

<b>For TEA Use Only</b> Adjustments and/or annotations made on this page have been confirmed with _____ by telephone/e-mail/FAX on _____ by _____ of TEA.	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System (SAS)</b>  <b>School Years 2010-2013</b>	<b>Edinburg CISD</b> Organization Name	108904 County-District#
		Edinburg High School Campus Name	001 Campus Number
		74-600715 9-Digit Vendor ID#	01 ESC Region
		NOGA ID# (Assigned by TEA)	Amendment #

### Texas Title I Priority Schools Grant

#### Schedule #1 - General Information

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

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

**Project Beginning Date:** 08/01/2010

**Project Ending Date:** 06/30/2013

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

Tier I ☐ Tier II ☐ Tier III ☒

#### Part 1: Index to the Application

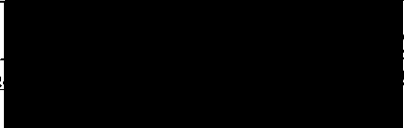
An X in the "New Application" column indicates those schedules that **must** be submitted as part of the application. The applicant must place an X in this column for each additional schedule submitted to complete the application. For amendments, the applicant must place an X in the Amendment Application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

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

#### Certification and Incorporation

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

#### Authorized Official

Typed First Name	Initial	Last Name	Title
Dr. Rene		Gutierrez	Superintendent
Phone	Fax	Email	Signature/Date Signed (blue ink preferred)
956-289-2300	956-383-3576	Rene.gutierrez@ecisd.us	 6/2/10

**Only the legally responsible party may sign this application.**

6 complete copies of the application, at least 3 with original signature(s), must be received by:

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.

**701-10-112-305**

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by telephone/e-mail/FAX on _____ by _____ of TEA.		Amendment No.
<b>Texas Title I Priority Schools Grant</b>		
<b>Schedule #1—General Information</b>		
<b>Part 2: List of Required Fiscal-Related Attachments and Assurances</b>		
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 <b>back</b> of the application as an appendix.		
1 <input type="checkbox"/>	<b>Proof of Nonprofit Status</b>	
	<b>Required for all open-enrollment charter schools sponsored by a nonprofit organization:</b> <b>Check box to indicate that proof of nonprofit status is attached.</b> (See Part 1: General and Fiscal Guidelines and Part 3: Schedule Instructions for acceptable proof.)	
2 <input checked="" type="checkbox"/>	<b>Assurance of Financial Stability</b>	
	<b>Required for all independent school districts, open-enrollment charter schools, and education service centers:</b> <b>Check box to indicate assurance that audit requirements have been met.</b> All public school districts, open-enrollment charter schools, and education service centers must be in compliance with submitting the required annual audit for the immediate prior fiscal year to TEA in the time and manner requested by TEA, and the audit must be determined by the TEA Division of Financial Audits to be in compliance with the applicable audit standards. TEA reserves the right to ensure that all applicants are deemed by TEA to be financially stable at the initial time of preliminary selection for funding to receive a grant award. The TEA Division of Financial Audits will determine financial stability based on the required annual audit for the immediate prior fiscal year.	
3 <input checked="" type="checkbox"/>	<b>Assurance of Submittal of Reviewer Information Form</b>	
	<b>Required for all applicants:</b> <b>Check box to indicate assurance that reviewer information form will be submitted.</b> All applicants are required to complete the Reviewer Information Form and to submit it online by <b>Thursday, May 6, 2010</b> . (See Part 2: Program Guidelines, "Reviewer Information Form," for instructions on how to access and submit the form.)	

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<b>Texas Title I Priority Schools Grant</b> <b>Schedule #1—General Information</b>					
<b>Part 3: Applicant Information</b>					
<b>Local Educational Agency (LEA) Information</b>					
LEA Name					
Edinburg Consolidated Independent School District					
Mailing Address Line – 1	Mailing Address Line – 2	City	State	Zip Code	
PO Drawer 990		Edinburg	TX	78540-0990	
U.S. Congressional District Number	Primary DUNS Number	Central Contractor Registration (CCR) CAGE Code		NCES Identification Number	
TX – 15	078485455	4B2A0		4818180	
Campus Name			County-District Campus Number		
Edinburg High School			108904-001		
Mailing Address Line – 1	Mailing Address Line – 2	City	State	Zip Code	
2600 E. Wisconsin Ave		Edinburg	TX	78542	
<b>Applicant Contacts</b>					
<b>Primary Contact</b>					
First Name	Initial	Last Name		Title	
Daniel		Roma		Principal	
Telephone	Fax	Email			
956-289-2400	956-386-1225	d.roma@ecisd.us			
Mailing Address Line – 1	Mailing Address Line – 2	City	State	Zip Code	
<b>Secondary Contact</b>					
First Name	Initial	Last Name		Title	
Ronaldo		Cavazos		Dir. Of Federal Program	
Telephone	Fax	E-mail			
956-289-2300	956-316-3728	r.cavazos@ecisd.us			
Mailing Address Line – 1	Mailing Address Line – 2	City	State	Zip Code	
PO Drawer 990		Edinburg	TX	78540-0990	

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

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

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

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

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

**Part 2: Revised Budget**

Complete this part if there are any budgetary changes.

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



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<b>Texas Title I Priority Schools Grant</b>		
<b>Schedule #3—Purpose of Amendment</b>		
<b>Part 3: Reason for Amendment Request.</b> For all grants, regardless of dollar amount, check the appropriate box to indicate reason for amendment request.		
<input type="checkbox"/>	1. Addition of a class/object code not previously budgeted on Schedule #5—Budget Summary	
<input type="checkbox"/>	2. Increase or decrease the amount approved in any class/object code on Schedule #5—Budget Summary (i.e., 6100-6600) by more than 25% of the current amount approved in the class/object code	
<input type="checkbox"/>	3. Addition of a new line item on any of the supporting budget schedules (i.e., Schedules #5B-5G)	
<input type="checkbox"/>	4. Increase or decrease in the number of positions budgeted on Schedule #5B—Payroll Costs	
<input type="checkbox"/>	5. Addition of a new item of computer hardware/equipment (not capitalized) approved on Schedule #5C—Supplies and Materials	
<input type="checkbox"/>	6. Addition of a new item or increase in quantity of capital outlay item(s) ≥ \$5,000 approved on Schedule #5G—Capital Outlay for articles costing \$5,000 or more.	
<input type="checkbox"/>	7. Addition of a new item of capital outlay items approved on Schedule #5G—Capital Outlay for articles costing less than \$5,000.	
<input type="checkbox"/>	8. Reduction of funds allotted for training costs	
<input type="checkbox"/>	9. Additional funds needed	
<input type="checkbox"/>	10. Change in scope of objectives, regardless of whether there is an associated budget revision requiring prior approval	
<input type="checkbox"/>	11. Other (Specify)	
<b>Part 4: Amendment Justification</b>		

