

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	El Paso Independent School District Organization Name	071-902 County-District#
		Ross Middle School Campus Name	042 Campus Number
		746000769 9-Digit Vendor ID#	19 ESC Region
		NOGA ID# (Assigned by TEA)	Amendment #

Texas Title I Priority Schools Grant

Schedule #1 - General Information

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

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

Project Beginning Date: 08/01/2010

Project Ending Date: 06/30/2013

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

Tier I ☐ **Tier II** ☐ **Tier III** ☒

Part 1: Index to the Application

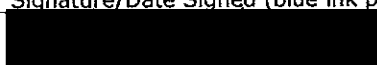
An X in the "New Application" column indicates those schedules that **must** be submitted as part of the application. The applicant must place an X in this column for each additional schedule submitted to complete the application. For amendments, the applicant must place an X in the Amendment Application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

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

Certification and Incorporation

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

Authorized Official

Typed First Name	Initial	Last Name	Title
Lorenzo		Garcia	Superintendent
Phone	Fax	Email	Signature/Date Signed (blue ink preferred)
915-887-5488	9158875484	logarcia@episd.org	 5/21/10

Only the legally responsible party may sign this application.

6 complete copies of the application, at least 3 with original signature(s), must be received by 5:00 PM Thursday, June 3, 2010:

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

TEA DOCUMENT CONTROL NO

701-10-112-097

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<p align="center">Texas Title I Priority Schools Grant Schedule #1—General Information</p>		
<p>Part 2: List of Required Fiscal-Related Attachments and Assurances</p>		
<p>For competitive applications, the application will not be reviewed and scored if any of the required attachments do not accompany the application when it is submitted. Applicants will not be permitted to submit required attachments, or any revisions to those required attachments, after the closing date of the grant. Attach all required attachments to the back of the application as an appendix.</p>		
<p>1 <input type="checkbox"/></p>	<p align="center">Proof of Nonprofit Status</p> <p>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.)</p>	
<p>2 <input checked="" type="checkbox"/></p>	<p align="center">Assurance of Financial Stability</p> <p>Required for all independent school districts, open-enrollment charter schools, and education service centers: Check box to indicate assurance that audit requirements have been met. All public school districts, open-enrollment charter schools, and education service centers must be in compliance with submitting the required annual audit for the immediate prior fiscal year to TEA in the time and manner requested by TEA, and the audit must be determined by the TEA Division of Financial Audits to be in compliance with the applicable audit standards. 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.</p>	
<p>3 <input checked="" type="checkbox"/></p>	<p align="center">Assurance of Submittal of Reviewer Information Form</p> <p>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.)</p>	

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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					
El Paso Independent School District					
Mailing Address Line - 1		Mailing Address Line - 2		City	State
6531 Boeing Drive				El Paso	TX
U.S. Congressional District Number		Primary DUNS Number		Central Contractor Registration (CCR) CAGE Code	NCES Identification Number
TX-016		079841979		1QC53	481830001712
Campus Name				County-District Campus Number	
Ross Middle School				071-902-042	
Mailing Address Line - 1		Mailing Address Line - 2		City	State
6101 HUGHEY DRIVE				El Paso	TX
Applicant Contacts					
Primary Contact					
First Name		Initial		Last Name	
Karen				Taylor	
Telephone		Fax		Email	
915-881-2344		915-771-1131		ketaylor@episd.org	
Mailing Address Line - 1		Mailing Address Line - 2		City	State
6531 Boeing Drive		Curriculum & Instruction		El Paso	TX
					79925
Secondary Contact					
First Name		Initial		Last Name	
Kristine				Ferret	
Telephone		Fax		E-mail	
(915) 887-3060		(915) 771-6792		kferret@episd.org	
Mailing Address Line - 1		Mailing Address Line - 2		City	State
6101 HUGHEY DRIVE				El Paso	TX
					79925

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

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

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14	Applicant provides assurance that it will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final federal requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the TEA) to hold accountable its Tier III schools that receive grant funds.	Program Assurances	
15	Applicant provides assurance that it will, if it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization (CMO), or education management organization (EMO) accountable for complying with the final federal requirements.	Program Assurances	
16	Applicant provides assurance that it will report to the TEA the school-level data required under section III of the final federal requirements.	Program Assurances	
17	If the LEA/campus selects to implement the turnaround model , the campus must implement the following federal requirements. <ul style="list-style-type: none"> a. Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates; b. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students; <ul style="list-style-type: none"> 1. Screen all existing staff and rehire no more than 50 percent; and 2. Select new staff. c. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school; d. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; e. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability; f. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; g. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students; h. Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and i. Provide appropriate social-emotional and community-oriented services and supports for students. 	Program Assurances	

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18	If the LEA/campus selects to implement the turnaround model , the campus may implement the following federal requirements. a. Any of the required and permissible activities under the transformation model; or b. A new school model (e.g., themed, dual language academy).	Program Assurances	
19	If the LEA/campus selects to implement the school closure model , the campus must implement the following requirement. a. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. b. A grant for school closure is a one-year grant without the possibility of continued funding.	Program Assurances	
20	If the LEA/campus selects to implement the restart model , the campus must implement the following federal requirements. a. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA. b. Enroll, within the grades it serves, any former student who wishes to attend the school.	Program Assurances	
21	If the LEA/campus selects to implement the transformation model , the campus must implement the following federal requirements. 1. Develop and increase teacher and school leader effectiveness. (A) Replace the principal who led the school prior to commencement of the transformation model; (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- (1) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and (2) Are designed and developed with teacher and principal involvement; (C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so; (D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and	Program Assurances	

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21	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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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 transformation model , the campus assures That it will it implement the following federal requirements. 1. Develop and increase teacher and school leader effectiveness. A. Evaluate the effectiveness of the current principal and use the results of the evaluation to determine whether the principal should be replaced, be retained on the campus, or be provided leadership coaching or training. B. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so; C. Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and D. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school based on rigorous, transparent, and equitable evaluation systems for teachers and principals: 1. Takes into account data on student growth as a factor as well as other factors such as multiple observation-based assessments of student performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and 2. Are designed and developed and with teacher and principal involvement		

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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 type="checkbox"/> Option 1: LEA/campus currently engaged in aggressive reform <input checked="" type="checkbox"/> Option 2: LEA/campus in need of foundational technical assistance		
Part 2: Grant Program Summary. Provide a brief overview of the program you plan to implement on the campus. Be sure to address fundamental issues such as your local program goals and objectives that align with the RFA purpose and goals, rationale for program design, etc. Address the specific gaps, barriers, or weaknesses to be addressed by the intervention model to be selected. A response to this question must be completed in the original submission regardless of whether the LEA/campus has selected an intervention model at this time or not. Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Ross Middle School will implement the Tier III Transformation Model. The following local goals identified by the District's Superintendent will be implemented on the campus and align with the goals and objectives outlined in the grant. Superintendent Goals: (1) increase student performance on TAKS; (2) improve accountability ratings of schools (both federal and state); (3) increase/improve high school performance; (4) provide career awareness, exploration, and preparation opportunities including career education at the high school level; (5) increase college readiness and facilitate post secondary transition at every high school; and (6) sustain EPISD stakeholder advocacy and engagement by nurturing a student centered organizational culture at the District and campus levels. The Superintendent Goals of; (1) increase student performance on TAKS (2) improve accountability ratings of schools (both federal and state); (3) increase/improve high school performance: Align with state goals: <ul style="list-style-type: none"> • Improve Academic Performance in Reading ELA/Math/Science and Social Studies using: 1. Data-Driven Instruction 2. Curriculum Alignment (both horizontal and vertical) 3. On-going Monitoring of Instruction • Increase Teacher Quality using: 1. Locally Developed Appraisal Instruments 2. On-going Job Embedded Professional Development 3. Recruitment/Retention Strategies to recruit new quality teachers and retain those teachers already performing at an exceptional level. • Increase Leadership Effectiveness using: 1. On-going Job Embedded Professional Development 2. Operational Flexibility 3. Resource/Data Utilization • Increase the Use of Quality Data to Drive Instruction through teacher training in: 1. Data Disaggregation 2. Data-Driven Decisions 3. Ongoing communication • Increase Learning Time through: 1. Flexible Scheduling 2. Instructionally-focused Calendar 3. Staff Collaborative Planning 		
The Superintendent Goals of; (4) provide career awareness, exploration, and preparation opportunities including career education at the high school level; (5) increase college readiness and facilitate postsecondary transition at every high school: Align with state goals: <ul style="list-style-type: none"> • Improve School Climate by 1. Increased Attendance 2. Decreased Discipline Referrals 3. Increased Involvement in Extra/Co-Curricular Activities • Increase Parent/Community Involvement by: 1. Increased Opportunities for Input 2. Effective Communication 3. Accessible Community Services 		

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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								310	294	320					924
Open-Enrollment Charter School															0
Total Students:	0	0	0	0	0	0	0	310	297	320	0	0	0	0	924

Total Instructional Staff **74**

Total Support Staff **40**

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

1	Academic Excellence Indicator System (AEIS) - Core area TAKS score levels
2	AEIS - Core area TAKS scores of the campus subpopulations (e.g. Limited English Proficiency - LEP)
3	TAKS scores, local benchmarks, and campus visits - level of key driver implementation
4	Performance evaluations - determine effectiveness of campus Principal and teachers
5	Campus staff and Curriculum and Instruction (C&I) stakeholders - Identify the most effective district-wide student improvement strategies.
6	District Improvement Plan (DIP), - supplemental resources needed
7	Campus staff and C&I stakeholders - level of parental involvement
8	Campus staff and C&I stakeholders - professional development needs of campus staff
9	Campus staff and C&I stakeholders - innovative student engagement and/or intervention strategy needs
10	The DIP, campus staff, and C&I stakeholders - campus staff and student technology needs.

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

Part 1: Comprehensive Needs Assessment Cont.

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

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

The EPISD faces many challenges in addressing low student achievement. Some static or recurring factors such as demographics, ethnicity, or mobile military student populations cannot be changed, while other variables, such as teacher shortages, student achievement, teacher training, and instruction systematically can be addressed. The needs assessment included the review of data from many sources. Although many factors were examined while determining the focus of the proposed project, ultimately it was those variables that the District could have the greatest influence upon that guided the final decision. The Academic Excellence Indicator System (AEIS) was used to determine **core area achievement levels**. A review of AEIS data revealed that the campus' average TAKS scores in the core areas of math, science, reading/ELA, and social studies fall below the state average. AEIS data on **subpopulations** (e.g. LEP) TAKS scores for the campus revealed that this group fell far below their student counterparts; additional support/focus is needed. A review of TAKS scores and local benchmarks as well as campus visits were used to determine that the campus had not fully implemented the District's **key drivers** (i.e., Standards-based Curriculum, Time on Task, El Paso Data Mining Process, Professional Learning Communities and Special Populations), which when fully implemented have been shown to increase student achievement levels. The EPISD makes a concerted effort to retain high quality educators. In addition to a review of educator performance evaluations, the District considers campus performance levels and observations to determine the effectiveness of campus Principal and teachers.

Campus staff and C&I stakeholders input was crucial in identifying the most effective student improvement strategy. Their input lead to the conclusion that the campus needed the support of **academic coaches**. The District has had an effective coaching model in place for three-years. The model needs to be expanded into the target campus in order to help improve instruction and student achievement. The coaching model is discussed in Schedule 4B Part 3 Section B: Model Selection Process. By expanding the coaching model at the target campus, the District anticipates improved student outcomes.

The DIP is a representation of the District's strategic plan and guide for implementing identified strategies. A review of the DIP showed there was a need for **supplemental resources**. C&I stakeholders provided specifics for the supplemental materials needed at the target campus to support core teachers and the grant-funded coaches.

The EPISD further recognizes the importance of parental involvement in their child's academics. Upon reviewing **parental involvement** levels at the school, campus and C&I stakeholders determined that the level of parental involvement needs to be increased. Parental participation, involvement, and education are critical to student academic success. Therefore, the stakeholders decided to expand parental involvement by providing social services from non-profit organizations related to removing academic barriers.

Improving teacher instructional skills is always a focus of the EPISD. However, the needs assessment performed by campus and C&I stakeholders revealed the need for additional **professional development**. In particular, there is a need for additional support and training of campus stakeholders (teachers, grant-funded coaches, principals, etc.) related to implementing effective instructional strategies, increasing pedagogical content-knowledge, expanding teacher knowledge, and student intervention techniques, to name a few.

Student achievement levels are not solely determined by teacher effectiveness; students must be actively involved in their education. The needs assessment performed by campus and C&I stakeholders revealed the need for **innovative student engagement/intervention strategies** which have been proven to improve student achievement and graduation rates. Some of these strategies will include improving cognition via improved health activities, character education, college and career exposure, enrichment and accelerated learning opportunities, improved test-taking skills, etc.

