state standards and the TELPAS were reviewed for each category for which Faith Family Academy is responsible: All Students, Hispanic, African American, Economically Disadvantaged, Special Education, and ELL. Historic data for the past 5 years was presented by the Curriculum Director and reviewed by each of the groups. Trends and patterns were identified. Other data was provided which included student attendance and tardy, discipline, teacher absences, and Walk-through data from the district developed Brief Walk-through forms.</p>		
<p>The PLCs made recommendations for campus performance on the TAKS, TAKS A and TAKSM. These were reviewed with the other groups who also made recommendations. Final decision on the progress goals was made by the Site-Based Decision Making Committee and approved by the Superintendent.</p>		

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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 Student Achievement in Reading/ELA	TAKS, TAKS A, TAKS M	2008-2009	Increase of 5% in each tested group	Increase of 5% in each tested group	Increase of 5% in each tested group
2	Improve Student Achievement in Mathematics	TAKS, TAKS A, TAKS M	2008=2009	Increase of 15% in each tested group	Increase of 10% in each tested group	Increase of 10% in each tested group
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	Improve use of Quality Data to Drive Instruction	Data Tracking Notebooks used by all teachers	DNA	100%	100%	100%
2	Collecting, analyzing, and using data to identify school needs	Local Rubric	DNA	Baseline	10% Increase	10% increase
3	Using data to identify and plan for needed changes in the instructional program	Local Rubric	DNA	Baseline	10% Increase	10% Increase

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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	Increase Instruction-Focused Leadership	Locally Developed Evaluation	DNA	Baseline	10% increase	10% increase
2	Increase Principal-Led Professional Development	Professional Development Evaluations	DNA	Baseline	5% increase	5% increase
3	Collecting, analyzing, and using data to identify school needs	Local Rubric	DNA	Baseline	10% increase	10% increase
4	Implementing and monitoring the school improvement plan	Local Rubric	DNA	Baseline	90%	95%

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	Increase Learning Time on Campus	Calendar and Master Schedule	DNA	Increase by Equivalent of 9 Days	Continue 9 Days Equivalent	Continue 9 Days Equivalent

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Schedule # 4C—Performance Assessment and Evaluation

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	Increase number of parents coming into the school	Receptionist records, attendance records at parent events	DNA	Baseline	15% increase	15% increase
2	Increase number of parents speaking English	Enrollment and Attendance records of ESL class	DNA	Baseline	10%	10%

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	Increase performance in dimensions of school climate including:					
2	Increase in ADA	Attendance Records	96%	1% increase	1% increase	1% increase
3	Increase in Perception of Teachers	Surveys	Base-line	5% increase	2% increase	2% increase
4	Increase in Perception of Students	Surveys	Base-line	3% increase	3% increase	3% increase
5	Increase in Perception of Parents	Surveys	Base-line	3% increase	3% increase	3% increase
	Number of Students Participating in Extra-curricular and Co-curricular activities	Rosters and Attendance Records	DNA	5% increase	2% increase	2% increase

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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	Average Teaching Experience of High School Teachers	AEIS Report	1.5 years	3 years	4 years	5 years
2	Increase in teacher instructional effectiveness	Local Evaluation PDAS	DNA	10% increase	10% increase	10% increase
3	Increase in teacher certifications for ESL and Gifted and Talented	SBOE Teacher Certifications	DNA	Baseline	10% increase	10% increase

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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Barrier: Gender-Specific Bias					
#	Strategies for Gender-specific Bias	Students	Teachers	Others	
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
A02	Provide staff development on eliminating gender bias	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
A03	Ensure strategies and materials used with students do not promote gender bias	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
A99	Other (Specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Barrier: Cultural, Linguistic, or Economic Diversity					
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others	
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
B02	Provide interpreter/translator at program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
B08	Seek technical assistance from Education Service Center, Technical Assistance Center, Title I, Part A School Support Team, or other provider	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide Counseling.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C06	Provide mentor program.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C08	Provide community service programs/activities.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide Counseling.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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