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<b>Schedule #4—Program Summary and Application Requirements</b>		
<b>Part 1: Grant Program Information;</b>		
<b>Summary of Program: Purpose and Goals</b>		
<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>		
<b>Allowable Activities</b>		
<p><b>Tier I and Tier II Grantees</b></p> <ul style="list-style-type: none"> <li>■ Grantees must expend grant funds for the required activities delineated for the selected intervention model as defined in the final federal regulations.</li> <li>■ Grantees may expend grant funds for the permissible activities delineated for the selected intervention model as defined in the final federal regulations.</li> <li>■ Grantees may expend grant funds for other school improvement activities deemed needed to address identified needs not addressed by the intervention model selected.</li> </ul> <p><b>Tier III Grantees</b></p> <ul style="list-style-type: none"> <li>■ Tier III grantees may select one of the four intervention models in the federal regulations or the state's Tier III Transformation Model.</li> <li>■ 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.</li> <li>■ Grantees may expend grant funds for other school improvement activities deemed needed to address identified needs not addressed by the intervention model selected.</li> </ul> <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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<b>Part 2: Statutory Requirements</b>			
<b>#</b>	<b>Requirement Description – Federal Statutory Requirements</b>	<b>Primary Component Where Described</b>	
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 <b>turnaround model</b> , the campus <b>must</b> implement the following federal requirements. <ul style="list-style-type: none"> <li>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;</li> <li>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"> <li>1. Screen all existing staff and rehire no more than 50 percent; and</li> <li>2. Select new staff.</li> </ul> </li> <li>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;</li> <li>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;</li> <li>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;</li> <li>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;</li> <li>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;</li> <li>h. Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and</li> <li>i. Provide appropriate social-emotional and community-oriented services and supports for students.</li> </ul>	Program Assurances	

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18	If the LEA/campus selects to implement the <b>turnaround model</b> , the campus <b>may</b> 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 <b>closure model</b> , the campus <b>must</b> 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 <b>restart model</b> , the campus <b>must</b> 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 <b>transformation model</b> , the campus <b>must</b> 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 <b>may</b> 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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<b>Texas Title I Priority Schools Grant</b> <b>Schedule #4—Program Requirements</b>			
<b>Part 2: Statutory Requirements</b>			
<b>#</b>	<b>Requirement Description – Federal Statutory Requirements</b>	<b>Primary Component Where Described</b>	
23	<p>An LEA <b>may</b> also implement comprehensive instructional reform strategies, such as--</p> <ul style="list-style-type: none"> <li>(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;</li> <li>(B) Implement a school wide "response-to-intervention" model;</li> <li>(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;</li> <li>(D) Use and integrate technology-based supports and interventions as part of the instructional program; and</li> <li>(E) In secondary schools--               <ul style="list-style-type: none"> <li>(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;</li> <li>(2) Improve student transition from middle to high school through summer transition programs or freshman academies;</li> <li>(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</li> <li>(4) Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.</li> </ul> </li> </ul>	Program Assurances	
24	<p>An LEA <b>may</b> also implement other strategies that extend learning time and create community-oriented schools, such as--</p> <ul style="list-style-type: none"> <li>(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;</li> <li>(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;</li> <li>(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</li> <li>(D) Expand the school program to offer full-day kindergarten or pre-kindergarten.</li> </ul>	Program Assurances	

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<b>#</b>	<b>Requirement Description – Federal Statutory Requirements</b>	<b>Primary Component Where Described</b>	
25	The LEA <b>may</b> 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	
<b>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.</b>			
<b>Part 3: Statutory Assurances</b>			
<b>#</b>	<b>Statutory Assurance Description</b>		
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.		
<b>Part 4: TEA Program Assurances</b>			
<b>#</b>	<b>TEA Assurance Description</b>		
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. <ul style="list-style-type: none"> <li>a. The Model Selection and Description Report must be submitted to TEA no later than <b>February 1, 2011</b>. This report may be submitted at any time prior to the deadline. Grantees must demonstrate successful completion of the following activities:             <ul style="list-style-type: none"> <li>i. Comprehensive Needs Assessment process.</li> <li>ii. Establish the grant budget by the required categories.</li> <li>iii. Identification and Selection of the intervention model.</li> <li>iv. Development of activities to implement selected intervention model.</li> <li>v. Development of Timeline of Grant Activities.</li> </ul> </li> </ul>		



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

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<b>Part 4: TEA Program Assurances</b>			
<b>#</b>	<b>TEA Assurance Description</b>		
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		
<b>By submitting the application and signing Schedule #1, the applicant is certifying it will comply with the above assurances.</b>			

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<b>Texas Title I Priority Schools Grant</b> <b>Schedule #4B—Program Description</b>															
<b>Part 1: Comprehensive Needs Assessment</b>															
<b>Section A: Campus Grade Levels</b>															
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											913	722	638	552	2825
Open-Enrollment Charter School															0
<b>Total Students:</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2825</b>
<b>Total Instructional Staff</b>														<b>187</b>	
<b>Total Support Staff</b>														<b>14</b>	
<b>Section B: Data Sources Reviewed or to be Reviewed in the Comprehensive Needs Assessment Process</b>															
1	<b>Teacher Survey:</b> Obtain feedback on academic standards, school culture and climate, professional development and technology (included: knowledge, skills, use, and needs). Establish a summary profile of the teaching staff and identify the causes of our absenteeism rate.														
2	<b>Campus Improvement Plan:</b> To evaluate previous and current reform and improvement efforts, within the last 3 years, and identify any obstacles that may have impeded their success.														
3	<b>AEIS / AYP reports and State Assessment Scores: TAKS, TAKS-A, TAKS-M and TAKS-Alt.</b> – To determine percentage of students by campus, subgroup, and grade level who tested as proficient or commended better for each subject available and by type of assessment. Identify the achievement gaps between sup-populations and regular ed. Students. Identify the percentage of students taking the different types of assessments.														
4	<b>Student Attendance Record:</b> To determine the average daily attendance percentage for the last completed school year, including attendance rate by sub-populations in particular LEP and Special Ed. Students.														
5	<b>Student Transfers in/Out:</b> To determine the student mobility rate for last complete school year, including students transferring within the district.														
6	<b>CNA committee:</b> reflected on Demographics of the school, Student achievement, School culture and climate, Alignment between Curriculum , Instruction and Assessment, Parental and Community Involvement, School Context and organization, Technology Available programs (Title I, Bilingual, Gifted and Talented, Summer School, OEW														
7	<b>PEIMS:</b> Identifying students at risk, LEP and LEP Parental denials based on HLS(Home Language Survey) Gifted and Talented, Special Ed. 504 students, RTI, migrant and immigrant students (different Tiers) to properly accommodate student needs to improve student achievement. Discipline records, Medical screening records, Visual Screening records and other Health Indicators.														
8	<b>Student Survey:</b> To obtain student feedback on issues such as: teacher quality, academic opportunities, extra-curricular activities, college readiness programs, extended learning time, social and behavioral issues.														
9	<b>Parent Survey:</b> To establish a viable and cohesive parental involvement program to meet the needs of students and parents.														
10	<b>Student Completion Record:</b> Grade retention SSI and GPC students, dropout status, age-grade discrepancy and grades.														