Lastly, using the DIP, campus and C&I stakeholder input, it was determined that campus staff and students have limited **technology** exposure. Focusing on components within the STEM (science, technology, engineering, and mathematics) realm, stakeholders identified a need to increase technology use for teachers, coaches, and students. The increased technology use will improve classroom instruction, increase teacher instructional skills, and improve student engagement - providing all participants a broader set of 21st century skills.

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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	District Administrators (e.g. Superintendent, Associate Superintendent, Assistant Superintendents, Directors, Executive Directors)		
2	Campus Principal and Assistant Principal		
3	Campus teachers (core areas)		
4	District core area and grade level Facilitators		
5	District core area and grade level Coaches		
6	District core area and grade level Assistant Directors (i.e., Math, Science, ELA/ Social Studies)		
7	District Subpopulation Administrators (i.e., SPED, LEP)		
8	District Community Collaborators (i.e., AVANCE, University of Texas at El Paso)		
9	Parent representative/Districtwide Educational Improvement Council (DEIC) Member		
10	District support departments (i.e., Grants Assistant Team, Financial Services, and (REPA) Research, Evaluation, Planning, Assessment, & Accountability)		

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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> Capacity. The EPISD has been a responsible steward of government funding since its establishment in 1883. The sheer volume of government funding overseen by EPISD demonstrates the district's ability to implement projects of the size and scope proposed in this application. In addition to managing multi-million dollars in federal entitlement funds, the district currently manages approximately \$45,344,207 in discretionary competitive grants. The District's commitment to improving student achievement is further substantiated by its financial investment to effective instructional strategies such as its coaching model. Partnerships/Involvement of Others. District and campus administrators, coaches, teachers, parent representatives, and community organizations participated in the design of the project. Collaborative meetings were held during the development of this project and will continue during the implementation process in order to ensure that each party has an opportunity to provide inputs that meet the unique needs of his/her student populations. The District's external collaborators will include the non-profit organization AVANCE and the University of Texas at El Paso. These organizations will serve as valuable collaborators during the project period. Frequent coordination with collaborators will ensure a smooth transition from implementation to completion. At the conclusion of the grant program, the District anticipates student achievement outcomes in the core areas will increase over the 2008-09 baselines. Management of Grant Activities. Active support for the implementation of the program will come from all levels (district and campus) within EPISD. Under the direction of the Associate Superintendent of C&I, the initiative will be collaboratively implemented by two Assistant Superintendents; Math/Science and ELA/Social Studies. These Administrators are critical decision makers in EPISD and all are responsible for overseeing multi-million dollar budgets. Day to day operation of the grant program will fall to the full-time, grant-funded Project Director, while program evaluation will be handled by a grant-funded, independent 3rd party external evaluator to perform an unbiased analysis of the program. Although determination of the grant-funded positions are pending procurement processes, both parties will possess the appropriate education and experience levels needed to perform their duties in accordance with grant guidelines. This position will be instrumental in facilitating and coordinating communication between all stakeholders and will help the campus to improve student achievement standards. Resource Management. Grant-funded activities will be coordinated with services funded from other sources to ensure that the use of funds from all sources is maximized, program services and activities are not duplicated, and that services will be provided in an integrated, coherent fashion. Funds received under this grant will supplement existing activities and follow supplanting restrictions pursuant to grant guidelines. EPISD will provide project resources in the form of classroom space, technology labs, janitorial services, administrative oversight, and other areas not covered with grant funds. The design of this initiative is consistent with the Campus Improvement Plan and the District Improvement Plan. Grant Project Manager Qualifications. The grant-funded Project Director will be required to have a Master's degree, significant teaching and management experience at the secondary level and a valid teaching certificate. Special skills will include knowledge of Texas Essential Knowledge and Skills (TEKS), instructional administration, curriculum writing and instructional coaching models. He/she will also be required to possess knowledge and experience in staff development and program implementation as well as have excellent organizational, communication, presentation and interpersonal skills. LEA Support. The EPISD will provide continuous campus support covering all facets of the model to include development, implementation, and monitoring. Support strategies include, but are not limited, transitioning the Coaching and Professional Development Model (PTM) into campus operations, training educators and stakeholders, ensuring the use of frequent walk throughs to monitor model effectiveness, support campus educator's participation in Professional Learning Communities (PLC), and seek additional technical support from the School Improvement Resource Center (SIRC). Program Continuation and Sustainability. The activities in this initiative are further aligned to the Superintendent's goals, Plan for Excellence, and 5-Key Drivers as well as Board goals. Particularly Board goal #3 which states, the EPISD will graduate mentally, emotionally, and physically healthy students who are life-time learners, successful in the world of work and postsecondary pursuits, and as contributing 21st century citizens. The District's current commitment to these strategies attests to its commitment for sustainability. The EPISD has the capacity to maintain the program as identified under the Resource Management section above. External Providers The EPISD adheres to procurement procedures and must follow these guidelines when selecting external providers. A committee of key collaborators will meet to determine specifics for those professional services needed from external providers outside of the District's expertise. Care will be taken to ensure that services requested are research/evidenced-based when possible. EPISD's Purchasing department ensures that request for services remain within purchasing guidelines to ensure that a fair, competitive bid process takes place. Site Visits. The EPISD does intend to participate in site visits as well as sending key campus administrators to model school conferences who in turn will bring the strategies back to the campus and District for consideration and implementation. </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).		
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>As identified in schedule 4B Part 1, Section D, there were many groups involved in the development of this application and the proposed implementation of the school intervention model. Students and their parents are represented at the EPISD through the DEIC Committee. The EPISD DEIC consist of elected and appointed members including elementary, middle, and high school teachers, campus-based/District level professionals, parents, businesses and Region 19 representatives, as well as a representative from EPISD's Council of PTA's whose recommendations are crucial to District improvement. Upon analysis of achievement and college ready data (SAT/ACT, TAKS, TSI, etc.) the DEIC provides improvement recommendations based on student achievement trends and also makes recommendations for investigating the effectiveness of strategies that have been implemented. Throughout the application process (development through completion), DEIC members will be kept abreast of the grant design, potential impact on campus students and staff, and the implications of implementing or not implementing certain strategies. It is primarily through this process that students and parents will be informed of the proposed project. Once implemented, students and parents will be informed of applicable grant activities through the school's current parental communication systems.</p> <p>Campus staff as well as other district and campus stakeholders was made aware of the grant project at the onset of program development. Under the direction of C&I administration, campus representatives and district administrators were informed of the district's intent to apply for the grant opportunity. Grant requirements were explained/discussed to ensure that applicable campus staff was informed of the grants impact to school operation. The intervention design involved campus and district staff to further ensure that the most effective strategies were proposed for implementation. Upon award, staff will be kept abreast of the grant program during the various implementation stages.</p> <p>Community involvement is another critical component of the intervention model design. Unable to provide the identified social services needed, the EPISD sought assistance from professionals with the expertise of addressing these rarely detected needs. EPISD will collaborate with AVANCE, a private nonprofit organization whose mission is to help young families break the cycle of poverty, prepares children for school by educating parents to be their first and most important teacher. Currently in six EPISD elementary schools, EPISD will expand AVANCE's effective services into secondary schools to offer additional intervention tools and ensure continuity of service through the critical academic years. AVANCE's services are discussed in Schedule 4B Part 3, Section B.</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).		
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 will hire a person specifically for the management of the TTIPS grant. That person will work directly with the current Associate Superintendent for the Secondary/District-wide Schools Divisions and the Assistant Superintendent, Curriculum and Instruction, College Readiness Division and the Chief Technology Officer will take leadership roles in the management of this grant. They have significant experience and credentials in curriculum and instruction. They ensure that curriculum is aligned with TEKS, that technology is integrated as an instructional tool, and that all policy issues are addressed as they arise. They will supervise all personnel responsible for implementation of the grant activities including the following: the Technology Director of Instructional Services, the high school principal, assistant principal, and teachers. The Principal and Assistant Principal will provide leadership at the campus. EPISD will provide guidance in grant implementation through the support of Project Manager/Director. Each staff member holds a degree in their respective field. The EPISD Curriculum and Instruction Division will be responsible for the management and implementation of the grant. The Grants Assistance Team, and the Research, Accountability and Assessment Department will provide the additional data collection and analysis support. The focus of this team will be to implement the Critical Success Factors (CSF) and milestones recommended by the state. Implementation will focus on the following state milestone which will be coordinated to enhance local and Superintendent goals.</p> <p>Critical Success Factors (CSF) and milestones to be implemented through the grant:</p> <ol style="list-style-type: none"> 1. Improve Academic Performance in all 4 core subjects areas through: a. Data-Driven Instruction, b. Curriculum Alignment (both horizontal and vertical), c. On-going Monitoring of Instruction 2. Increase Teacher Quality by developing and providing: a. Locally Developed Appraisal Instruments, b. On-going Job Embedded Professional Development, c. Recruitment/Retention Strategies 3. Improve School Climate through: a. Increased Attendance, b. Decreased Discipline Referrals, c. Increased Involvement in Extra/Co-Curricular Activities 4. Increase Leadership Effectiveness by providing: a. On-going Job Embedded Professional Development, b. Operational Flexibility, c. Resource/Data Utilization 5. Increase the Use of Quality Data to Drive Instruction through: a. Data Disaggregation/Training, b. Data-Driven Decisions, c. On-going Communication 6. Increase Parent/Community Involvement by providing: a. Increased Opportunities for Input, b. Effective Communication, c. Accessible Community Services 7. Increase Learning Time with: a. Flexible Scheduling, b. Instructionally-focused Calendar, c. Staff Collaborative Planning 		

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Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Resource Management – Describe how the LEA/campus will align other resources (federal, state, local, and community) with the school improvement intervention.		
<p>Activities funded from the grant will be coordinated with services funded from other sources to ensure the following: That the use of local funds will be used to maximize the implementation of the TTIPS Grant. TIPS funding will be supplemental to local funds. The District will ensure all program services and activities are not duplicated so as to not supplant any current local activities or funding. All services will be provided in an integrated, coherent fashion to enhance student performance at all levels and create an environment or rigorous learning. Funds received under this grant will supplement and not supplant the funding used for existing activities and all the supplemental funds will be used to implement new improvement activities and monitor the Critical Success Factors so that through continuous monitoring efforts the district can modify programs to create a positive environment for academic success.</p> <p>Local funds will also be used for all in-kind services to students, including identifying those in need, notifying parents, and monitoring the progress of grant activities. Services from At Risk Coordinators, teachers, counselors and facilitators will be provided in-kind. Grant funds will only be used in incentive programs for teachers and administrators that are successful in turning their campuses around and creating an environment of continuous improvement that increased student academic achievement and involves parents in the decision making process.</p> <p>In addition, EPISD resources for the project will include classroom space, technology labs, janitorial services, a portion of transportation expense, additional teacher pay as needed and costs of administrative functions. The design of this initiative is consistent with the District Improvement Plan, which mandates that schools actively work to increase college ready students and with the Superintendent's directive to staff stating the attention that must be given to at-risk students.</p> <p>The District will use grant funds to pay for activities that supports the school improvement initiative and promotes increasing teacher quality in all core subject areas to include, math, science, English language arts and social studies. All core subject areas will receive enhancement through embedded professional development activities and sending teachers to local programs that will increase the understanding of pedagogy in their subject area. The district will also use funds to hire academic coaches to support and mentor teachers in the core subject areas. Local resources will be coordinated synergistically with the grant funds to make the best possible impact on increasing student achievement and by implementing grant activities that are designed to create a positive environment for students in education.</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 District will hire a Grant Project Manager/Director with grant funds. This person will be in charge of coordinating all aspects of the grant, which includes over site of each campus funded by the grant. The Grant Project Manager/Director must have the following Qualifications:</p> <ol style="list-style-type: none"> 1. Minimum of a Masters in education with a Ph.D. preferred 2. Experience in upper level management and preferred experience as a building principal 3. Certified to evaluate teachers and staff 4. Experience in evaluating principals and assistant principals 5. Experience in providing feedback to staff on evaluations 6. Certification in Instructional Leadership Development (ILD) or Instructional Leadership Training (ILT), Professional Development and Appraisal System (PDAS) and Texas Teacher Appraisal System (TTAS) 7. Certification in Mid-Management or the Principalship certification 8. Understanding of Data collection 9. Ability to multi-task and work with current district employees to coordinate grant activities so that student achievement is enhanced through opportunities funded by the TTIPS grant and the goals and objectives of the grant and local superintendent goals are implemented fully and expediently. <p>The Grant Project Manager/Director will supervise all grant activities. She/he will work with district personnel to implement the grant and oversee all budget activities. The Grant Project Manager/Director will work directly with district and campus personnel on accurate data collection and development of quarterly reports for TEA. She/he will work with the selected evaluation team to monitor grant activities and develop formative evaluations so ongoing progress towards the state and district goals are fully documented and the full implementation of these goals will create an atmosphere of academic rigor that will increase academic achievement and enhance the college readiness of students in the El Paso Independent School District.</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.