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Schedule # 4D—Equitable Access and Participation: Barriers and Strategies				
Barrier: Absenteeism/Truancy				
#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance.	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community partnerships.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: High Mobility Rates				
#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish partnerships with parents of highly mobile families.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transferal system.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Lack of Support from Parents				
#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M03	Recruit volunteers to actively participate in school activities.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts.	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, acknowledge in school activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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Texas Title I Priority Schools Grant						
Schedule #5—Program Budget Summary						
Program Authority: P.L. 107-110, Section 1003(g), as amended by ARRA, P.L. 111-5 CFDA # 84.388A & 84.377A					Fund Code ARRA (CFDA# 84.388A): 286 Regular (CFDA# 84.377A): 276	
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	\$ 648499	\$ 54000	\$ 57042	\$ 702499
Professional and Contracted Services	5C	6200	92050	45000	13165	137050
Supplies and Materials	5D	6300	125589	0	5000	125589
Other Operating Costs	5E	6400	75000	15000	0	90000
Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only)	5G	6600/15XX	0	0	0	0
Total Direct Costs			951138	114000	75207	1055138
% Indirect Costs				0	0	0
Grand Total						
Total Budgeted Costs:			\$ 951138	\$ 114000	\$ 75207	\$ 1055138
Administrative Cost Calculation						
Enter total amount from Schedule #5 Budget Summary, Last Column, Total Budgeted Costs						1055138
Multiply by .05 (5% limit)						X .05
Enter Maximum Allowable for Administration, including Indirect Costs						\$ 52756.90

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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 \$373982 Year 2: SY 2011-2012 \$340583 * Year 3: SY 2012-2013 \$340583 * * 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				\$	\$
2 Educational Aide					
3 Tutor					
Program Management and Administration					
4 Project Director			1	555	5000
5 Project Coordinator					
6 Teacher Facilitator					
7 Teacher Supervisor					
8 Secretary/Administrative Assistant			1	1111	10000
9 Data Entry Clerk			1	1111	10000
10 Grant Accountant/Bookkeeper			1	1111	10000
11 Evaluator/Evaluation Specialist					
Auxiliary					
12 Counselor					
13 Social Worker					
14 Child Care Provider					
15 Community Liaison/Parent Coordinator			1	6666	60000
16 Bus Driver					
17 Cafeteria Staff					
18 Librarian					
19 School Nurse					
Other Employee Positions					
22 Title: Dean of Students			1	6111	54999
23 Title: District Sheppard			1	3332	54000
24 Title: Math/Science Instructional Specialist			1	12000	97500
25 Title: ELA/Social Studies Instructional Specialist			1	10000	90000
26	Subtotal Employee Costs			\$ 38665	\$ 337499
Substitute, Extra-Duty, Benefits					
27 6112 Substitute Pay				\$ 1000	\$ 16000
28 6119 Professional Staff Extra-Duty Pay				20000	105000
29 6121 Support Staff Extra-Duty Pay					
30 6140 Employee Benefits					
31	Subtotal Substitute, Extra-Duty, Benefits Costs			\$ 21000	\$ 121000
32	Grand Total Payroll Budget (line 26 + line 31)			\$ 59665	\$ 458499

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Texas Title I Priority Schools Grant

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

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

Subtotal

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	Total Amount Budgeted
1.	Smart Board Training	\$ 850	\$ 500	\$ 850
2.	National Staff Development Council Summer Conference	3600	0	3600
3.	Study Island Training	1500	500	1500
4.	Parent Training	9000	0	9000
5.				
6.				
7.				
8.				
9.				
10.				

Subtotal

Professional and Consulting Services Less than \$10,000

\$ 1000

\$ 14950

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 Training

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs	1	\$ 12000	\$ 0	12000
Title: Positive Behavior Support Training				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$ 12000	\$ _____	\$ 12000