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<b>Texas Title I Priority Schools Grant</b> <b>Schedule #4A—Program Abstract</b>		
<b>Part 1: Grant Eligibility</b>		
<input type="checkbox"/> Tier I Eligible Campus <input type="checkbox"/> Tier II Eligible Campus <input checked="" type="checkbox"/> Tier III Eligible Campus		
<b>Identify which timeline the LEA/Campus the applicant will implement.</b>		
<input checked="" type="checkbox"/> Option 1: LEA/campus currently engaged in aggressive reform <input type="checkbox"/> Option 2: LEA/campus in need of foundational technical assistance		
<b>Part 2: Grant Program Summary.</b> 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).		
Our administrative grant team selected the Tier III Modified Transformation Model because it offers the greatest potential to dramatically improve student academic achievement. Our decision to select this Model as the most suitable one for the school is based on the data the committee evaluated and analyzed during the needs assessment process. Our goal is to develop comprehensive instructional reform strategies that are scientifically research-based and proven to raise substantially the achievement of our students. We will accomplish our goal through a collaborative effort of all stakeholders as we address each of the following gaps, barriers, or weaknesses:		
	<b>Gaps, Barriers, and/or Weaknesses to be Addressed in our Plan</b>	
<b>Effective Leadership</b>	Removing bureaucratic barriers provide essential information and tools for analyzing data and tracking progress to facilitate rapid and effective adjustments in course.	
<b>Effective Processes and Systems</b>	Improving staff evaluation systems, create performance-based incentives, differentiating new teacher roles, re-assigning staff within the campus and aligning staff competencies with school/student needs and provide effective and research based professional development	
<b>Comprehensive Instructional Reform Strategies</b>	Implement a multi-level instructional RTI model based on lexile/quantile framework, an accelerated instruction/differentiated instruction approach in which a teacher incorporates an array of research-based instructional and organizational goals and practices as means to accommodate student differences in learning. Incorporate additional technology in order to support instruction in reading/math content areas and for all grade levels	
<b>Quality Teaching and Learning</b>	Conduct investigation to align school/teacher enacted curriculum, state standards and local curriculum including articulation across grade levels and content areas. Provide the necessary resources, time expertise, planning support and professional development to enable teachers to incorporate changes to align instruction with standards and build capacity to monitor and maintain alignment between curriculum and classroom instruction	
<b>Student Academics through Increasing Learning Time</b>	Transforming time structure during school day. Implement professional development to aid teachers in using extra school time effectively. Determine how to restructure the school day so that the students who need the most support are given more instructional opportunities. A plan to be in place for monitoring the progress of the extended learning time initiatives as well as for continuous improvement. Extended week/year programs will be available.	
<b>Culture of Success</b>	We will create a Culture of Success by Informing and engaging the community in order to increase higher education attainment. Provide the information and opportunities to further their college aspirations and future careers. Developing a better understanding of College Readiness, explaining what preparing for it entails in order to increase graduation rates in our community. Building bridges and partnerships with parents and nonprofit organizations, including community-based organizations to ensure a healthy and supportive school environment. Parental support for quality before/after school programs.	
<b>Operational Flexibility and Sustained Support</b>	The school and the district is fully committed to providing the adequate resources and support systems that will ensure the implementation of an effective school transformation model. We will ensure that our objectives are met by providing effective oversight of the program in each phase of implementation. In order to enable our school to make adequate yearly progress to the extent that an increased number of students will graduate and an increased number of students will be college ready when they graduate.	

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<b>Part 1: Comprehensive Needs Assessment Cont.</b>		
<b>Section C: Process</b> Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<b>Describe, in detail, the process the LEA and campus followed/will follow to identify the needs of the campus.</b>		
<p><b>District Process:</b>          The District with the participation of the Assistant Superintendent of Curriculum and Instruction, the Director Of Federal Programs, the Area Directors, the Title I Coordinator, the Technology Director and the District Grant writer held weekly meetings with the campus principals to determine each individual campus needs. We discussed the campus issues that have prevented the schools from making satisfactory improvement in student academics and graduation rates. For each of the issues discussed, we shared ideas, processes, and systems to consider under each of the school reform models. The District provided the financial resources and staff support necessary for each campus to select the school reform model that was the most suitable for meeting the school's improvement needs.</p> <p>The technology department developed a home survey that was communicated through our Parent Link. Through this link, the schools make an automated phone call to each student's home at a pre-determined time of day. The purpose of the survey was to learn about the parent's expectations with respect to their child's education, including college preparedness and awareness. Through the Parent Link survey, we also sought to attain the parent's point of view with respect to the current school culture and obtained their feedback on school improvement.</p> <p><b>Campus Process:</b>          Each school established a School Improvement Team that consists of a team of teachers, administrators, and other support staff. Each campus received support from one member of the district support team. This leadership team assisted in data analysis and evaluation. They had several afterschool and Saturday meetings to discuss campus needs and develop strategies to address those needs. The school used both qualitative and quantitative data to develop a strategic and comprehensive transformation plan that will best fit the needs of their school.</p> <p>Edinburg High School staff is involved and empowered with decision making opportunities. Stakeholders are given the opportunity to provide leadership by serving on various committees that were created to ensure that a learning environment of high expectations is established for all our students. These committees include the AVID site team, the National Honor Society faculty board members, the Edinburg High School scholarship committee, the Summer Planning Academy committee, the Distance Learning Committee, and the Site Based Decision Making committee. To bridge the communication gap between the school and the community, parents, 80% of our staff members, and students completed an online survey that facilitated in completing our campus comprehensive needs assessment and our campus improvement plan.</p> <p>Our high school reviewed data that is integral to the development of effective strategies for school reform. As part of our continuous needs assessment process, we will review data as soon as it becomes available and implement any program improvements that are critical to our school's success. This data will be taken from multiple sources that include testing, grades, attendance, dropout rate, graduation rate, college readiness, and post secondary enrollment. We are scheduling weekly and monthly meetings to review our program needs and to monitor the implementation of program activities. All stakeholders will have opportunities to ask clarifying questions of the school improvement team for consideration of viable options. We will collect additional or missing data on an ongoing basis to ensure that we make decisions that are based on the most relevant and reliable information.</p> <p>In addition to our own campus needs, Edinburg High School allocates \$200,000 to our feeder schools in order to implement programs to raise student achievement. For students at those feeder schools who do not adequately fulfill promotion requirements, the GPC committee assists in evaluating their individual academic and emotional needs to determine placement and ensure a smooth transition for success in secondary education.</p> <p>Our teams of teachers will continuously implement, assess, and adjust instruction in short-term cycles of improvement. Common team tasks will include intensive efforts to align content taught across grades, and development of interim and diagnostic mini-assessments to monitor student progress on a continuing basis. We will develop agendas and minutes and practice the use of organized procedures at our monthly meetings to ensure that we remain focused and productive. Our topics and discussions will be organized according to the timelines established in our Plan.</p>		

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<b>Part 1: Comprehensive Needs Assessment Cont.</b>		
<b>Section D: Groups of Participants Contributing/to Contribute to Needs Assessment Process, ensuring Parents and Community Groups were involved in the process.</b>		

**School:**

Edinburg High School uses a variety of means of communication to ensure that the results of the needs assessment are implemented, monitored, achieved, and communicated to stakeholders. To create a shared understanding of the needs assessment the administration: the principal, assistant principals, dean of instruction and counselors and our school district TIPPS Team which includes our Area Directors, Federal Program Director, Title I Coordinator, and Grant Writer hold regular meetings to disseminate relevant information. The administrative staff meets weekly to discuss a variety of issues specifically the campus needs assessment. In turn, this information is shared with the faculty at monthly meetings. To reinforce the communication flow, department heads meet with their respective departments.