The person responsible for implementation of the grant will be the grant manager hired to work specifically to coordinate district level personnel and program staff (data collection and evaluation team) to fully implement the federal, state and local goals of the program.

District support personnel and contracted services:

Active support for the implementation of the program will come from all levels (district and campus) within EPISD. Under the direction of the Associate Superintendent of C&I, the initiative will be collaboratively implemented by two Assistant Superintendents; Math/Science and ELA/Social Studies. These Administrators are critical decision makers in EPISD and all are responsible for overseeing multi-million dollar budgets. Day to day operation of the grant program will fall to the full-time, grant-funded Project Manager/Director, while program evaluation will be handled by a grant-funded, independent 3rd party external evaluator to perform an unbiased analysis of the program. Although determination of the grant-funded positions are pending procurement processes, both parties will possess the appropriate education and experience levels needed to perform their duties in accordance with grant guidelines. This position will be instrumental in facilitating and coordinating communication between all stakeholders and will help the campus to improve student achievement standards.

Specifically Assigned Support Manager:

The Project Manager/Director reports directly to the Associate Superintendent for the Secondary/District-wide Schools Division. The Project Manager/Director will devote all of their time to project activities. The Project Manager/Director will hold a Master's degree and teacher certification. The required special skills of the Manager include knowledge of instructional administration, curriculum writing and implementation and excellent organizational, communication, presentation and interpersonal skills. The Project Manager/Director will plan and organize the district's regular and supplementary training programs to ensure implementation of adopted curriculum and adheres to local, state, federal rules, regulations and policies. The Project Manager/Director will assist the campus to increase student achievement and performance. They plan, implement and evaluate training programs; assess, develop and implement projects; provide technical assistance to support the adopted curriculum; and obtain and share current research on programs, materials and methodologies. The Project Manager/Director assigned to this grant will have experience in the educational environment.

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

El Paso Independent School District has always aggressively sought out local, state and federal funds and support. The district will continue to seek out these funding sources so that at the end of this grant there will be no gap in services and the program will be fully sustainable. The district is now in the process of holding an election on June 15th on the TRE (Tax Ratification Election) to increase the district funding. When passed this will help increase the amount of funding available to the school district to support district activities and the continuation and sustainability of the campus reforms initiated by the TTIPS grants.

Many partnerships with local higher education organizations have been established and are enduring. We have established professional development schools that are in a continuous relationship with The University of Texas at El Paso (UTEP) and El Paso Community College (EPCC). Both have a long standing track record of being involved with the school in the region.

UTEP will be involved in working with our administrators and teachers to increase their ability to support a more rigorous academic atmosphere and increase student achievement. The activities in this initiative will make a good fit with grant and district goals to increase student achievement. UTEP is planning summer workshops for administrators and there have been talks about having teachers attend to increase their understanding of how to support school initiatives and goals.

Activities funded from the grant will become fully integrated into the District and campus plans over the next 3 years so that the sustainability is assured. The District will continue to seek out other sources of funding from federal, state and local sources so that the programs implemented by the grant will continue to support improved academic achievement by the students of the district.

The EPISD has been a responsible steward of government funding since its establishment in 1883. The sheer volume of government funding overseen by EPISD demonstrates the district's ability to implement projects of the size and scope proposed in this application. In addition to managing multi-million dollars in federal entitlement funds, the district currently manages approximately \$45,344,207 in discretionary competitive grants. The District's commitment to improving student achievement is further substantiated by its financial investment to effective instructional strategies such as its coaching model.

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External Providers -- Describe how the LEA will recruit, screen, and select external providers to ensure their quality.		
<p>The administrators and teachers at the selected District campuses participated in the design and implementation of the program. Collaborative meetings will be held through Curriculum and Instruction to involve stakeholders in the development of each program when the needs and funding are processed. Through this method, each partner will provide academic enrichment that meets the unique needs of its student population. Partnerships already exist with various Institutes of Higher Education such as Texas A & M and UTEP to secure student outreach activities and professional development services. Coordination will be made with all partnering members for a smooth transition from implementation to completion of the program and to ensure that all participating students and teachers receive the necessary support for the utilization of all provided technology. Should the Campus Improvement Team recommend a program not previously considered, administrators will be responsible to seek out organizations and individuals necessary for implementation and will introduce a point of contact for activity design and implementation.</p> <p>El Paso Independent School District maintains a large data base of external providers. This includes Higher Education staff from the University of Texas at El Paso, El Paso Community College and independent contractors that are capable of providing high quality teacher training and evaluation services. External contractors that provide services to the District will provide the District with complete resumes, samples of where they have previously provided services and examples of the quality of results gained from their services.</p> <p>These specialized services will be temporary and will be paid on a fee basis that is appropriate for the services rendered. Consultants will be hired in areas that supplement the expertise of the staff of El Paso Independent School District. This may include contracting for: evaluation services, professional development, curriculum development and technical assistance in areas identified by the Districts need assessment.</p> <p>The University of Texas at El Paso's Education Department has already developed teacher and administrative enrichment activities for this summer and will be considered for providing opportunities for teachers and administrators to develop new skills and become more proficient in classroom delivery of lessons that will improve TAKS and end of course scores. Administrators will learn to better evaluate how the campus is performing and provide teachers with quality feedback to enrich their teaching skills.</p> <p>Based on the results of the Districts needs assessment consultants will be hired to provide professional development in areas where gaps in teacher skills are identified. Consultants will be selected based upon their competence, qualifications, experience, and fee structure for the specific areas that the District identifies in order to fulfill the requirements and goals of the grant. Consultant funds will only be requested as necessary to fulfill the project objectives.</p> <p>Outside independent contractors will be hired to evaluate the progress of the goals and objectives of the grant. The evaluator will provide both formative and summative information to the District. Quality data will be collected and provided to District decision makers in order to turn around lower performing campuses.</p>		

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Site Visits – If the intervention program includes site visits to other campuses successfully implementing the intervention model, describe the process for selecting the locations and the expected outcomes of the site visit.		
<p>Pasadena ISD is one of only 2 Districts in the entire state to achieve recognized status for the last 5 years in a row. A site visit will be scheduled for Ross Middle School administrators and selected teachers so they can view firsthand the process a district similar in size to EPISD has used to maintain recognized status for 5 years. The schools representatives from Ross Middle School will talk with administrators and teachers from Pasadena about best practices and how they can emulate the success of Pasadena ISD. The district will work to schedule visits to Pasadena that will allow campuses to visit similar campuses, for example High Schools with High Schools, Middle Schools with Middle Schools and Elementary Schools with Elementary Schools. Referenced verbatim below is some additional information regarding Pasadena ISD pulled directly from their website.</p>		
<u>Pasadena Independent School District</u>		
<p>With an enrollment of more than 44,400 students, the Pasadena Independent School District is making its mark in the 21st century. For the fifth consecutive year, the district has been named a Texas Recognized District by the Texas Education Agency. Pasadena ISD is one of only two school districts in the state with more than 40,000 students, to claim "Recognized" status for five consecutive years. More than 80 percent of our campuses earned individual recognition from the state during the 2001-2002 school year, including 15 exemplary schools and 24 recognized schools. Pasadena ISD high schools rose to the challenge this past year with three of the four earning Texas Recognized status. The fourth high school was named a District Commended School for missing recognized status by less than two indicators. H.O.S.T.S. stands for Helping One Student To Succeed and is a nationally-recognized, structured program that pairs a student who needs help learning to read and write with a community member who wants to make a difference in a student's life. With help from volunteer mentors, students receive the extra attention and encouragement they need to become better students.</p>		
Accountability Ratings 2008-2009		
<p>Students took the Texas Assessment of Knowledge and Skills in 2008-09. The state standards entail a rigorous curriculum at the elementary, intermediate and high school levels.</p>		
Texas Exemplary Schools		
<p> Atkinson Elementary Burnett Elementary Bush Elementary Frazier Elementary Genoa Elementary Golden Acres Elementary Kruse Elementary Mae Smythe Elementary Matthys Elementary Pearl Hall Elementary Red Bluff Elementary Richey Elementary South Houston Elementary South Shaver Elementary Sparks Elementary Stuchbery Elementary Teague Elementary Turner Elementary </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.		
Not Applicable.		

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

Section B: Model Selection Process – Describe in detail:

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

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

Based on a review of program guidelines, available models, and results from the campus needs assessment, the District determined that **the most appropriate intervention model for this campus is the Tier III Modified Transformation Model**. The EPISD will implement its own intervention design, within the parameters required by the final federal regulations released by USDE. *The mission of EPISD is to meet the diverse needs of all students and empower them to become successful members of a global community.* The Superintendent's goals include: (1) increase student performance on TAKS; (2) improve accountability ratings of schools (both federal and state); (3) increase/improve high school performance; (4) provide career awareness, exploration, and preparation opportunities including career education at the high school level; (5) increase college readiness and facilitate post-secondary transition at every high school; and (6) sustain EPISD stakeholder advocacy and engagement by nurturing a student-centered organizational culture at the District and campus levels. Underlying the Superintendent's goals is his **Plan for Excellence**, a five-year strategic plan involving eight strands: Alternative Schools, Athletics, College Readiness, Dual Language, Early Childhood, Fine Arts, Health and Wellness, and Technology.

The intervention model is further based on the District's Five Key Drivers. Upon implementing key drivers throughout EPISD, the District's Superintendent has aimed the District towards greater academic successes. The drivers are key factors in the District's successes and the foundation of the **Plan for Excellence**. Focused on "Taking STEPS forward", the drivers require attention from all campuses to these five key areas: Standards-based Curriculum, Time on Task, El Paso Data Mining Process, Professional Learning Communities, and Special Populations. Collectively, these key drivers result in a synergistic approach towards improving academic success in all areas. The District believes that full-implementation of these drivers in line with the **Plan for Excellence** will result in a successful campus such as others seen throughout the District. In a concerted effort to identify and retain effective school administrators and teachers working towards improving student achievement, the District has developed the following Tier III Modified Transformation Model based on federal guidelines, the District's **Plan for Excellence** and the **five key drivers**. The District's Tier III Modified Transformation Model will be heavily comprised of three major strategies consisting of the coaching model, professional teaching model, and collaboration with AVANCE, a nonprofit organization.

The EPISD devotes a great deal of time ensuring that its programs are aligned to District goals and that it uses a cohesive team approach towards student achievement. Aligning project needs and goals to district needs and goals is critical to district-wide student achievement success. The EPISD's overarching goal is to improve overall student achievement by improving teacher content knowledge and instruction and thereby increasing teacher effectiveness. The proposed project focuses on improving teacher and school leader effectiveness through a carefully designed series of integrated coaching and professional development (PD) models aimed at improving educator pedagogical content knowledge and instruction skills by integrating proactive intervention techniques early in the instruction process in order to identify struggling students and intervene at the onset of students displaying signs of difficulty absorbing content material. Using District administered benchmarks and state assessment tools, the proposed models provide for the early identification of educators in need of assistance with improving student achievement.

The project's use of student assessment tools results in a selection and evaluation system that is rigorous, transparent, fair, and balanced. The project provides enhanced training for struggling educators while simultaneously providing expanded training opportunities for those educators (coaches, teachers and principals). All of EPISD's teachers meet the No Child Left Behind (NCLB) definition of highly-qualified. The district's educator recruitment efforts are designed to seek out the most qualified candidates and have resulted in the employment of educators from across the country.