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Texas Title I Priority Schools Grant				
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): Principal and Teacher Appraisal Development				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs	1	\$ 15000	\$ 1600	\$ 15000
Title: _____ Subgrants, Subcontracts, Subcontracted Services Supplies and Materials Other Operating Costs Capital Outlay (Subgrants Only) Indirect Cost (____%)				
Total Payment:		\$ 15000	\$ 1600	\$ 15000
3. Description of Professional or Consulting Service (Topic/Purpose/Service): On-Going Job Embedded Staff Development for Effective Teaching and Instruction				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs	1	\$ 57600	\$ 6400	\$ 57600
Title: _____ Subgrants, Subcontracts, Subcontracted Services Supplies and Materials Other Operating Costs Capital Outlay (Subgrants Only) Indirect Cost (____%)				
Total Payment:		\$ 57600	\$ 6400	\$ 57600
4. Description of Professional or Consulting Service (Topic/Purpose/Service): Administrator Leadership Sustainability and Capacity Building for Curriculum Team and Campus Administration				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs	1	\$ 37500	\$ 4165	\$ 37500
Title: _____ Subgrants, Subcontracts, Subcontracted Services Supplies and Materials Other Operating Costs Capital Outlay (Subgrants Only) Indirect Cost (____%)				
Total Payment:		\$	\$	\$
Subtotal: Professional and Consulting Services Greater Than or Equal to \$10,000:		\$ 37500	\$ 4165	\$ 37500
Subtotal of Professional and Contracted Services Costs Requiring Specific Approval:				
Subtotal of Professional and Consulting Services or Subgrants Less than \$10,000:		14950	1000	14950
Subtotal of Professional and Consulting Services Greater than or Equal to \$10,000:		84600	12165	84600
Remaining 6200- Professional and Contracted Services that do not require specific approval:			0	
Grand Total:		84600	12165	84600

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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			\$	\$	
	#	Type	Purpose			Quantity
	1					
	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:						
Remaining 6300- Supplies and Materials that do not require specific approval:				5000	125589	
Grand Total				\$ 5000	\$ 125589	

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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: _____			\$	\$
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:					
Remaining 6400 – Other Operating Costs that do not require specific approval:				0	90000
Grand Total				\$ 0	\$ 90000

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Schedule #5G - Itemized 6600/15XX Capital Outlay- Capitalized Assets Regardless of Unit Cost (15XX is for use by Charter Schools sponsored by a nonprofit organization)					
	Description/Purpose	Unit Cost	Quantity	Pre-Award	Total Budgeted
6699/15XX- Library Books and Media (capitalized and controlled by library)					
1					
66XX/15XX- Technology Hardware - Capitalized					
2					
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:					

SCHEDULE #6A GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	057-8/5 County-District No.
Texas Title I Priority Schools Grant		

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

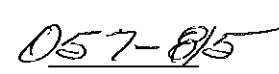
A. Terms defined: As used in these Provisions and Assurances,

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

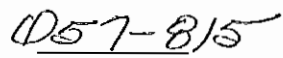
B. Contingency: This contract is executed by Agency subject to the availability of funds appropriated by legislative act for the purposes stated. All amendments and/or extensions or subsequent contracts entered into for the same or continued purposes are executed contingent upon the availability of appropriated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

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

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

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

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

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

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

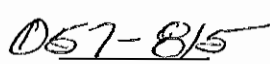
For Education Service Centers (ESCs): The foregoing Intellectual Property Ownership provisions apply to an Education Service Center (ESC) and its employees, agents, representatives, consultants, and subcontractors. If an ESC or any of its subcontractor(s) wish to obtain a license agreement to use, advertise,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

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

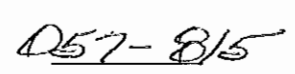
- S. Unfair Business Practices:** By signing this Contract, Contractor, if other than a state agency, certifies that Contractor, within the preceding 12 months, has not been found guilty, in a judicial or state agency administrative proceeding, of unfair business practices. Contractor, if other than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