To make sure that initiatives outlined in our campus needs assessment are being addressed, department chairs facilitate the administrators in conducting classroom visitations. The assistant principals are encouraged to make up to five visits daily and department chairs are encouraged to make at least twenty visits a week. Periodically, central office staff will request a meeting with the principal to go over visitation documentation. Instructional specialists will recommend that the team of teachers assess and adjust instruction in short term cycles of improvement through regular meetings.

SBDM council members, that include teachers, staff, community members, and students, meet once a month to discuss issues that pertain to the Campus Needs Assessment, Campus Improvement Plan. These issues include curriculum, budget, staffing patterns, school organization, staff development and student achievement.

**Community:**

The process to ensure that the vision and purpose of the school remain current and aligned with the school's expectation for student learning and school effectiveness begins with collective planning. The leadership team in consultation with the Region One Service Center, has initiated a Summer Planning Academy (SPA) for the purpose of data disaggregation, campus planning, campus needs assessment, and team building. Attendees include teachers, counselors, administrators, and central office staff. The ideas and suggestions shared at the SPA contribute to the refinement of needs assessment.

Additionally, Edinburg High School will partner with ENCORE to develop a strong advocacy infrastructure in collaboration with education and community leaders. ENCORE serves as a catalyst for change as it lays the ground work for mobilization and community engagement in support of college readiness. ENCORE works in partnership with community based organizations, higher education institutions and K-12 schools to implement college readiness programs that make a difference across communities.

The School Improvement Resource Center and Texas A & M University in San Antonio as well as the Education Service Center 1 will assist EHS to improve student performance in an effort to address concerns indicated by the needs assessment. The Parental Involvement Assistant will provide support through the parent education program about learning standards and the parent's role in supporting children's learning at home.

**Parents:**

Parents contributed to the Campus Needs Assessment by completing an online survey. The results of that survey indicated that Parental concerns focus on: challenging rigorous courses, understanding the graduation plan, access to counselors, school safety, communication is encouraged, tutorial assistant, more course selection, and consistent feedback.



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

**Part 2: Project Management**

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

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

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

**Capacity:**

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

**Use of Grant Funds:**

The district's school improvement team was strategically selected to ensure that at least one team member had the experience and knowledge necessary to address each of the program requirements. Our Assistant Superintendent for Finance and Operations will ensure that we follow the statutory requirements with respect to ARRA regulations, the OMB Circulars, and other financial related issues. The district team has attended various technical assistance sessions and assures TEA that we will expend grant funds for the required activities delineated for the Tier III Modified Transformation Model as defined in the final federal regulations. The budgets will be managed through the district's financial data base using an encumbrance process. This control allows staff to remain in compliance with the budgetary limitations for each object code. Authorization for the encumbrance and expenditure of funds will be reviewed and approved by key staff at the campus and district level. These staff members are responsible for ensuring that requests for use of funds are in accordance with the approved grant program activities.

**Services and Support:**

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

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

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



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<b>Part 2: Project Management Cont.</b>		
<b>Section A: LEA (District) Capacity</b> Responses are limited to <b>one page each</b> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<b>Partnership/Involvement of Others</b> – 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>All of the following stakeholders were instrumental in conducting the comprehensive needs assessments that was used to develop the application and design the proposed implementation of the school intervention model:</p> <p>School Administration: Principal, Curriculum Assistant,          Administrative Support Staff: Instructional Lead Teacher, Counselor, Social Worker          District TTIPS Team: Asst. Superintendent, Area Directors, Federal Programs Director, Title I Coordinator, Grant Writer, Tech. Director, and CTE Supervisor and district specialists</p> <p>Teachers: From each grade level and Content Area          Campus SBDM: Serve as the school's governing body          Community-based Organization: Texas Valley Communities Foundations with the ENCORE program          Partnerships: School Improvement Resource Center (SIRC), Region 1 and Texas A&amp;M San Antonio</p> <p>Not included above are students and parents who participated in school surveys. Our consultation with the above named stakeholders began with training staff on the grant requirements. Afterwards, we assigned each team to analyze data and assist in the program design. We gave them a timeline for completion and received their recommendations at scheduled team meetings. Through the needs assessments, the teams were able to identify the school's strengths and challenges. Some of the data they reviewed includes: (a) student demographics, (b) historical data on student academics, (c) staffing counts, (d) teacher and leader credentials, and (e) the school's curriculum and instruction program, including the services available for each of the student populations. After completion of their tasks, the teams helped select the school intervention model. They assisted in its design and will continue to serve an integral role in its implementation. <b>LEA:</b> The district held weekly meetings with the campus principals regarding the application and proposed implementation of a school intervention model. We provided useful tools to begin the change process and get planning teams started. We allowed sufficient time for team planning, work, and decision making at the school. The District considered the individual school situations before making recommendations on the selection of the school transformation model. The district leadership team will work collaboratively in the planning and implementation phase of the transformation model. They will ensure that the school has the resources necessary to accomplish the program goals and objectives. <b>Campus:</b> The performance goals were developed by using a Comprehensive Needs Assessment (CNA). The CNA was the tool used in determining the strengths and challenges of the school. A total of eight committees consisting of parents, volunteers, community business members and all staff members were created. The committee members were assigned to a committee based on their strengths and knowledge of a specific goal area. Each grade level was represented and supported by administration to ensure vertical and horizontal alignment. The committees reviewed data that was disaggregated and particular focus was placed to include all special populations based on information that included how students are meeting the state's challenging academic content and achievement standards (AEIS/AYP reports/TAKS/A/M CSR's). Survey to parents was conducted via Parentlink (home-to-school communication system); students and staff completed an online survey. Edinburg High School crafted a vision for adopting a new school model and made the case for why the approach will produce the desired results. The model chosen was The Transformation To Educational Excellence Model that focuses on Effective Leadership: Leadership for Learning, Leadership and the Change process, Developing and Mentoring Leaders, Connecting the Educational Community and Developing Future Leadership; Quality Teaching and Learning: School Factors, Teacher Factors and Student Factors; Program Effectiveness and Compliance: Data Quality Review, Monitoring and Fidelity of Implementation and to develop a systemic process at the campus level; Sustaining a Culture of Success through Student Engagement, parental Engagement, Community Engagement and developing a College and Career Focus in our students; finally a Focus on Results: making sure an Increased Achievement for All our Students and develop a Comprehensive Transformation and Sustainability for Success. The school and district teams will continue to establish and adopt revisions to our school governance policies for school improvement.</p>		