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<p>The EPISD's educator annual performance system gauges educator effectiveness across a variety of measures that consider teacher, principal, and student growth. Teachers are evaluated on eight criteria: active, successful student participation in the learning process; learner-centered instruction; evaluation and feedback on student progress; management of student discipline, instructional strategies, time and materials; professional communication; professional development; compliance with policies, operating procedures and requirements; and improvement of academic performance of all students on the campus (AEIS indicators). Principal evaluations include instructional management; school/organizational climate; school/organizational improvement; personnel management; administration and fiscal/ facilities management; student management; school/community relations; and professional growth and development.</p> <p>Coaching Model. The EPISD currently has an effective coaching model that has been in place for three years, however, improvements are needed. Presently there are multiple aspects to the coaching efforts throughout the district (e.g., campus coaches, Professional Development Center (PDC) coaches, and specialized coaches working in support of various teachers, departments and schools) supported by approximately 218 coaches. Highly effective coaches are successful coaches. In the EPISD, these coaches have built professional relationships with their teachers. The collegiality of the professional relationship allows the coach to use their expertise to aid the teachers in improving instruction and student achievement. Since placing science coaches at six of its 15 middle schools in SY 2008, the District recorded TAKS score gains in SY 2009, ranging from 8.2% to 24.4%. Comparatively, the schools that functioned without science coaches recorded TAKS score changes ranging from a loss of 3.2% to a gain of 14.6%. Comparable improvements were experienced in math and ELA. The proposed project will allow the District to build upon its successes from the current coaching model, refine the model according to campus needs, and increase the use of the model's effectiveness.</p> <p>The district's current core coaching staff consists of eight science coaches [4 elementary, 2 middle, 2 high], 84 math coaches [56 elementary, 16 middle, 12 high], and 126 ELA coaches across all grade levels [the majority (92) are in elementary]. There are no social studies coaches. Enhancement to the coaching model begins with the hiring of additional campus coaches to support this campus in dire need of instructional and coaching assistance. Grant funds will be used to hire and train coaches specialized in English language arts, math, science, and social studies. The coaches will work with teachers to improve teacher content knowledge/instruction and student achievement through small group and one-on-one PD sessions. EPISD uses a 3-Tier Intervention Model designed to provide students with specialized intervention instruction when they exhibit difficulty absorbing core content material, thus increasing standardized test scores. The three intervention levels in the model have seven common criteria (focus, program, grouping, frequency, assessment, intervention, and setting) which collectively identify the appropriate intervention strategies that must be implemented. It is anticipated that the proposed PD and coaching model will rectify instructional deficiencies and help the campus retain those teachers that have the potential to move from ineffective to effective with additional training, thereby improving high-need student achievement.</p>		
Intervention Strategy Timeline: (Coaching Model) 1-4 Months After Grant Award: Implement hiring procedures (advertise, screen, interview, and select) for grant staff. Fall 2010-Throughout Grant Cycle: Identify training needs for coaches Fall 2010-Throughout Grant Cycle: Implement competitive bid procedures and secure consulting services Fall 2010-Throughout Grant Cycle: Develop and execute plans to introduce rigorous coaching model Fall 2010-Throughout Grant Cycle: Establish training schedules; coordinate training sessions with consultants, campus, and coaches. Fall 2010-Throughout Grant Cycle: Continuously review and revise model and curriculum to improve student achievement.		
Professional Teaching Model (PTM) Our District's focus on implementing this model will center upon a crucial component of our STEPS program which is that of <u>Professional Learning Communities</u> which allows time for teachers to work and plan collaboratively during a common planning period within the school day. Ongoing, onsite PD using the PTM facilitated by Instructional Coaches and Campus Instructional Leadership Team members.		

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<p>Fundamental to building school capacity to provide high quality teaching and learning opportunities to all students is the knowledge, skills, and abilities of teachers. Beyond teachers, the presence of capable and instructionally focused principals and District Administrators make a significant difference in the effectiveness of schools. A major component of implementing change is leadership development. To help improve principal effectiveness, the model will include coaching for principals. The project will give administrators opportunities to extend their pedagogic base through high quality, core curriculum instruction, and develop leadership strategies to support innovative and engaging education in their schools. Grant funds will be used to support the establishment of a new dimension to the District's PD model specifically geared towards leadership training.</p> <p>Intervention Strategy Timeline: (PTM)</p> <p>Fall 2010-Throughout Grant Cycle: Identify training needs for teachers and principals</p> <p>Fall 2010-Throughout Grant Cycle: Implement competitive bid procedures and secure consulting services</p> <p>Fall 2010-Throughout Grant Cycle: Develop and execute plans to introduce rigorous PTM and PD model</p> <p>Fall 2010-Throughout Grant Cycle: Establish training schedules; coordinate training sessions with consultants, campus, and teachers.</p> <p>Fall 2010-Throughout Grant Cycle: Continuously review and revise model and curriculum to improve student achievement.</p> <p>Enhancements to this model will require the solicitation and use of consulting services. Using grant funds, the District will contract with the appropriate expert(s) in the field of model development to guide and/or assist in designing and implementing the PD model and training District leaders. These and other collaborator professionals from IHEs will serve a vital role in helping the District bring the integrated models (coaching and PD) to scale. The proposed PD model will cut across all core areas. Principals, teachers, coaches, and other applicable district stakeholders will be trained on such topics as: 1) protecting the integrity of the coaching model; 2) supporting coaching staff development training; 3) using classroom walk throughs; and 4) using organized instruction, data analysis, and intervention and instructional strategies. Specific focuses may include: 1) the use of pacing plans; 2) ensuring common levels of rigor exist between teachers; 3) using common assessments; 4) adjusting instruction based on formal and informal assessment results; and 5) helping teachers move from outdated, ineffective instructional practices to effective practices. The District anticipates that changes resulting from the development of the integrated coaching and PD model will impact curriculum. Therefore, grant funds will also be directed towards curriculum development related to these trainings.</p> <p>AVANCE. EPISD will collaborate with AVANCE, a private nonprofit organization whose mission is to help young families break the cycle of poverty; they prepare children for school by educating parents to be their first and the most important teacher. AVANCE provides early childhood development, parenting, and adult and family literacy. AVANCE's programs have an undisputable, long-term impact on children's academic success. AVANCE children in grades 3-9 met 2008 TAKS standards at rates that surpassed Region 19 ESC, passing the TAKS writing at 100%, Math 88%, Science 80%, and Reading 80%. Comparatively, Region 19 ESC student rates were 89%, 74%, 63%, and 83% respectively. Currently in six EPISD elementary schools, EPISD will expand AVANCE's effective services into secondary schools to offer additional intervention tools and ensure continuity of service through the critical academic development years. EPISD has five college readiness components: build a college/career ready culture, establish postsecondary access for all, examine and apply college readiness data, develop strong college and career readiness curriculum, and restructure schools. Recognizing that psychosocial issues influence student achievement, the district will transcend the normal tendency to offer basic college entrance and financial information, by providing resources that can help alleviate psychosocial barriers. EPISD will collaborate with AVANCE to adapt a model specifically geared towards secondary students.</p> <p>Intervention Strategy Timeline: (Avance)</p> <p>Fall 2010-Throughout Grant Cycle: Partner with AVANCE to provide ongoing methods for family and community engagement.</p>		

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<p>In addition to these three main strategies, EPISD will also incorporate various others activities to help develop teacher and school leader effectiveness such as implementing a strategy in which we can identify and award leaders, teachers, and other staff who have increased student achievement. EPISD will be providing incentives to reward both instructional and support staff who are involved in meeting and exceeding set goals in relation to the TAKS, TPRI, Tejas Lee, number of students receiving dual credit, and number of students in advanced placement who score 3,4, or 5 on exit exams. EPISD will also implement a strategy consisting of financial incentives to help promote career growth and designed to recruit, place and retain its current staff. In doing so we would require professional growth which would result in reimbursement for graduate hours towards a Masters degree in reading, math, and dual credit. Also, reimbursement would be provided for those interested in pursuing an advanced degree in the areas of Curriculum and Instruction and/or degree in content areas.</p> <p>Intervention Strategy Timeline: (Develop Teacher/School Leader Effectiveness) Fall 2010-Throughout Grant Cycle: Identify and establish benchmarks/goals in relation to TAKS exam results. Fall 2010-Throughout Grant Cycle: Identify and establish incentive levels/pay out Fall 2010-Throughout Grant Cycle: Identify and establish program for reimbursement for continuing higher education.</p> <p>In regards to comprehensive instructional reform strategies, EPISD will focus on additional activities of which includes expanding pedagogy in relation to teacher and student relationships, and a Learning Readiness Physical Education (LRPE), which consists of stimulation exercise. In direct relation to effective teachers comes the component of building relationship with the students. EPISD would like to implement a strategy that would allow teacher pedagogy to be expanded to teacher knowledge and building relationships with the students to become more effective in the classroom setting. EPISD's instructional staff would be trained in pedagogy and then take that to next level by adding a training that would allow them to build relationships with their students. EPISD's second model strategy, LRPE, has proven to be an instructional program that is researched based. The program was designed based on research collected at Naperville Central High School (NCHS) which indicates that students who are physically active and fit are more academically alert. NCHS pairs a PE class that includes cardiovascular exercise, core strength training, cross lateral movements together with literacy and math strategies and literacy and math classes that utilizes movement to improve learning and advance achievement. LRPE students are challenged intellectually and keep in physical motion by utilizing tools such as the exercise balls, podiums with Bosu balls at the base, balancing boards, Smartboard, etc. They have experienced significant growth in their reading/comprehension abilities as well as improvement in math and other courses. The study incorporated in this project is providing good reason for expansion of the program and this is something EPISD would like to incorporate so our students can experience the improvements and achievements that can result from such a program.</p> <p>Intervention Strategy Timeline: (Comprehensive Instructional Reform) Fall 2010-Throughout Grant Cycle: Identify training needs for teachers in areas of pedagogy and building student relationships. Fall 2010-Throughout Grant Cycle: Develop and execute plans to introduce rigorous pedagogy model Fall 2010-Throughout Grant Cycle: Develop and execute plans to implement stimulation exercises into daily curriculum. Fall 2010-Throughout Grant Cycle: Establish training schedules; coordinate training sessions with consultants, campus, and teachers. Fall 2010-Throughout Grant Cycle: Continuously review and revise models and curriculum to improve student achievement.</p>		

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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).		
<p>In order to provide an increase in learning time for our students, EPISD has established a schedule and strategy plan to implement entitled "Summer Access to High Schools". The program is part of the recovery program and together with the District High Schools focuses on getting those students who have not passed the TAKS exam to enroll in a high school course along with their TAKS class. This not only promotes high school readiness but at the same time gives this student population the opportunity to increase their learning time by utilizing the summer months to recover from the portion (s) of the TAKS exam that they have failed. This summer program targets both an enrichment and acceleration component for the student. It is important to note that the key drivers for this particular strategy center upon standards-based curriculum, time on task, and special populations. The assessment tool that will be used for this particular strategy would be the TAKS exam. In order to ensure that the school is receiving ongoing operational flexibility and support, EPISD will focus on walk-through's as an activity to provide this additional support. In doing so, the principals will be expected to walk through the classrooms to observe the instructional staff in their classroom setting. Upon observation, the principal will be required to provide immediate written or verbal feedback based on their findings from the observation. This is crucial component because it offers the school the opportunity to receive periodic feedback which would allow them time to redirect if there is something that is lacking in the classroom setting which is directly resulting in students exhibiting difficulty in absorbing content material.</p> <p>Intervention Strategy Timeline: (Increase Learning Time)</p> <p>Fall 2010-Throughout Grant Cycle: Identify training needs for teachers regarding "Summer Access to High Schools"</p> <p>Fall 2010-Throughout Grant Cycle: Develop and execute plans to introduce "Summer Access to High Schools" model</p> <p>Fall 2010-Throughout Grant Cycle: Establish training schedules; coordinate training sessions with coaches, campus, and teachers.</p> <p>Fall 2010-Throughout Grant Cycle: Schedule and execute walk-through</p> <p>Fall 2010-Throughout Grant Cycle: Continuously review and revise model and curriculum to improve student achievement.</p>		

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Texas Title I Priority Schools Grant Schedule #4B—Program Description			
Part 3: Intervention Model			
Section C: Groups of Participants - List the groups of participants who will actively assist in the process to select a school intervention model that aligns to the identified needs of the campus.			
1	District Administrators (e.g. Superintendent, Associate Superintendent, Assistant Superintendents, Directors, Executive Directors)		
2	Campus Principal and Assistant Principal		
3	Campus teachers (core areas)		
4	District core area and grade level Facilitators		
5	District core area and grade level Coaches		
6	District core area and grade level Assistant Directors (i.e., Math, Science, ELA/ Social Studies)		
7	District Subpopulation Administrators (i.e., SPED, LEP)		
8	District Community Collaborators (i.e., AVANCE, University of Texas at El Paso)		
9	Parent representative/DEIC Member		
10	District support departments (i.e., Grants Assistant Team, Financial Services, and (REPA) Research, Evaluation, Planning, Assessment, & Accountability)		