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

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

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	 County-District No.
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- W. Agency Property (terms):** In the event of loss, damage or destruction of any property owned by or loaned by Agency while in the custody or control of Contractor, its employees, agents, consultants or subcontractors, Contractor shall indemnify Agency and pay to Agency the full value of or the full cost of repair or replacement of such property, whichever is the greater, within 30 days of Contractor's receipt of written notice of Agency's determination of the amount due. This applies whether the property is developed or purchased by Contractor pursuant to this contract or is provided by Agency to Contractor for use in the contract project. If Contractor fails to make timely payment, Agency may obtain such money from Contractor by any means permitted by law, including but not limited to offset or counterclaim against any money otherwise due to Contractor by Agency.
- X. Travel Costs:** Amounts authorized for maximum recovery for travel and per diem costs against any state or federal funding source are restricted to those amounts which are approved in the State of Texas Appropriations Bill in effect for the particular funding period. Any amount over this limit must come from local funding sources. Applicant must recover funds at a lesser rate if local policy amounts are less than the maximum allowed by the state. Out-of-state travel may not exceed the federal government rate for the locale. Travel allowances are not allowable costs.
- Y. Funds for Religious Worship, Instruction:** No funds will be used to pay for religious worship, instruction, or proselytization, or for any equipment or supplies for such, or for any construction, remodeling, repair, operation, or maintenance of any facility or part of a facility to be used for religious worship, instruction, or proselytization (34 CFR 76.532 and P. L. 107-110, section 9505).
- Z. Disclosure of Gifts and Campaign Contributions:** The grantee shall file disclosures of gifts and campaign contributions as required by State Board of Education Operating Rule 4.3, which is incorporated as if set out in full. The grantee has a continuing obligation to make disclosures through the term of the contract. Failure to comply with State Board of Education Operating Rule 4.3 is grounds for canceling the grant.
- AA. Submission of Audit Reports to TEA:** Grantees which are public school districts and open enrollment charter schools agree to submit the required annual audit report, including the reporting package required under OMB Circular A-133, if an audit is required to be conducted in accordance with OMB Circular A-133, to the TEA Division of School Financial Audits in the time and manner requested by the Agency.
- Grantees which are **nonprofit organizations (other than charter schools) and universities/colleges** that expend \$500,000 or more total in federal awards in any fiscal year and are thus required to conduct a Single Audit or program-specific audit in accordance with the requirements in OMB Circular A-133, agree to submit a copy of such audit to TEA when the schedule of findings and questioned costs disclosed audit findings relating to any federal awards provided by TEA. A copy of such audit shall also be submitted to TEA if the summary schedule of prior audit findings reported the status of any audit findings relating to any federal awards provided by TEA.
- A **nonprofit organization or university/college** grantee shall provide written notification to TEA that an audit was conducted in accordance with OMB Circular A-133 when the schedule of findings and questioned costs disclosed no audit findings related to any federal awards provided by TEA or when the summary schedule of prior audit findings did not report on the status of any prior audit findings related to any federal awards provided by TEA. Nonprofit organizations (other than charter schools) and universities/colleges shall submit the audit report to the TEA Division of Discretionary Grants. Audit reports must be submitted to TEA within 30 days of receipt of the report from the auditor. Failure to submit a copy of the audit to TEA could result in a reduction of funds paid to the grantee, a refund to TEA, termination of the grant, and/or ineligibility to receive additional grant awards from TEA.
- BB. Federal Rules, Laws, and Regulations That Apply to all Federal Programs:** Contractor shall be subject to and shall abide by all federal laws, rules and regulations pertaining to the contract project, including but not limited to:
- 1. Americans With Disabilities Act**, P. L. 101-336, 42 U.S.C. sec. 12101, and the regulations effectuating its provisions contained in 28 CFR Parts 35 and 36, 29 CFR Part 1630, and 47 CFR Parts 0 and 64;
 - 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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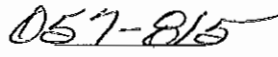
5. the **Age Discrimination Act of 1975**, as amended (prohibition of discrimination on basis of age), and any regulations issued thereunder, including the provisions contained in 34 CFR Part 110;
6. the **Family Educational Rights and Privacy Act (FERPA) of 1975**, as amended (ensures access to educational 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.