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<b>Section A: LEA (District) Capacity</b> Responses are limited to <b>one page each</b> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<b>Management of Grant Activities</b> – 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 provide the necessary resources and staff support to ensure full and effective implementation of the selected intervention model. Any significant changes that affect the campus will be made only after input from, or at the request of, the school teams. At the campus level, the campus principal will be accountable for the implementation of the required program activities. Activities to understand the accountability system examining multiple data sources such as vertical scales, TPM, AYP and PBM among other. Activities to produce crucial conversations and professional teaching and learning communities to create great leaders, great teams that can produce great results. Activities directed to create a quality school with quality teaching to produce successful students. In the classrooms create authentic engagement that create meaning and relatively immediate value to the student in programs such as Reading Renaissance, Vocabulary charts, Study Island, Compass, Venier, CEI, History Alive, Agile Mind, and Rosetta Stone through the use of high yield strategies like Thinking Maps, Bloom's Taxonomy and Erickson Concept-Based Curriculum, differentiating instruction, Cooperative Learning strategies and accommodating Teaching styles to Learning styles. The school principal will utilize the campus timeline of program activities according to grant specifications. The implementation of the required activities will be evidenced by weekly memos, daily announcements, grade level meetings, and/or staff meetings. The school principal and school improvement teams will solicit feedback from staff on an ongoing basis to ensure continuous improvement in the operation of the project.</p> <p>District-level personnel will provide technical assistance during the project period and will work with the school principal to ensure that activities are implemented as planned. Although management of grant activities will be ongoing, the school principal and program manager will meet at least monthly to discuss the status and effectiveness of program implementation. The program manager will ensure timely and accurate submission of programmatic reports to the Texas Education Agency. The District's Business Office will be responsible for preparing and submitting financial reports.</p> <p>During the program period, the district and schools will continue to utilize data systems like Edusoft, Process Manager and DMAC that support a realistic diagnosis of the number of students who are being successful academically. We will produce bi-monthly interim progress reports on student performance and after analysis and evaluation, take corrective action if needed. Our teams of teachers will serve as role models and advocates for students. They will provide academic opportunities that will ensure students are successful.</p>		
<b>Additional Activities For School Differentiated Instruction to serve our Special pops. Students based on the supporting research available:</b>		
<ol style="list-style-type: none"> <li>1. Continually assess students to obtain valid data and use this student data to inform instructional decisions and determine appropriate grouping patterns (Tomlinson &amp; Allan, 2000; Tomlinson, 2001; Moon, 2005).</li> <li>2. Use grouping strategies to meet the individual needs of students within the broader group context and design instructional tasks for each group to align with educational goals (Hall, 2002).</li> <li>3. Use differentiated instructional strategies to include special education students in the general education curriculum (Boderick, Mehta-Parekh, &amp; Reid, 2005) and to respond to the unique needs of diverse gifted learners (VanTassel-Baska &amp; Stambaugh, 2005).</li> <li>4. Use student-centered activities (SCAs) to differentiate reading instruction for elementary students (Kosanovich, Weinstein, &amp; Goldman, 2009).</li> </ol>		

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<b>Part 2: Project Management Cont.</b>		
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<b>Resource Management</b> – Describe how the LEA/campus will align other resources (federal, state, local, and community) with the school improvement intervention.		
ECISD and Edinburg High School will collaboratively work with federal, state, local and community resources to improve student success. Education Resource Center Region One professional staff will provide resources to promote building leadership capacity, promote rigor through instructional practices, implement assessment of current practices, and evaluate high yield staff development. Education Resource Center Region 13 will provide administrative leadership to Edinburg High School as the grant activities are developed and executed. Additionally, ENCORE, a community organization will partner with Edinburg High School to provide college readiness campus to all students. Additionally the local, federal, and state resources will be used to support the following activities and initiatives:		
<b>Local Funds:</b> Accelerated Reader Program Student Assistance Program Instructional Assistants Program Reading Instructional Program(CEI) for Dyslexic Students		
<b>State Compensatory Education:</b> Computer Assisted Instruction CEI – Computer Assisted Reading Program New Century – Computer Assisted Reading Program Student Tutorial Program Newcomer Program for Recent Arrival Program		
<b>Title I Regular:</b> Computer Assisted Instruction Accelerated Reader Program Student Tutorial Program Student Assistance Program Instructional Assistants Program CEI for Dyslexic Students Newcomer Program for Recent Arrival Program Migrant Program API Program Voyageur Reading and Math Intervention Program		
<b>Title I Migrant:</b> Migrant Program API Program STAR Reading Program		
<b>Title I Bilingual:</b> Newcomer Program for Recent Arrival Program		
<b>Title I State Bilingual:</b> Newcomer Program for Recent Arrival Program		

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<b>Grant Project Manager Qualifications</b> – Describe the qualifications of the person selected to be the project manager for this grant on the campus.		
<p><b>Project Manager:</b> The Director of Federal Programs for ECISD, Mr. Ronaldo Cavazos, will oversee the transformation project at the district level. Mr. Cavazos has more than 30 years of experience in the field of education and has held the position of Federal Program Director for over 10 years. He holds a master's degree in school administration, mid-management certification, a superintendent certificate and is currently a doctoral student at the University of Texas in Austin. He was previously a successful high school principal.</p> <p>Mr. Cavazos has a direct line of communication with the superintendent as well as all central office department administrators. He assists Harwell in ensuring all resources are properly distributed in accordance to assigned campus budgets. He also holds authority to approve or disprove all budget expenditures that are requested by this campus. He ensures that all campus expenditures are aligned to the campus, district, state, federal and grant goals, guidelines and objectives. Mr. Cavazos is well versed in fiscal responsibilities.</p> <p>Mr. Daniel Roma is the head principal at Edinburg High School and will serve as the project manager for the TTIPS grant under the Tier III Modified Transformation Model.</p> <p><b>EDUCATION/EXPERIENCE</b>          Mr. Roma has 25 years experience in education with ECISD (three years as a math educator, seven years as an assistant principal in middle school, twelve years experience as a head principal of a PK-8<sup>th</sup> grade school and two and a half years as a head principal at this high school). His undergraduate degree is a bachelors of science in Math and he also has a master's degree in Education &amp; Administration.</p> <p><b>PROFESSIONAL DEVELOPMENT/ORGANIZATIONS</b>          Mr. Roma has extensive training in reading development, technology, special education, co-teaching, gifted &amp; talented, differentiated instruction, and grant writing. He is also a member of the Texas Association of Secondary School Principals (TASSP).</p> <p><b>COMMUNITY INVOLEMENT</b>          Mr. Roma is on the Board of Directors for The Edinburg Boys &amp; Girls Club. With his participation in the organization, he was able to initiate "The Boys &amp; Girls Club Afterschool Program for EHS". This program is open to all Edinburg High School students and the program targets "at risk students" with thirty minutes of counseling and an hour of recreation activities. Edinburg High is the only school in the district to house The Boys &amp; Girls Club on campus.</p> <p><b>SCHOOL IMPROVEMENTS</b>          Under Mr. Roma's direction, Edinburg High School has flourished and improved from not meeting AYP status, to obtaining an Academically Acceptable rating and meeting AYP. With his guidance in only two and a half years the school climate has improved drastically starting with student and teacher moral. The first changes were cosmetic in nature by starting a campus beautification project which included landscaping, painting inside and outside the campus. The beautification project also included adding more picnic tables with umbrellas so more students could enjoy their lunch hour. The other improvements to the campus were internal with a strong emphasis on adjusting the school climate and culture to that of a positive, safe and academically rigorous schedule. He added 16 additional cameras to the campus which makes for a total of 46 to constantly monitor the safety of all students and staff. Edinburg High is now proactive and constantly using data driven results to make improvements or changes. The students of Edinburg High are Mr. Roma's utmost concern and his commitment to them is evident with his presence in the hallways, classrooms, cafeteria, and during student activities/competitions. Mr. Roma's dedication to the students of EHS is not marked by any social status, but rather by all of them being categorized as "his children". His philosophy for working and meeting the needs of all students is guided simply by "treating all students as if they were your own child."</p>		