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Part 3: Intervention Model		
Section D: Improvement Activities and Timeline		
On the following pages of charts applicants should describe all other school improvement activities that will be incorporated with the model to be selected.		
For each additional improvement activity entered, enter the Critical Success Factor Code(s) from this table, enter the LEA/campus' rationale for including the activity, provide the supporting research that indicates the activity will be effective, and indicate the beginning and ending date of the activity.		
<ol style="list-style-type: none"> 1 – Improve Academic Performance, including (but not limited to) Reading/ELA and Math <ol 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 <ol style="list-style-type: none"> A. Data Disaggregation/Training B. Data-driven Decisions C. On-going Communication 3 – Increase Leadership Effectiveness <ol style="list-style-type: none"> A. On-going Job Embedded Professional Development B. Operational Flexibility C. Resource/Data Utilization 4 – Increase Learning Time <ol style="list-style-type: none"> A. Flexible Scheduling B. Instructionally-focused Calendar C. Staff Collaborative Planning 5 – Increase Parent/Community Involvement <ol style="list-style-type: none"> A. Increased Opportunities for Input B. Effective Communication C. Accessible Community Services 6 – Improve School Climate <ol style="list-style-type: none"> A. Increased Attendance B. Decreased Discipline Referrals C. Increased Involvement in Extra/Co-Curricular Activities 7 – Increase Teacher Quality <ol 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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Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 1: Improve Academic Performance including (but not limited to) Reading/ELA and Math					
CSF Mile stone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
A,B,C	Improve Student Achievement in Reading/ELA	Use Reading Intervention Strategies to improve reading and writing skills Conduct Professional development for teachers in Reading/Language Arts for improved academic achievement	National Association of Secondary School Principals (NASSP). 2005. <i>Creating a culture of literacy: A guide for middle and high school principals</i> . Reston, Va.: NASSP. Available online at www.principals.org/literacy .	Fall 2010	Spring 2013
A,B,C	Improve Student Achievement in Mathematics	Provide teachers with Professional development in Math for improved academic achievement. Increase students TAKS scores	Framework For Classroom Assessment In Mathematics Jan de Lange Freudenthal Institute & National Center for Improving Student Learning and Achievement in Mathematics and Science September 1999	Fall 2010	Spring 2013
A,B,C	Improve Student Achievement in Science	Provide teachers with Professional development in Science for improved academic achievement and improved TAKS scores	Follow NSTA Standards for Science Teacher Preparation as found in the following website http://www.nsta.org/preservice?lid=tnav	Fall 2010	Spring 2013
A,B,C	Improve Student Achievement in Social Studies	Provide Best Practices in Social Studies Professional Development that is base on National Standards for Social Studies Teachers to increase student achievement and TAKS scores.	National Standards for Social Studies Teachers • <i>Volume I</i> Revised 2002 National Council for the Social Studies Task Force on Social Studies Teacher Education Standards: Charles B. Myers, <i>co-chair</i> Susan Adler, <i>co-chair</i> Allan Brandhorst, <i>co-chair</i> Alberta Macke Dougan Wayne Dumas, Lewis Huffman, Pat Rossman Donald O. Schneider Robert J. Stahl	Fall 2010	Spring 2013
A,B,C	Additional LEP Support	Provide LEP students with the time and support to be successful in core subjects	Northwest Regional Educational Library http://www.nwrel.org/request/2003may/general.html The Northwest Regional Educational Library provides a thorough, yet concise overview of language acquisition principles as they apply to ESL education.	Fall 2010	Spring 2013
C	Progress Monitoring Intervention	Through progress monitoring interventions will take place to assure teacher performance standards are being met	Performance standards for teachers can be found at: http://www.tea.state.tx.us/index3.aspx?id=3272&menu_id3=793	Fall 2010	Spring 2013

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Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 2: Increase the use of Quality Data to Drive Instruction					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
A. Data Disaggregation/ Training	Provide Data Disaggregation and Item analysis Training for all campuses	Know how to disaggregate data and perform item analysis will give teachers an opportunity to know exactly what students need to know to perform at a higher level	<u>Aligning Assessment With Standards: Effective Course Design</u> NWEL http://educationnorthwest.org/service/244	Fall 2010	Spring 2013
B. Data-driven Decision	Through high quality data disaggregation and item analysis gather information to make curriculum decisions to improve student achievement	Use information gathered by the district and teachers to make quality curriculum improvement decisions	<u>Data Collection, Analysis, and Presentation</u> NWEL http://educationnorthwest.org/service/244 <i>Theme: Data-Driven Staff Development</i> <i>JSD, Winter 2000, Vol. 21, No. 1</i>	Fall 2010	Spring 2013
C. On-Going Communication	Assure quality communication between administrators and teachers. Also assure continual communication between teachers and parents.	Teachers communicating with administrators and parents will increase awareness and understanding so students know all parties involved in their education are working to help them be successful	<u>Close-Up #6 - Parent Involvement in Education</u> by Kathleen Cotton and Karen Reed Wikelund <u>Snapshot #30 - School Improvement Through Teacher Decision Making</u> by Al Fitzpatrick	Fall 2010	Spring 2013

Add additional pages as needed.

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Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 3: Increase Leadership Effectiveness					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
A	Pedagogical Content Knowledge	Teachers learn best by studying, by doing and reflecting, by collaborating with other teachers, by looking closely at students and their work, and by sharing what they see. (Ball & Cohen, 1996)	Ball, D. L., & Cohen, D. K. (1996). Reform by the book: What is--or might be--the role of curriculum materials in teacher learning and instructional reform? <i>Educational Researcher</i> , 25(9), 6-8.	Fall 2010	Spring 2013
A	Conferences on Model Schools	25 of the nation's highest performing and most rapidly improving schools that are using their resources most efficiently and effectively Focused strands on leadership, effective teaching practices, interventions and improving the performance of students with disabilities, whole school reform, and CTE	The International Center is constantly doing research to stay on top of the most pressing issues affecting schools. Through our research at the International Center we have developed a number of useful tools. Rigor and Relevance Framework, Learning Criteria to Support 21 st Century Learners, Components of School Excellence Curriculum, Matrix National Essential Skills, Study (NESS), White Paper	Fall 2010	Spring 2013
B	Operational flexibility	Provide administrators with the operational flexibility that will allow them to use strategies that will improve student achievement, including flexible scheduling, time schedules and budgets.	Follow guidelines found in Race to the Top Application CFDA Number: 84.395A	Fall 2010	Spring 2013
C	Resource/Data Utilization	Administrators must make sure that high quality data is collected and used to make curriculum decisions and resources must be made available to assure implementation of a rigorous curriculum	http://dwww.ed.gov/practice/?TID=21&P_ID=44 Doing What Works: Data Driven Improvement <i>Theme: Data-Driven Staff Development JSD, Winter 2000, Vol. 21, No. 1</i>	Fall 2010	Spring 2013

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Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 4: Improve Learning Time					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
A	1. Summer Access to College Credits and TAKS retest 2. Middle School Transition	Students who get college credits while in high school are more likely to attend and finish college. Students who pass TAKS test are more successful in school. Middle school students who attend summer transition programs are more successful in 9 th grade	The Progress of Education Reform: Dual Enrollment This issue of <i>The Progress of Education Reform</i> includes: A review of existing research on the effectiveness of dual enrollment programs in increasing college access and success for a broad range of students , (Suzanne Weiss, <i>The Progress of Education Reform</i> , vol. 6, no. 3, Education Commission of the States, February 2005)... Texas: Prepare for Success - A Parent Guide to The Student Success Initiative http://www.education.com/reference/article/Ref_Parent_Guide/ WHAT RESEARCH SAYS Transition Into Middle School Emmett R. Mullins & Judith L. Irvin <i>Middle School Journal</i> , January 2000 http://www.chappaqua.k12.ny.us/ccsd/buildprj/tims.htm	Fall 2010	Spring 2013
A,B	Block Scheduling	Within two years after a high school moves from a daily, single-period schedule to an A/B or 4/4 schedule, the data indicate that: The number of discipline referrals to the office is reduced significantly. The number of class tardies is reduced. The majority of students will say they like school better.	Block scheduling research http://coe.winthrop.edu/vawterd/block/research/research.html	Fall 2010	Spring 2013
C	Staff Collaborative Planning	When teachers plan together they can set goals for student improvement and share interventions for student success (SLC) strategies	Instructional improvement teams: http://slcp.ed.gov/tutorials/instructional/index.cfm	Fall 2010	Spring 2013
Add additional pages as needed.					

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Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 5: Increase Parent/Community Involvement					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
A, C	Avance Model (Adapted for Secondary Clients)	The Avance model has been successful at the elementary level and requires parental involvement. This model can be duplicated at the secondary level to increase parental involvement. Parental involvement increases student success.	http://www.avance-el Paso.org/programs/parent-child-education-program/ Joyce L. Epstein, in a 1995 article and a 2001 book titled <i>School, Family, and Community Partnerships</i> , argued that school, family, and community are important "spheres of influence" on children's development and that a child's educational development is enhanced when these three environments work collaboratively toward shared goals. http://education.stateuniversity.com/pages/2309/Parental-Involvement-in-Education.html	Fall 2010	Spring 2013
A, B, C	Parental involvement	Parental involvement that provides parents with opportunities for input into their child's education, involves effective communication between the parent and school and provides opportunities for community service that the parent and child take part in together improves academic success. http://education.stateuniversity.com/pages/2309/Parental-Involvement-in-Education.html	Kathleen V. Hoover-Dempsey and Howard M. Sandler, in articles published in 1995 and 1997, defined parental involvement broadly to include home-based activities (e.g., helping with homework, discussing school events or courses) and school-based activities (e.g., volunteering at school, coming to school events). They argued that parental involvement is a function of a parent's beliefs about parental roles and responsibilities, a parent's sense that she can help her children succeed in school, and the opportunities for involvement provided by the school or teacher. In this theory, when parents get involved, children's schooling is affected through their acquisition of knowledge, skills, and an increased sense of confidence that they can succeed in school	Fall 2010	Spring 2013

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Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 6: Improve School Climate					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
A,B,C	Stimulation Exercise	This exercise is designed to provide students with opportunities to experience significant growth in their reading/comprehension/math skills and other courses by incorporating stimulation exercises.	Learning Readiness Physical Education (LRPE) at Naperville Central High School (NCHS). Research has proven that students who are physically active are more academically alert. http://www.learningreadinesspe.com/	Fall 2010	Spring 2013
A, B	Character Education	Students that have completed Character Education programs perform at a higher level in school and are more likely to graduate and attend college.	Character Education Partnership 1025 Connecticut Avenue, N.W.Suite 1011 Washington, D.C. 20036 Phone: (800) 988-8081 www.character.org CHARACTER COUNTS!/ Josephson Institute of Ethics 9841 Airport Blvd. Suite 300 Los Angeles, CA 90045 Phone: (800) 711-2670 / (310) 846-4800 www.charactercounts.org	Fall 2010	Spring 2013
A, B, C	College Road Trip	College visits are an essential part of the process for students making the transition from high school to college	Research suggests that the departure to college is a significant milestone in the life of a family and is a time of separation and transition, requiring an adjustment on the part of parents, the college-bound teenager, and the whole family. College visits help smooth this transition. http://www.aboutourkids.org/articles/transition_college_separation_change_parents_students	Fall 2010	Spring 2013
C	Technology (computers with storage carts, Routers, earphones, etc.)	Increased technology provides opportunities for increase student learning and opportunities for credit recovery and ways to increase student activity both before and after regular school hours	Reports supporting technology in the classroom: http://www.sabine.k12.la.us/vr/school/tecclsrp.htm	Fall 2010	Spring 2013

A	Increase School Attendance	Strategies To Encourage Attendance: Strengthen Attendance Policies, Provide Early Intervention, Have Targeted Interventions for Parents, create Strategies for Increasing Student Engagement and Personalization	<u>Increasing Student Attendance: Strategies from Research and Practice</u> Northwest Regional Education Laboratory http://www.palhigh.org/pdf/Pyramid_of_intervention.pdf	Fall 2010	Spring 2013
C	Increased Involvement in Extra/Co-Curricular Activities	Students who are involved in extracurricular activities: sports, music, service learning are more likely to stay in school and be successful in school	The Effects of Extracurricular Activities on student academics: http://www.kon.org/urc/v5/fujita.html Impact of Service Learning on academic performance: http://www.servicelearningtexas.org/	Fall 2010	Spring 2013
Add additional pages as needed.					