CC. Federal Regulations Applicable to All Federal Programs:

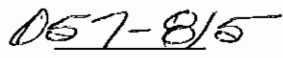
1. **For Local Educational Agencies (LEAs):** 28 CFR 35 Subparts A-E, 28 CFR 36 Subparts C & D, Appendix A, 29 CFR 1630, 34 CFR 75 or 76 as applicable, 77, 79, 80, 81, 82, 85, 97, 98, 99, 104, 47 CFR 0 and 64, and OMB Circulars A-87 (Cost Principles), A-133 (Audits), and A-102 (Uniform Administrative 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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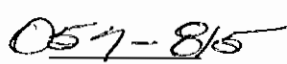
LL. High-Risk Status, Special Conditions, and Enforcement Actions: Pursuant to the provisions in 34 CFR 80.12 and 74.14, a grantee may be identified by TEA as high-risk if the grantee has a history of unsatisfactory performance; is not financially stable; has a financial management system that does not 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

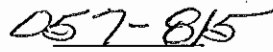
The signing of Schedule #1 - General Information by applicant indicates acceptance of and compliance with all requirements described on this schedule.

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	 County-District No.
Texas Title I Priority Schools Grant		

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: right;">  County-District No. </div>
Texas Title I Priority Schools Grant		

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.	<i>057-815</i> County-District No.
Texas Title I Priority Schools Grant		

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:

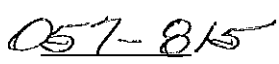
- (1) No federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection 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	 County-District No.
	Texas Title I Priority Schools Grant	

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

Federal Program:			
Name:			
1. Type of Federal Action <input type="checkbox"/> a. Contract <input type="checkbox"/> b. Grant	2. Status of Federal Action: <input type="checkbox"/> a. Bid/Offer/Application <input type="checkbox"/> b. Initial award <input type="checkbox"/> c. Post-award	3. Report Type: <input type="checkbox"/> a. Initial filing <input type="checkbox"/> b. Material change For Material Change Only: Year: _____ Quarter: _____ Date of last Report: _____	
4. Name and Address of Reporting Entity: <input type="checkbox"/> Subawardee Tier (if known): _____ Congressional District (if known): _____		5. If Reporting Entity in No. 4 is Subawardee, Enter Name and Address of Prime: Texas Education Agency 1701 N. Congress Avenue Austin, Texas 78701 Congressional District (if known): 21	
6. Federal Department/Agency:		7. Federal Program Name/Description:	
		CFDA Number, if applicable: _____	
8. Federal Action Number, if known:		9. Award Amount, if known: \$ _____	
10. a. Name and Address of Lobbying Registrant (if individual, last name, first name, MI):		10. b. Individuals Performing Services (Including address if different from No. 10a; last name, first name, MI):	

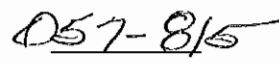
(Attach Continuation Sheet(s), if necessary)

[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:	

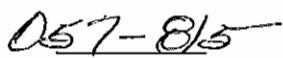
Federal Use Only:

Standard Form LLL

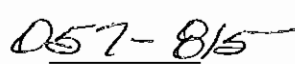
SCHEDULE #6E NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	 County-District No.
Texas Title I Priority Schools Grant		

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:

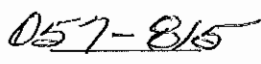
- A. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
- B. The control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a nonprofit private agency, 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	 County-District No.
Texas Title I Priority Schools Grant		

- 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	 County-District No.
Texas Title I Priority Schools Grant		

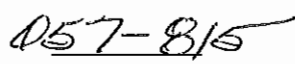
- T. Student Privacy, Parental Access to Information, and Administration of Certain Physical Examinations to Minors:** The local educational agency assures that it is in compliance with Chapter 26 of the Texas Education Code concerning parental rights and responsibilities. In addition, the local educational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

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	 County-District No.
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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.

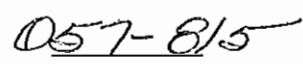
SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	 County-District No.
Texas Title I Priority Schools Grant		

6. Professional Development includes activities that:

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

7. Scientifically Based Research:

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

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<div style="text-align: right;">  County-District No. </div>
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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.

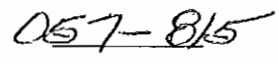
9. Technology: State-of-the-art technology products and services.