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<b>LEA Support</b> – Describe how the LEA will structure and implement an individual or office with responsibility for supporting the campus' school improvement efforts.		
<p>The Director for Federal Programs and his staff will be responsible for supporting the campus' school improvement efforts. This department is the best equipped with staff and resources needed to successfully coordinate district initiatives and the activities required under this program. The department's designee will maintain open communication during the grant period to ensure that program objectives are working as planned. He will oversee the activities at school and ensure that student needs are being met. The responsibilities of the federal programs director will include: oversight of the transformation process, ensuring rapid responsiveness to the transformation efforts, assisting in eliminating barriers that may hinder the transformation process, and serving as a resource and mentor to the administrator and campus.</p> <p>Conferences between the district and campus staff will be ongoing. Situations of severe consequences will be taken care of as soon as practicable. The program manager will schedule formal meetings and discussions with program staff at least twice a month. On a quarterly basis, the program manager will prepare interim progress reports for the Assistant Superintendent of Instruction and Support Services, the superintendent and/or the school board. An annual report will include the evaluation results of program operations and the strategies used to achieve the actual outcomes.</p> <p>LEA support includes building capacity for change. We will assist in developing the knowledge and skills, through training, professional development coaching, and consultation. Further, we will support an incentive program for teachers in order to give people a reason to change. We will consider the inclusion of consequences within the incentive program if our legal counsel so advises. We support rewarding teachers and principals for adopting effective practices and demonstrating significant improvement. To assist them in attaining their goals, we will support opportunities to innovate and to break away from the system's own barriers and constraints.</p>		
<p>Additionally, the LEA, through the Federal Program Department, will regularly conduct the following activities:</p> <ol style="list-style-type: none"> <li>1. Monitor progress of the intervention plan.</li> <li>2. Provide feedback to principals when needed and or requested.</li> <li>3. Respond promptly to principal requests for assistance</li> <li>4. Hold regularly scheduled meetings with principals from the participating schools</li> <li>5. Assist principals in problem solving</li> <li>6. Serves as a liaison between the district and program representatives</li> <li>7. Assist in efforts to increase community and parental involvement</li> <li>8. Partner with campus to generate a positive school culture</li> <li>9. Support the placement of social service resources at the campus</li> <li>10. Provides direct line of communication to the superintendent</li> <li>11. Monitor progress using student data for program improvement.</li> </ol>		

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<b>Program Continuation and Sustainability</b> – Describe how the LEA will sustain the campus reforms after the funding period ends.		
The following strategies will help our district sustain the campus reforms after the funding period ends: <ul style="list-style-type: none"> <li>(1) Effective collection and use of data at least three times per year.</li> <li>(2) Dedicate sufficient time on a routine and non-negotiable basis for data analysis and planning by teams at the district and school level</li> <li>(3) Support and train key stakeholders on how to make positive behavioral changes</li> <li>(4) Provide ongoing support, training, and/or incentives during implementation of cultural changes</li> <li>(5) Allocate resources—human and fiscal—to support sustainability of reforms beyond the grant period.</li> <li>(6) Engage a wide representation of the community in the planning process for program continuation and sustainability.</li> <li>(7) Ensure that new staff is committed to adopting the reform measures</li> </ul> Provide professional development to educators on how to engage in ongoing problem solving, thereby establishing a culture geared toward continuous improvement		
The Edinburg Consolidated Independent School District will sustain campus reforms at Harwell Middle School after the funding period ends through the following strategies, processes and practices: <ul style="list-style-type: none"> <li>(1) Effective collection and use of data at least three times per year.</li> <li>(2) Dedicate sufficient time on a routine and non-negotiable basis for data analysis and planning by teams at the district and school level</li> <li>(3) Support and train key stakeholders on how to make positive behavioral changes</li> <li>(4) Provide ongoing support, training, and/or incentives during implementation of cultural changes</li> <li>(5) Allocate resources—human and fiscal—to support sustainability of reforms beyond the grant period.</li> <li>(6) Engage a wide representation of the community in the planning process for program continuation and sustainability.</li> <li>(7) Ensure that new staff is committed to adopting the reform measures</li> </ul>		
Edinburg High School will use the Transformational to Educational Excellence Model throughout the TTIPS grant years. This process will build capacity within the school and continue to effectively address challenges. Actions and initiatives that will be continued past the grant years include, updated training for all staff on the TEEM Model process, governance and inquiry, orientation training for any newly hired staff members, updated training for board members and central administration, review and realignment of curriculum as needed, and an annual evaluation of the effectiveness of the process. Continuing training will occur throughout the year centering on powerful learning and teaching. Staff development time will be included in the school calendar specifically for updated training on the cadres and strategic action team's inquiry process and to provide additional resources.		
Professional Learning Communities as instituted by the TEEM Model will continue each year as all staff are trained and retained annually regarding the clarity of purpose and culture of high expectations.		