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Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 7: Increase Teacher Quality					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
B	Pedagogy expanded to "teacher knowledge"	The stronger the Pedagogical knowledge of a teacher in their teaching area, the better teacher they will be and students will perform better academically. Partnerships with UTEP will be used to expand teacher knowledge in their content area.	Pedagogy involves knowledge of teaching strategies that incorporate appropriate conceptual representations, to address learner difficulties. It also includes knowledge of what the students bring to the learning situation. This knowledge of students includes their strategies, prior conceptions and misconceptions students are likely to have about a particular domain and potential misapplications of prior knowledge http://www.tpck.org/tpck/index.php?title=Pedagogical_Content_Knowledge_(PCK)	Fall 2010	Spring 2013
B	Conferences on Model Schools	25 of the nation's highest performing and most rapidly improving schools that are using their resources most efficiently and effectively Focused strands on leadership, effective teaching practices, interventions and improving the performance of students with disabilities, whole school reform, and CTE	The International Center is constantly doing research to stay on top of the most pressing issues affecting schools. Through our research at the International Center we have developed a number of useful tools. Rigor and Relevance Framework, Learning Criteria to Support 21 st Century Learners, Components of School Excellence Curriculum, Matrix National Essential Skills, Study (NESS), White Paper	Fall 2010	Spring 2013
C	Placement of Coaches	Placing new content coaches will improve academic achievement The role of Academic Coach is to provide support and service to classroom teachers in a variety of ways designed to improve student achievement.	Coaches assist teachers by modeling techniques, offering feedback, giving tips and/or sharing new strategies to help teachers become more effective and efficient in their teaching. http://www.centerusd.k12.ca.us/cusd/Departments/InstructionalServices/AcademicCoaches/tabid/337/Default.aspx	Fall 2010	Spring 2013

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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: 5px; margin: 10px 0; background-color: #f0f0f0;"> <p>Note: Since TEA has requested and received a waiver of the period of availability of these school improvement grant funds, this waiver automatically applies to all LEAs in the State and <i>must</i> be checked.</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		
<p>Ongoing monitoring and continuous improvement will consist of assessment of student work, student and faculty satisfaction surveys, and evaluation of program goals and objectives to inform the effectiveness of the program. Using the PTM as a structured instrument for the design and implementation of curriculum units, faculty will have the ability to study and refine lessons for continuous improvement. PTM was designed by the UT Dana Center (2004) and modified by the El Paso Collaborative for Academic Excellence. The five step coaching process is designed to help academic work groups become both critical friends and teaching colleagues within schools. EPISD will utilize the Academic work groups to co-design a series of lessons addressing student needs as identified by teachers and/or department and to integrate technology. Included in the process is the study of the TEKS and curriculum framework, a determination of instructional practices, materials and technology to be used in the lesson, lesson planning and assessment, lesson implementation and technological assessment, and collaborative results analysis of student work prior to reviewing and reinitiating the process again.</p> <p>The evaluator will maximize use of existing data collection processes and/or systems presently in use in the district and in the target schools. For example: <i>Public Education Information Management System (PEIMS)</i> Benchmark system data (the district's student information system) which contains student demographics and grades; TAKS data, including results (2008-2009 school year will be used as baseline data), PDS (Professional Development System) which tracks teacher professional development related data (e.g. classes or workshops attended) for each teacher in the district.</p> <p>The grant evaluation will use quantitative and qualitative data. Quantitative and qualitative data collection will be conducted using a grant funded external evaluator. The evaluator will coordinate and collect all required evaluation data from the target campus and will forward the data to evaluator for data analysis and report creation. As part of the data collection process, district confidentiality and privacy protocols will be followed by grant stakeholders handling/managing evaluation data, e.g. consultants and program evaluator.</p> <p>EPISD has been in operation since 1883. It has and will continue to adhere to all procedural, reporting, and evaluation requirements, as determined by the ommissioner and outlined in the program guidelines and requirements. Fiscal reports and all accounting activities are handled out of Finance and Accounting where the Chief Business Officer has accuracy oversight responsibility. TEA will have access to all records involving transactions and payments of program funds. Program monitoring and activity reporting will be handled by the Project Manager. Accuracy and oversight is the responsibility of the Project Manager. The District further affirms that they have and will continue to undertake a review of District curriculum to determine the most effective way to implement the grant activities. REPA, an EPISD department has as its main purpose the collection and analysis of data necessary for the measurement of goals and objectives of the District's educational programs. They support data-driven decision making by school administrators and teachers to improve teaching and learning throughout the District. The department collaborates with others at the District office and in schools to ensure high-quality collection, interpretation, and data-based decision making. The department employs multiple achievement indicators, including student grade reports, percentage of grade retentions improved student performance indicators, attendance, increased student credits received, discipline referrals, and percentage of students pursuing college education.</p>		

	<p align="center">TEXAS EDUCATION AGENCY Standard Application System (SAS)</p>	<p align="center"><u>071-902</u> County-District No.</p>
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<p align="center">Texas Title I Priority Schools Grant</p>		
<p align="center">Schedule #4C—Performance Assessment and Evaluation</p>		
<p>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)</p>		
<p>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>		
<p>Formative Evaluation: The evaluation plan is an integral component of the overall program. It will be both formative and summative by design and will provide scheduled assessment using various indicators to provide an ongoing progress process of program effectiveness, i.e. meet stated goals, as well as assessing progress on student group academic achievement. The formative section of the evaluation will also be aligned with the TEKS. The various goal objectives will be assessed through various selected performance indicators. Information from the evaluation will provide performance feedback that will help guide the development of strategies and assure that the program goals and objectives are met. Both qualitative and quantitative data will be collected on a periodic basis to inform all District stakeholders of progress toward achieving the intended established outcomes as well as establish clear benchmarks for documenting future improvements. The outcome evaluation process will include but is not limited to data obtained from surveys, tests, observations, and trainings documentation.</p> <p>The evaluation will be conducted in four phases: Planning, Data Collection, Data Analysis and Reporting. The following will be monitored: 1) The extent to which the activities were implemented as planned; 2) The effectiveness of the activities in achieving the goals and objectives of the project; 3) The impact on the participants; 4) Comparison over time in dropout rate; completion of graduation program; increased academic success in course work that is inquiry based and increased passing percentages on exit-level TAKS/STAAR; and 5) the extent to which resources are combined to contribute to student success. It is hoped that over the long term, as a result of the increase of teacher and school leader effectiveness, there will be fewer dropouts, more students will pass the exit-level state assessment, and more students including at-risk students, minority students and economically disadvantaged students will receive their high school diploma and be college ready.</p> <p>Evaluation Results Used for Program Improvement: In addition to program effectiveness, the evaluation plan will follow guidelines for assessing the fidelity of implementation. The Project Manager will use data obtained from periodic assessments to perform frequent program analysis. If findings suggest changes are needed, these findings and requested changes will be presented to the EPISD Administration for internal approval. If the District determines that the changes will not negatively affect curriculum, instruction, and/or governmental guidelines, the findings and requested changes will be presented to the TEA for final approval. The project design will include a formative evaluation based on processed data and a summative evaluation addressing both qualitative and quantitative indicators. Since the main goal of this grant is to develop and increase school leader effectiveness, analyzed data from the formal evaluations will be used to recommend changes to the proposed strategies used to meet the stated grant goals and to promote the continuous use of this data in order to differentiate instruction if needed in order to ensure that the stated goals and academic needs of the students is meet through this grant.</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 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.

Data Collection Methods: Data analysis will be performed by the program evaluator. Quantitative data will be aggregated and analyzed using a standard statistical analysis program, e.g. SPSS (Statistical Package for the Social Sciences). Qualitative data, e.g. interview data, will be analyzed using a text analysis tool to identify emerging themes. Qualitative and quantitative data will be collected from a variety of sources, including teacher and coach data, the AEIS report and the evaluation system developed by the REPA department. They will provide frequent data reporting and analysis opportunities. REPA tracks all quantitative data that will be utilized to evaluate this program. The richness of the data provided and the frequency of reporting will ensure that all teachers progress along the continuum established by their individualized growth plan. The instructional materials and strategies are updated on an ongoing basis to meet student needs. The following methods will be utilized: **Qualitative Collection Methods** – 1) Interviews and focus groups by project personnel with students, parents, community members; 2) through observation protocols by administrators and center staff management; 3) quarterly surveys conducted; 4) stakeholder and participant input about the quality of the project and its benefits; 5) teacher input and the project's effects on classroom performance, behavior, participation, homework completions; and 6) parental input through surveys on usage and performance. **Quantitative Collection Methods** – 1) Standardized test score (TAKS); 2) school grades; 3) school attendance; 4) number of disciplinary actions; 5) stakeholder and participant researched and surveyed results about project benefit and quality; and 6) teachers' researched and surveyed results on the project's effects on classroom performance, behavior, participation, grades and homework completions.

How the data will be disaggregated. The proposed changes will be tailored to this specific target school. The use of disaggregated data will ensure that specific and identified student population needs are addressed, e.g. LEP students, through strategy changes.

Data used to improve instruction. Student data from the target school will be compared with data from a set comparable schools that will not be included as part of the grant. Similarly, data for teachers from target schools receiving staff development opportunities from grant will be compared to a group of teachers which are not part of the grant. Good decision making requires actionable information derived from robust data analysis. Since the main goal of this grant is to develop and increase school leader effectiveness, analyzed data from the formal evaluations will be used to recommend changes to the proposed strategies used to meet the stated grant goals.

Data used to obtain continuous improvement results. The main student achievement data to be analyzed will the TAKS scores. Since the main goal of this grant is to develop and increase school leader effectiveness, analyzed data from the formal evaluations will be used to recommend changes to the proposed strategies used to meet the stated grant goals. As a result of the increase of teacher and school leader effectiveness TAKS score should continue to improve and as a direct result there will be fewer dropouts, more students will pass the exit-level state assessment, and more students including at-risk students, minority students and economically disadvantaged students will receive their high school diploma and be college ready.

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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>Middle School Planning team, goals, strategies and assessment tools.</p> <p>District Administrators (e.g. Superintendent, Associate Superintendent, Assistant Superintendents, Directors, and Executive Directors), Campus Principal and Assistant Principal, Campus teachers (all 4 core areas), District core area and grade level Facilitators, District core area and grade level Coaches, District core area and grade level Assistant Directors (i.e., Math, Science, ELA/ Social Studies), District Subpopulation Administrators (i.e., Hospital Class, SPED, LEP), District Community Collaborators (i.e., AVANCE, University of Texas at El Paso), Parent representative DEIC Member, and District support departments (i.e., Grants Assistant Team, Financial Services, and (REPA) Research, Evaluation, Planning, Assessment, & Accountability were all part of the Needs Assessment Process. This group along with the following stakeholders will work together to implement campus performance goals.</p> <p>The above listed representatives and the stakeholders listed below will work together in the development of campus performance goals:</p> <ul style="list-style-type: none"> • Campus Staff • Curriculum and Instruction Staff • Parents • Avance (a non-profit organization currently working in EPISD's elementary school and expanding to secondary schools). • Administrators • Superintendent • Community members <p>Some basic goals, strategies and assessment tools came out of the Needs Assessment Process. Below is a list consist of recommendations for middle and high schools performance goals, strategies and assessment tools based on state and federal requirements.</p> <p>Superintendent Goals:</p> <ol style="list-style-type: none"> (1) Increase student performance on TAKS; (2) Improve accountability ratings of schools (both federal and state); (3) Increase/improve high school performance; (4) Provide career awareness, exploration, and preparation opportunities including career education at the high school level; (5) Increase college readiness and facilitate post secondary transition at every high school; and (6) Sustain EPISD stakeholder advocacy and engagement by nurturing a student-centered organizational culture at the District and campus levels. <p>*KEY DRIVER(S): Standards-based Curriculum, Time on Task, El Paso Data Mining Process, Professional Learning Communities, and Special Populations,</p> <p>ASSESSMENT TOOLS: Annual Performance Evaluation, TAKS/EOC, Benchmarks,</p>		

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<p>STRATEGIES:</p> <ul style="list-style-type: none"> • Coaching Model - Academic Coaches (4) core areas Math, Science, Reading/ELA, Social Studies, • Additional LEP support • PTM Model • PLCs (Professional Learning Communities) • Substitute pay (PLC campus training) • Computer based instructional program with optional assessment component • Stimulation exercise and character education • College road trips • Progress monitoring intervention • Technology (Ex: Computers on Wheels, earphones) • Reading Framework <p>Recommended Contracted Services:</p> <ul style="list-style-type: none"> • Pedagogical Content Knowledge • Pedagogy expanded to "teacher knowledge" build relationship with students <p>Additional Strategies:</p> <ul style="list-style-type: none"> • Summer program for enrichment & acceleration • <u>Increase rigor</u> - "Summer Access to High Schools" framework to earn HS credits • Add block scheduling • Add HS courses • Rigor/Relevance • Accelerate Credit by Exam test payments • Virtual and Summer Credit Recovery to recalculate grades before it's too late for intervention 		