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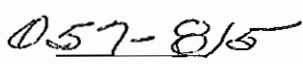
- new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;
- f. Use data to identify and implement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

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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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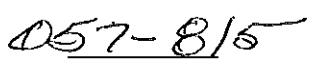
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- 4) For LEAs selecting the TEA Designed Model, the applicant must participate in and make use of technical assistance and coaching support provided by TEA, SIRC, and/or its subcontractors.
- 5) The applicant will establish or provide evidence of a 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 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)

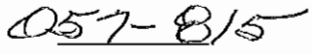
STIMULUS FUNDS – The term “stimulus funds” means any funds that are made available from appropriations under the Recovery Act; the term may be used interchangeably with “recovery funds.”

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.

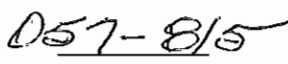
E. DUNS Number: All entities receiving any federal funds, including ARRA funds, are required to have a DUNS (Dunn & Bradstreet) number. The DUNS number serves as the grantee organization's unique identifier for reporting federal funds received and expended. TEA must use this same DUNS number to report 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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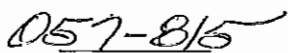
3. **Quarterly Reporting for ARRA:** Not later than 10 calendar days after the end of each calendar quarter, TEA and any other **direct** recipient of ARRA funds must report to the U.S. Department of Education with regard to recovery funds received in accordance with number 4 below (Section 1512[c]). (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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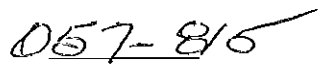
5. **Posting the Information on Public Website:** Not later than 30 days after the end of each calendar quarter, each federal agency, including the U.S. Department of Education, shall make the information in those reports publicly available by posting the information on the designated public website (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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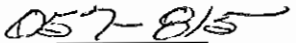
6. **Recovery Independent Advisory Panel:** Section 1541 of the ARRA establishes the Recovery Independent Advisory Panel to make recommendations to the Recovery Accountability and Transparency Board on action the Board could take to prevent fraud, waste, and abuse relating to ARRA funds.

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



TEXAS COMPTROLLER OF PUBLIC ACCOUNTS

AUSTIN, TEXAS 78774-0100

March 28, 2003

FAITH FAMILY KIDS
1888 GREAT HOUSE ROAD
WAXAHACHIE, TX 75167

Dear Corporate Agent:

The Texas Secretary of State has notified the Comptroller that you are the registered agent for a newly established nonprofit corporation in Texas. As the manager of the Tax Policy Division, I want to take this opportunity to provide some information about the Texas franchise tax as it applies to nonprofit corporations.

Franchise tax is a tax on all corporations chartered or doing business in Texas. Certain nonprofit corporations may qualify for an exemption, but the law requires the corporation to apply for the exemption. Under the law, your corporation has 15 months from its charter or doing-business date to establish its exemption. I've enclosed Franchise Tax Rule 3.541 and our publication entitled Subchapter B. Exemptions.

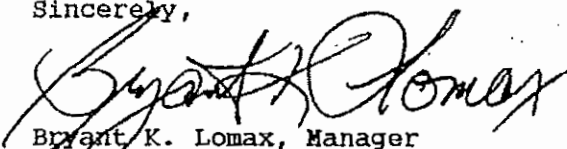
To request a franchise tax exemption because your corporation has obtained an exemption from the Internal Revenue Service (IRS) under Internal Revenue Code Sections 501(c)(2) through (8), (10), (16), (19), or (25), all you need to do is send us a letter requesting a franchise tax exemption and a copy of the letter your corporation received from the IRS granting the federal exemption. The IRS determination letter will specify the section of the code under which the federal exemption was granted.

If you feel your corporation may qualify for franchise tax exemption, but obtaining a federal exemption does not apply to your corporation, send us your written request for franchise tax exemption and include the following:

- the Subchapter B section under which your corporation is exempt;
- copies of the Articles of Incorporation and other governing documents including any bylaws;
- any published information regarding the activities of the organization;
- a detailed description of the organization's activities including a two-year budget; and
- a daytime telephone number and the name of a contact person.

Franchise tax exemption requests should be sent to the Comptroller of Public Accounts, Exempt Organizations Section, Post Office Box 13528, Austin, Texas 78711-3528. If you need further information, please call our Tax Assistance Section toll free at 1-800-252-1381.

Sincerely,


Bryant K. Lomax, Manager
Tax Policy Division

Enclosures