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<b>External Providers --</b> Describe how the LEA will recruit, screen, and select external providers to ensure their quality.		
<p>The Edinburg CISD recruits, screens, and selects external providers through the competitive bid process. Depending on the scope of the work, selection is made through sealed competitive bids, requests for proposals, or sole source. When more than one vendor submits a bid, we select the vendor that either submits the lowest bid, or is the highest ranking in terms of meeting district needs. It is also customary for the district to conduct a cost /benefit analysis to ensure efficient use of funds.</p> <p>In selecting the TEEM model, we reviewed (a) the provider's qualifications, (b) the services and trainings offered, and (c) their historical experience. We selected TEEM, because:</p> <ol style="list-style-type: none"> <li>1. It supports the vision and mission statements of the Region I education center of being an innovative leader and promoting and achieving educational excellence and equity and serving school communities to enhance student performance and school efficiency.</li> <li>2. It will focus efforts on providing research based instructional practices and programs utilizing a systematic approach that addresses key elements or principles of performance excellence in high achieving school systems.</li> <li>3. It provides high quality professional development opportunities offered through Region One ESC</li> <li>4. It integrates key improvement principles that are results driven and include Comprehensive Needs Assessment, Effective Leadership, Data Driven Instruction, Quality Teaching and Learning, Effective Processes and Systems, and Culture of Success.</li> <li>5. It will develop instructional and administrative leadership skills to increase the capacity of the school community to raise student achievement.</li> </ol>		

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<b>Section A: LEA (District) Capacity</b> Responses are limited to <b>one page each</b> , front side only, with a font size no smaller than 9 point (Arial or Verdana).			
<b>Site Visits</b> – If the intervention program includes site visits to other campuses successfully implementing the intervention model, describe the process for selecting the locations and the expected outcomes of the site visit.			
<p>The Transformation to Educational Model will provide leadership capacity and changes in governance and inquiry along with successes in the expected outcomes of academic improvement for all students and a positive change in culture and climate of the campus. The campus leadership and a cadre of teachers will determine which sites to visit. In making the selection of site(s) to visit, the following criteria will be considered:</p> <ul style="list-style-type: none"> <li>• Similar demographics to Edinburg High School</li> <li>• Proximity to the Rio Grande Valley</li> <li>• Campus successes and implementation progress</li> </ul> <p>Expected outcomes of the site visits:</p> <p>The site visits will provide peer to peer collaboration on the TEEM Model, its activities and implementation. Communication at the site visit will help Edinburg High School teachers and administrators gain an understanding of how the model process benefits them and move Edinburg High School towards new academic goals and higher achievement. Campus staff will also see how their efforts contribute to the school reform process. The site visit hosts will be able to answer many of the day to day questions and logistics of the TEEMS Model. Upon completion of the site visits, the host campuses can become Edinburg High's mentors and begin networking that will allow clear and consistent support, opportunities to reflect and listen openly and guidance in conjunction with the TEEM.</p> <p>Through research, networking, and attendance at various technical assistance workshops, we were made aware of various campuses that have proven successful in implementing the following intervention models. With the consent of the campus improvement teams, we selected the following schools for site visits because they are comparable to our district in enrollment, demographics, and academic performance.</p>			
<b>Program</b>	<b>School</b>	<b>District</b>	<b>Expected Outcome</b>
College Readiness	Hidalgo High School	Hidalgo ISD	For Edinburg High School Students to graduate at high rates with a low dropout rate. We would like to increase the number of students graduating under the distinguished graduation plan.
RTI	Southwest High School Webb Middle School	Fort Worth ISD AISD	To implement effective strategies to ensure the success of all students.
Voyager	Memorial Middle School	ECISD	Because the Voyager program provides instruction, corrective feedback, and practice time in small group settings students will build fluency, vocabulary, and comprehension in both reading and math.
ENCORE	South Middle School, Memorial Middle School, Harwell Middle School	Edinburg CISD	To increase social capital throughout Edinburg High School and develop a culture that proactively seeks to improve organizing efforts in the area of education and community engagement.



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

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<p align="center"><b>Texas Title I Priority Schools Grant Schedule #4B—Program Description</b></p>		
<p><b>Part 3: Intervention Model</b></p>		
<p><b>Section A: Intervention Model Selection Process</b></p>		
<p><b>Intervention Model to be Implemented</b> – 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.</p>		
<p><input type="checkbox"/> Turnaround</p> <p><input type="checkbox"/> Closure</p> <p><input type="checkbox"/> Restart</p> <p><input type="checkbox"/> Transformation</p> <p><input checked="" type="checkbox"/> Tier III Modified Transformation</p>		
<p><input checked="" type="checkbox"/> TEA Designed Model with Technical Assistance Provided by the School Improvement Resource Center</p> <p><input type="checkbox"/> Supplemental Education Services (SES) incorporated into the intervention model</p> <p><i>Note: Applying to implement the TEA Approved Model with Technical Assistance Provided by the School Improvement Resource Center in no way implies or guarantees funding.</i></p> <p><input type="checkbox"/> The LEA/campus will implement its own intervention design, within the parameters required by the final federal regulations released by USDE</p>		
<p align="center"><b>Schedule #4B—Program Description, Part 3, Intervention Model, continued on next page</b></p>		

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<b>Section B: Model Selection Process</b> –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 <b>five pages</b> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<p>Edinburg High School has begun the process that has taken the school to higher levels of achievement. Edinburg High School will use the Texas Title I Priority Schools Grant to continue and expand the implementation of reform. Edinburg High has been a consistently low performing school and through the use of these funds it will bridge the gap.</p> <p>Edinburg High School serves a predominantly rural community east of US Highway 281 in Edinburg, Texas and along the State Highway 107 corridor. The overwhelming majority of Edinburg High School's 2,825 students (2,706, or 95.8%) Hispanic. 2,239 students (79.3%) are labeled "economically disadvantaged." 1,769(62.6%) students are considered "At Risk." Edinburg High School also has the highest numbers of English Language Learners (297, 10.5%), Migrant students (158, 5.6%), and Special Education students (284, 10.1%) among the three high schools.</p> <p>After the 2007-2008 school year, Edinburg High School failed to meet Adequate Yearly Progress on the 10<sup>th</sup> Grade Math and ELA portions of the Texas Assessment of Knowledge and Skills (TAKS) Test for both Limited English Proficiency (LEP) and Special Education students and entered into School Improvement Status Stage 1, as per Section 1111 of the No Child Left Behind Act of 2001. When students started classes in August of 2008, Edinburg High School was in Stage 1 AYP.</p> <p>The staff and administration of Edinburg High School implemented a state-mandated 1-year corrective action plan during the 2008-2009 school year to reverse our AYP status. Through the corrective measures of the plan, the Edinburg High School community met the first year waypoints to begin the journey to exiting from Stage 1. As per TEA requirements the plan included:</p> <ol style="list-style-type: none"> <li>1. Incorporate scientifically based research strategies that strengthen the core academic program in schools served by the LEA;</li> <li>2. Identify actions that have the greatest likelihood of improving the achievement of participating children in meeting the state's student academic achievement standards;</li> <li>3. Address the professional development needs of the instructional staff serving the agency by committing to spend not less than 10 percent of the Title I, Part A funds for each fiscal year in which the agency is identified for improvement for professional development, excluding funds reserved for professional development under section 1119;</li> <li>4. Include specific measurable achievement goals and targets for each of the groups of students identified in the disaggregated data consistent with adequate yearly progress;</li> <li>5. Address the fundamental teaching and learning needs in the schools of that agency, and the specific academic problems of low-achieving students, including a determination of why the LEA's prior plan failed to bring about increased student academic achievement;</li> <li>6. Incorporate, as appropriate, activities before school, after school, during the summer, and during an extension of the school year;</li> <li>7. Specify the responsibilities of the SEA and the LEA under the plan, including specifying the technical assistance to be provided by the SEA and the LEA's responsibilities under 1120A [Fiscal Requirements];</li> <li>8. Include strategies to promote effective parental involvement in the school; and</li> <li>9. Be implemented (including a revised plan) expeditiously, but not later than the beginning of the next school year after the school year in which the LEA was identified for improvement</li> </ol> <p>A concern for the Edinburg High School educational community is the At-Risk population. The large percentage of At-Risk students means that a significant number of the student body is in peril of losing high school credit and thus graduation eligibility. Despite our lack of monetary funds and resources, Edinburg High School's administration and staff are still charged with the duty of best preparing <i>all</i> of our students for higher education. Receiving this grant will develop and increase both teacher and school leader effectiveness.</p>		