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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	84%	88%	90%	92%
2	Improve Student Achievement in Mathematics	TAKS	65%	72%	79%	83%
3	Improve Student Achievement in Science	TAKS	59%	67%	74%	81%
4	Improve Student Achievement in Social Studies	TAKS	90%	91%	92%	93%
5	Improve LEP Student Achievement in Reading	TAKS	43%	48%	55%	64%
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	Increase the number of Academic Coaches in the core areas	Employment Contracts	2 Coaches	4 Coaches	6 Coaches	6 Coaches
2	Improve core intervention techniques	Coaches Logs	4 options	7 options	8 options	9 options
3	Increase technology use in classroom	Lesson Plans/ Observations	1 tech option	3 tech options	4 tech options	4 tech options
4	Increase exposure to post-secondary education	Log Sheets	2 events	3 events	4 events	4 events
5	Provide innovative instruction techniques/activities	Observations	0 options	2 options	4 options	5 options

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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 Professional Development for Principal	Schedules/Sign in sheets	DNA	2 new trainings	2 new trainings and ASCD	UTEP administrative training
2	Increase Professional Development for Teachers	Schedules/Sign in sheets	District professional development	Add training for specific pedagogy	Add training in Problem-Based Learning	
3	Increase classroom walk throughs	Observations/ Log Sheets	DNA	50% more than baseline year	60% more than baseline year	70% more than baseline year
4	Develop an award/recognition system for effective leaders	DNA	1 award system	2 award systems	3 award systems	3 award systems
5	Increase graduation rates	TAKS	69%	76%	77%	78%

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 opportunities to gain college credit	DNA	DNA establish baseline2010	20%more dual credit	40%more dual credit	50%more dual credit
2	Increase opportunities for students to enroll in advanced coursework (rigor)	Number of students in advanced credit classes	DNA establish baseline2010	10% increase	25% increase	50% increase
3	Increase student exposure to and participation in career-related opportunities	DNA	0 events	1 event	2 events	3 events
4	Increase opportunities for credit recovery	Number of students identified for credit recovery	DNA establish baseline2010	20% increase in identification	30% increase in identification	40% increase in identification

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Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase opportunities for on-campus community services	DNA	Establish baseline 2010	1 service	2 services	3 services
2	Increase parental exposure to institutions of higher education	DNA	Establish baseline 2010	1 event	2 events	3 events
3	Increase parental involvement in improving student achievement	DNA	Establish baseline 2010	1 event	2 events	3 events
4	Expand college preparedness through parental training	DNA	Establish baseline 2010	1 event	2 events	3 events
5	Implement efforts that will support parents as their child's first educator	DNA	Establish baseline 2010	1 event	2 events	3 events

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	Provide trainings on classroom and behavioral management for all campus stakeholders	Sign-in and evaluation forms	Establish baseline 2010	1 District wide Training	2 new best practices trainings	2 additional best practices trainings
2	Enhance attendance strategies	Sign-in and evaluation forms	Establish baseline 2010	1 District wide Training	Develop stronger attendance Policies	2 additional best practices trainings
3	Provide teacher and counselor trainings related to handling discipline referrals	Sign-in and evaluation forms	Establish baseline 2010	2 District wide Training	2 additional best practices trainings	2 additional best practices trainings
4	Improve dropout recovery efforts	Sign-in and evaluation forms	Establish baseline 2010	1 District wide Training apply for DR grant	2 additional best practices trainings	2 additional best practices trainings
5	Increase student exposure to institutions of higher education	DNA	Establish baseline 2010	1 event	2 events	3 events

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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	Expand District Coaching Model	DNA	Establish baseline 2010	50% more coaches in core areas	60% more coaches in core areas	75% more coaches in core areas
2	Improve the use of the Professional Teaching Model (PTM)Model	DNA	Establish baseline 2010	1district wide training	1district wide training	1district wide training
3	Provide additional LEP support	DNA	Establish baseline 2010	Training on ELL best practices	1district wide training	1district wide training
4	Improve participation in Professional Learning Communities (PLCs)	DNA	Establish baseline 2010	Conduct new PLC training	Conduct new PLC training	Conduct new PLC training
5	Increase classroom walk throughs to monitor instruction	Number of walk through conducted in 2010	Establish baseline 2010	Increase by 25%	Increase by 50%	Increase by 75%
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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input 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 checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input checked="" 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 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 type="checkbox"/>
B08	Seek technical assistance from Education Service Center, Technical Assistance Center, Title I, Part A School Support Team, or other provider	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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

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

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

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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 type="checkbox"/>	<input checked="" type="checkbox"/>
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N03	Provide mentor program for new teachers.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P03	Provide announcements to local radio stations & newspapers about program activities/benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (Specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Lack of Transportation to Program Activities				
#	Strategies for Lack of Transportation to Program Activities	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations.	<input type="checkbox"/>	<input type="checkbox"/>	<input 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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by telephone/e-mail/FAX on _____ by _____ of TEA.					Amendment No. _____	
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	\$ 2,969,614	\$ 16,974	\$ -0-	\$ 2,986,588
Professional and Contracted Services	5C	6200	1,506,150	-0-	-0-	1,506,150
Supplies and Materials	5D	6300	527,213	-0-	-0-	527,213
Other Operating Costs	5E	6400	153,550	-0-	-0-	153,550
Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only)	5G	6600/15XX	-0-	-0-	-0-	-0-
Total Direct Costs			5,156,527	16,974	-0-	5,173,501
1.521% Indirect Costs				76,499	-0-	76,499
Grand Total						
Total Budgeted Costs:			\$ 5,156,527	\$ 93,473	\$ -0-	\$5,250,000
Administrative Cost Calculation						
Enter total amount from Schedule #5 Budget Summary, Last Column, Total Budgeted Costs						5,250,000
Multiply by (5 % limit)						X .05
Enter Maximum Allowable for Administration, including Indirect Costs						\$ 262,500

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Texas Title I Priority Schools Grant		
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 \$2,038,252 Year 2: SY 2011-2012 \$1,598,303 * Year 3: SY 2012-2013 \$1,613,445 * * 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		
<p><u>Personnel Costs (61XX):</u> This category includes personnel costs consisting of a Project Director to plan, implement, and oversee the grant. Program Manager to oversee campus level program implementation and handle data collection and analysis. Program Assistants to assist campus with program implementation. Program Assistants to assist with Character Education and overall grant implementation. District Coaches to support and coach teachers. District Social Workers to provide social service support to target students. Clerk to provide clerical assistant to grant staff. Substitute Teachers to cover classroom during teacher trainings. Extra duty pay is also included under this category to be used to compensate teachers and other applicable staff for planning, implementing etc. grant activities, for curriculum writing associated with project changes, and for participating in summer programs. Extra duty pay will also be used to support development and implementation of embedding Character Education program, and for teacher and support staff incentive pay based on improvements in student achievement levels. District fringe for full-time employees, substitute teachers, and extra duty pay has also been included in this section.</p> <p><u>Professional and Contracted Services (62XX):</u> This section includes estimates for professional services and trainings, outside of the District's expertise, provided to the District such as content-focused coaching, cognitive coaching, vertical alignment, coaching and professional development model, and leadership training. This also includes the professional consulting services in relations to the Character Education staff development and Stimulation Exercise staff development. A teacher incentive category is also included for the tuition reimbursement for school leaders, teachers, and other staff to improve certification and knowledge level. A third party evaluator has also been included to evaluate the health components involved in the Stimulation Exercise and Character Education programs. Another third party evaluator was added to evaluate the overall effectiveness of the grant. The final cost associated with this category is that of the cost for AVANCE services.</p> <p><u>Supplies/Materials (63XX):</u> This category includes supplies and materials such as multimedia equipment to include Visual presenter science model and projector. Also included are laptops and laptop software for both District coaches and Social Workers. Printers for District coaches have also been added to this category. Classroom technology, to include teacher multimedia, technology-based instruction tools to improve classroom instruction has also been listed under this category. Another item listed here is that of immediate student response assessment tools used to improve student engagement, teacher instruction, and student assessment. CD or cassette players with headphone jacks and headphones have also been included for classroom individualized instruction in core areas/labs. In order to enhance instruction and individual learning notebook mobility carts, laptops, and laptops software have been included in this category as well. Supplies and materials in regards to the stimulation exercise program has also been included as well as general office supplies and materials to support grant staff and target campuses.</p> <p><u>Travel Expenses (64XX):</u> Travel costs include costs associated with mandatory grant orientation meeting, mandatory technical assistance meetings, mandatory other periodic meetings, mandatory Texas School Improvement Conference, and annual site visits within Texas all of which include expenses such as airfare, lodging, meals and local transportation. Other miscellaneous operating costs such as registration fees for training and student bus charges for the college road trip have also been included in this category. In city travel for coaches to perform their duties has also been added to this category.</p>		

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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	To oversee District grant operation	1		-0-	14,778
5	Project Coordinator	To oversee campus-level operation	1		-0-	9,949
6	Teacher Facilitator					
7	Teacher Supervisor					
8	Secretary/Administrative Assistant					
9	Data Entry Clerk	To provide clerical assistance	1		-0-	4,342
10	Grant Accountant/Bookkeeper					
11	Evaluator/Evaluation Specialist					
Auxiliary						
12	Counselor					
13	Social Worker	To provide social svcs. to students	2		-0-	314,909
14	Child Care Provider					
15	Community Liaison/Parent Coordinator					
16	Bus Driver					
17	Cafeteria Staff					
18	Librarian					
19	School Nurse					
Other Employee Positions						
22	Title:	Program Assistant - overall grant operation	2		-0-	368,475
23	Title:	Program Assistant - health related activities	2		-0-	18,423
24	Title:	District Coaches - Support teacher across 4 core areas	8		-0-	1,235,104
25	Title:				-0-	-0-
26	Subtotal Employee Costs				\$ -0-	\$1,965,980
Substitute, Extra-Duty, Benefits						
27	6112	Substitute Pay [cover classrooms during teacher trainings]			\$ -0-	\$ 95,484
28	6119	Professional Staff Extra-Duty Pay [work outside normal hours and incentive payments]			-0-	480,000
29	6121	Support Staff Extra-Duty Pay			-0-	-0-
30	6140	Employee Benefits			-0-	445,124
31	Subtotal Substitute, Extra-Duty, Benefits Costs				\$ -0-	\$1,020,608
32	Grand Total Payroll Budget (line 26 + line 31)				\$ -0-	\$ 2,986,588

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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				-0-	-0-
Professional and Consulting Services (6219/6239) Less than \$10,000					
#	Topic/Purpose/Service			Total Contracted Amount	Pre-Award
1.				\$	\$
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
Subtotal					
Professional and Consulting Services Less than \$10,000				\$ -0-	\$ -0-
Professional and Consulting Services (6219) Greater than or Equal to \$10,000					
1. Description of Professional or Consulting Service (Topic/Purpose/Service):					
Principal/Teacher/Coach trainings - Effective instructional strategies					
Contractor's Cost Breakdown of Service to be Provided			# Positions	Total Contracted Amount	Pre-Award
			30		
Contractor's Payroll Costs					
Title: Content and cognitive coaching, vertical alignment, leadership, etc.			\$ 450,000	\$	\$ 450,000
Subgrants, Subcontracts, Subcontracted Services					
Supplies and Materials					
Other Operating Costs					
Capital Outlay (Subgrants Only)					
Indirect Cost (____%)					
Total Payment:			\$ 450,000	\$ -0-	\$ 450,000

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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):

Stimulation Exercise and Character Education Staff Development

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs	10			
Title: Stimulation Exercise and Character Education trainings		\$ 180,000	\$ -0-	\$ 180,000
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$ 180,000	\$ -0-	\$ 180,000

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

Non-profit social services to target student population and parents

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs	20			
Title: Student and parental social services		\$	\$	\$
Subgrants, Subcontracts, Subcontracted Services		144,000	-0-	144,000
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$ 144,000	\$ -0-	\$ 144,000

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

Program Evaluations: 1) Intervention Model evaluation; and 2) Health related activities

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs	2			
Title: (2) 3 rd Party External Evaluators		\$ 180,000	\$ -0-	\$ 180,000
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$ 180,000	\$ -0-	\$ 180,000

Subtotal: Professional and Consulting Services Greater Than or Equal to \$10,000:	\$ 954,000	\$ -0-	\$ 954,000
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Subtotal of Professional and Contracted Services Costs Requiring Specific Approval:	-0-	-0-	-0-
Subtotal of Professional and Consulting Services or Subgrants Less than \$10,000:	-0-	-0-	-0-
Subtotal of Professional and Consulting Services Greater than or Equal to \$10,000:	954,000	-0-	954,000
Remaining 6200- Professional and Contracted Services that do not require specific approval:	552,150	-0-	552,150
Grand Total:	1,506,150	-0-	1,506,150

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Texas Title I Priority Schools Grant						
Schedule #5D - Itemized 6300 Supplies and Materials Costs Requiring Specific Approval						
Expense Item Description				Pre-Award	Total Budgeted	
6399	Technology Hardware- Not Capitalized			\$ -0-	\$412,149	
	#	Type	Purpose			Quantity
	1	Multi-media equipment: visual presenters, projectors, interactive whiteboards, projection screens, media carts	District coaches, core area teachers			76
	2	Laptops, laptop cart, printers	District coaches, core area teachers, social workers, students			303
	3	Student response System	Student engagement & assessment to improve cognition and achievement levels			12
	4	Stimulation exercise equipment	Student health stimulation to improve cognition and achievement levels			18
	5	CD/cassette players, headphones	Student individual instruction aides	420		
6399	Technology Software- Not Capitalized (286 sets of laptop software)			-0-	14,872	
6399	Supplies and Materials Associated with Advisory Council or Committee			-0-	-0-	
Total Supplies and Materials Requiring Specific Approval:				-0-	-0-	
Remaining 6300- Supplies and Materials that do not require specific approval:				-0-	100,192	
Grand Total				\$ -0-	\$527,213	

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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)				
	Membership Dues in Civic or Community Organizations (Not allowable for University applicants)				
	Specify name and purpose of organization: _____				
6499	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-	153,550
Grand Total				\$ -0-	\$153,550

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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				-0-	-0-
Grand Total					
Total 6600/15XX- Capital Outlay Costs:				-0-	-0-

SCHEDULE #6A GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	 <u>071-902</u> 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	<u>071-902</u> County-District No.
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- E. Signature Authority; Final Expression; Superseding Document:** Applicant certifies that the person signing this application has been properly delegated this authority. The Contract represents the final and complete expression of the terms of agreement between the parties. The Contract supersedes any previous understandings or negotiations between the parties. Any representations, oral statements, promises or warranties that differ from the Contract shall have no force or effect. The Contract may be modified, amended or extended only by formal written amendment properly executed by both TEA and Contractor.
- F. State of Texas Laws:** In the conduct of the contract project, Contractor shall be subject to Texas State Board of Education and Commissioner rules pertaining to this contract and the contract project and to the laws of the State of Texas governing this contract and the contract project. This contract constitutes the entire agreement between Agency and Contractor for the accomplishment of the contract project. This contract shall be interpreted according to the laws of the State of Texas except as may be otherwise provided for in this contract.
- G. Monitoring:** Desk reviews or on-site monitoring reviews may be conducted by Agency to determine compliance with the approved application and the applicable statute(s), law(s), regulations, and guidelines.
- H. Sanctions for Failure to Perform or for Noncompliance:** If Contractor, in Agency's sole determination, fails or refuses for any reason to comply with or perform any of its obligations under this contract, Agency may impose such sanctions as it may deem appropriate. This includes but is not limited to the withholding of payments to Contractor until Contractor complies; the cancellation, termination, or suspension of this contract in whole or in part; and the seeking of other remedies as may be provided by this contract or by law. Any cancellation, termination, or suspension of this contract, if imposed, shall become effective at the close of business on the day of Contractor's receipt of written notice thereof from Agency.
- I. Contract Cancellation, etc.:** If this contract is canceled, terminated, or suspended by Agency prior to its expiration date, the reasonable monetary value of services properly performed by Contractor pursuant to this contract prior to such cancellation, termination or suspension shall be determined by Agency and paid to Contractor as soon as reasonably possible.
- J. Indemnification:**
For local educational agencies (LEAs), regional education service centers (ESCs), and institutions of higher education (IHEs) and state agencies: Contractor, to the extent permitted by law, shall hold Agency harmless from and shall indemnify Agency against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising from, or in connection with, any acts of Contractor, its agents, employees, and subcontractors, done in the conduct of the contract project.
For all other grantees, subgrantees, contractors, and subcontractors, including nonprofit organizations and for-profit businesses: Contractor shall hold Agency harmless from and shall indemnify Agency against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising from, or in connection with, any acts of Contractor, its agents, employees, and subcontractors, done in the conduct of the contract project.
- K. Encumbrances/Obligations and Liquidations:** All encumbrances/obligations shall occur on or between the beginning and ending dates of the contract. All goods must be received and all services rendered between the beginning and ending dates of the contract. The contractor must liquidate (record as an expenditure) all obligations (encumbrances) incurred under the contract no later than 30 days after the ending date of the contract, to coincide with the submission of the final expenditure report, due 30 days after the ending date of the contract. In no manner shall encumbrances be considered or reflected as accounts payable or as expenditures, and an encumbrance cannot be considered an expenditure or accounts payable until the goods have been received and the services have been rendered. Obligations that are liquidated and recognized as expenditures must meet the allowable cost principles in OMB Circular A-87, A-21, or A-122 (as applicable) and program rules, regulations, and guidelines contained elsewhere. This applies to all grant programs, including state and federal, discretionary and formula.

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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.

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

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

CC. Federal Regulations Applicable to All Federal Programs:

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

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

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

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

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

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

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

Rev. 03/2010

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

SCHEDULE #6 B Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>071-902</u> County-District No.
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This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.11.

Terms defined: As used in these Provisions and Assurances

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

SCHEDULE #6B Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 Required for all federal grants regardless of the dollar amount	<u>071-902</u> County-District No.
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6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled ***Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions***, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Non-procurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these Instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

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

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

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

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

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

SCHEDULE #6C. Lobbying Certification	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 Required for all federally funded grants greater than \$100,000.	<u>071-902</u> County-District No.
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Submission of this certification covers all federal programs in this application, is required by the U. S. Department of Education and Section 1352, Title 31, of the United States Code, and is a prerequisite for making or entering into a subgrant or subcontract over \$100,000 with any organization. (Read Instructions for this schedule for further information.)

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

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

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

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

11/89
 03/90

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

SCHEDULE #6D - Disclosure of Lobbying Activities	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>071-902</u> County-District No.
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Complete this form to disclose lobbying activities for lobbying services procured (pursuant to 31 U.S.C. 1352). This disclosure form is required for any federal grant/contract received in excess of \$100,000 and on any subgrant/subcontract made by the grantee/contractor. (Read the instructions for this schedule for further information.)
Do not sign and submit this disclosure form unless lobbying activities are being disclosed.

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

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>071-902</u> County-District No.
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- N. School Prayer:** The local educational agency certifies that it is in compliance with Section 25.901 of the Texas Education Code. In addition, as a condition of receiving funds under the No Child Left Behind Act, the local educational agency certifies that no policy of the local educational agency prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools, as detailed in the guidance provided by the U. S. Secretary of Education pertaining to such. The state educational agency shall report to the Secretary of Education each year a list of those local educational agencies that have not filed this assurance or against which complaints have been made to the State educational agency that the local educational agencies are not in compliance with this requirement (P. L. 107-110, section 9524(b)).
- O. Equal Access to Public Schools Facilities – Boy Scouts of America Equal Access Act:** No public elementary school, public secondary school or local educational agency that has a designated open forum or a limited public forum and that receives funds made available from the U. S. Department of Education shall deny equal access or a fair opportunity to meet, or to discriminate against, any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code (as a patriotic society), that wishes to conduct a meeting within that designated open forum or limited public forum, including denying such access or opportunity or discriminating for reasons based on the membership or leadership criteria or oath of allegiance to God and country of the Boy Scouts of America or of the youth group listed in Title 36 of the United States Code (as a patriotic society). For the purposes of this section, an elementary school or secondary school has a limited public forum whenever the school involved grants an offering to, or opportunity for, one or more outside youth or community groups to meet on school premises or in school facilities before or after the hours during which attendance at the school is compulsory. Nothing in this section shall be construed to require any school, agency, or a school served by an agency to sponsor any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code (as a patriotic society). Compliance with this provision will be enforced through rules and orders issued by the Office for Civil Rights. If the public school or agency does not comply with the rules or orders, no funds made available through the Department of Education shall be provided by a school that fails to comply with such rules or orders or to any agency or school served by an agency that fails to comply with such rules or orders (P. L. 107-110, section 9525).
- P. General Prohibitions:** None of the funds authorized under the No Child Left Behind Act shall be used to develop or distribute materials, or operate programs or courses of instruction directed at youth, that are designed to promote or encourage sexual activity, whether homosexual or heterosexual; to distribute or to aid in the distribution by any organization of legally obscene materials to minors on school grounds; to provide sex education or HIV-prevention education in schools that instruction is age appropriate and includes the health benefits of abstinence; or to operate a program of contraceptive distribution in schools (P. L. 107-110, section 9526).
- Q. Armed Forces Recruiter Access to Students and Student Recruiting Information:** In accordance with guidance issued by the U. S. Department of Education, each local educational agency receiving assistance under the No Child Left Behind Act shall provide, on a request made by military recruiters or an institution of higher education, access to secondary school students names, address, and telephone listings, upon prior written consent of a student or the parent of a student. A secondary school student or the parent of the student may request that the student's name, address, and telephone listing not be released without prior written parental consent, and the local educational or private nonprofit school shall notify parents of the option to make a request and shall comply with any request. Each local educational agency receiving assistance under the No Child Left Behind Act shall provide military recruiters the same access to secondary school students as is provided generally to post secondary educational institutions or to prospective employers of those students (P. L. 107-110, section 9528).
- R. Unsafe School Choice Option:** The local educational agency certifies that it shall establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the Texas Education Agency, or who becomes a victim of a violent criminal offense, while in or on the grounds of a public elementary or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school (P. L. 107-110, section 9532).
- S. Civil Rights:** Nothing in the No Child Left Behind Act shall be construed to permit discrimination on the basis of race, color, religion, sex (except as otherwise permitted under Title IX of the Education Amendments of 1972), national origin, or disability in any program funded under the No Child Left Behind Act (P. L. 107-110, section 9534).

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	 <u>071-902</u> County-District No.
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- T. Student Privacy, Parental Access to Information, and Administration of Certain Physical Examinations to Minors:** The local educational agency assures that it is in compliance with Chapter 26 of the Texas Education Code concerning parental rights and responsibilities. In addition, the local educational agency receiving funds under the No Child Left Behind Act certifies that it shall develop and adopt policies, in consultation with parents, regarding certain rights of a parent to access and inspect information; student privacy; the administration of physical examinations or screenings (except for examinations or screenings required by state law); and the collection, disclosure, or use of personal information collected from students for the purpose of marketing or selling that information. The local educational agency also assures that it is in compliance with the requirements for annually notifying parents of such policies and specific events (P. L. 107-110, Title X, Part F, section 1061).
- U. Assurances related to the education of homeless children and youths:**
- (1) The LEA assures that each child of a homeless individual and each homeless youth shall have equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youth.
 - (2) The LEA assures that homeless children and youth are afforded the same free, appropriate public education as provided to other children and youth.
 - (3) The LEA assures that it will review and undertake steps to revise any laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youth.
 - (4) The LEA assures that it will not separate students from the mainstream school environment on the basis of homelessness alone.
 - (5) The LEA assures that homeless children and youth have access to the education and other services that they need to in order to meet the same challenging State student academic achievement standards to which all students are held.
- V. Definitions:** The following terms shall be defined as follows for programs authorized and carried out under the No Child Left Behind Act of 2001:
1. **Charter School:** An open enrollment charter school receiving federal funds of any type must meet the federal definition of a charter school as provided in P. L. 107-110, Section 5210(1). The term "charter school" means a school that:
 - (A) is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and control;
 - (B) operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency [i.e., the State Board of Education (SBOE)];
 - (C) provides a program of elementary or secondary education, or both;
 - (D) is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious instruction;
 - (E) does not charge tuition;
 - (F) complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act;
 - (G) is a school to which parents choose to send their children, and that admits students on the basis of a lottery, if more students apply for admission than can be accommodated;
 - (H) agrees to comply with the same Federal and State audit requirements as do other elementary schools and secondary schools in the State, unless such requirements are specifically waived for the purpose of this program;
 - (I) meets all applicable Federal, State, and local health and safety requirements;
 - (J) operates in accordance with State law; and
 - (K) has a written performance contract with the authorized public chartering agency in the State (i.e., SBOE) that includes a description of how student performance will be measured pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the SBOE.
 2. **Community-Based Organization:** A public or private nonprofit organization of demonstrated effectiveness that is representative of a community or significant segment of a community and that provides educational or related services to individuals in the community.
 3. **Core Academic Subjects:** English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, art, history, and geography.

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>071-902</u> 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	 <u>071-902</u> County-District No.
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6. Professional Development Includes activities that:

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

7. Scientifically Based Research:

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

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

8. Teacher Mentoring: Activities that-

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

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

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

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

Revised 03/03

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

SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013	 <u>071-902</u> County-District No.
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Federal Statutory Requirements

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

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

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individual students.

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

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

Statutory Program Assurances

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

TEA Program Assurances

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

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

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

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

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

Terms defined:

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

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

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

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

GRANTEE – the subrecipient of TEA and applicant of funds.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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