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<b>Section B: Model Selection Process Cont.</b> Responses are limited to <b>five pages</b> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<b><u>I. Timeline of Model Implementation</u></b> <div style="margin-left: 20px;"> <p>August 2010</p> <ul style="list-style-type: none"> <li>○ SIRC required meeting for campus leadership team</li> </ul> <p>August 2010</p> <ul style="list-style-type: none"> <li>○ Five Day Leadership Team training for core group of 10 administrator and teacher leaders</li> <li>○ Introduction and modeling of leadership team's role in professional development and initiating the process for Taking Stock and the Extending Data Day, Analysis of Data, Forging a Shared Vision, Setting Priorities, Powerful Learning and Governance and Inquiry</li> </ul> <p>August 2010</p> <ul style="list-style-type: none"> <li>○ Powerful Learning Summer Institutes</li> <li>○ Conducted on-site as part of campus pre-service and/or in-service; all teaching staff will participate</li> <li>○ Collaboratively develop timeline for year's activities with principal</li> </ul> <p>August 2010-May 2011</p> <p>These activities will be conducted on an on-going basis on the campus</p> <ul style="list-style-type: none"> <li>○ Introduce the staff and initiate the Taking Stock Process</li> <li>○ Conduct the philosophy and process overview</li> <li>○ Conduct On-site weekly technical support</li> <li>○ External field trainer will conduct classroom visits</li> <li>○ Establishing TEEM Schools presence within school</li> <li>○ Conduct Monthly meetings for principals, internal facilitators and external field trainers</li> <li>○ TEEM staff will meet with appropriate district staff, invite them to activities and request their participation and support</li> <li>○ Establish staff development sessions on weekly basis with whole school and always include the TEEM philosophy in these sessions</li> <li>○ Initiate and conduct the Taking Stock Process</li> <li>○ Analysis and Enhancement of current programs to maximize academic impact</li> </ul> <p>September 2010-October 2010</p> <ul style="list-style-type: none"> <li>○ All stakeholders will participate in the completion of Taking Stock Process</li> <li>○ Conduct Data Day presentation to the school community</li> <li>○ Publish and distribute the Taking Stock Report to staff, parents, central office, school board</li> <li>○ Organize stakeholders to forge a shared vision</li> <li>○ Complete the vision process including celebration</li> <li>○ Vision committee reports and community meeting are presented</li> </ul> </div>		

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<ul style="list-style-type: none"> <li>o Conduct on-going walkthroughs/ classroom visitations to all classrooms</li> <li>o Continue classroom powerful learning exploration and Effective Lesson Design</li> <li>o Conduct snapshot walkthroughs for baseline data</li> </ul> <p>November 2010-December 2010</p> <ul style="list-style-type: none"> <li>o Conduct Governance and Inquiry Leadership Team training for two days</li> <li>o Establish the school governance structure (entire school community is involved)</li> <li>o Train staff in use of inquiry (action research for problem solving)</li> <li>o Continue classroom powerful learning exploration</li> <li>o Conduct small teacher-group sessions</li> <li>o Conduct on-going walkthroughs and reflection of instructional strategies</li> <li>o Meet with all staff to set priorities to identify the challenge areas and establish the focus of the school's work for the next several months</li> <li>o Establish cadres and strategic action teams, set challenge statements and determine timeline</li> <li>o Principal will present a one day Leadership Seminar</li> </ul> <p>January 2011</p> <ul style="list-style-type: none"> <li>o Conduct Cadre Leader Training</li> <li>o Train cadre leaders in use of inquiry and meeting management</li> <li>o Train strategic action team leaders and set meeting calendar and timeline</li> <li>o Reflective coaching and mentoring-Analysis of fall walkthrough data</li> </ul> <p>February 2011-April 2011</p> <ul style="list-style-type: none"> <li>o Begin Cadre work in small action team after school and on Saturday</li> <li>o Conducted work to determine root causes of challenges; the is research conducted by cadres and strategic action teams, solutions and action plans are formulated</li> <li>o Maintain monitoring of Strategic Action Teams' progress</li> <li>o Explore challenges and known facts, formulate mini-vision, engage in hypothesizing and testing</li> <li>o Conduct research and solutions</li> <li>o Action Plans become the Campus Improvement Plan</li> <li>o Continue classroom powerful learning exploration, conduct embedded professional learning into the regular schedule</li> <li>o Work with leaders to develop their facilitation skills and implement a collaborative model</li> <li>o Principal will attend a 1 day leadership seminar</li> </ul> <p>May 2011</p> <ul style="list-style-type: none"> <li>o Campus Improvement Plan is written</li> <li>o Develop master plan from Strategic Action Teams' work, professional development plan, outline resource, review scheduling and establish a budget plan</li> <li>o Reset Priorities establishing new cadres/strategic action teams and determine the challenge statements for 2011-2012</li> <li>o Conduct reflective coaching and mentoring-analysis of spring walkthrough data</li> <li>o Conduct annual site visit by TEEM staff</li> </ul> <p>June 2011-August 2011</p> <ul style="list-style-type: none"> <li>o Conduct /Attend Powerful Learning Institutes</li> <li>o Teachers receive 30 hours of GT credit (TAGT)</li> <li>o Teachers and administrators will attend intense seminar on best practice strategies for teachers that will help them design learning</li> </ul>		

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<ul style="list-style-type: none"> <li>○ Conduct experiences that engage all students in the classrooms</li> <li>○ Campus staff will review, update and revise action plan as needed for Year 2</li> <li>○ Campus staff will review, update and revise Needs Assessment as needed for Year 2</li> </ul>		
<b><u>Years Two and Three</u></b>		
September 2011-June 2013 <ul style="list-style-type: none"> <li>○ Trainings will be scheduled and dates will be determined based on the campus needs</li> <li>○ Required Training for Year Two are as follows:              Powerful Learning              Cadre Leader, Cadre Leader follow up              Conduct new teacher orientation              Conduct mini Taking Stock surveys              Conduct and reset priorities              Conduct a Governance and Inquiry Update              Principal will attend Leadership Seminars              Conduct Networking Session              Plan and execute Summer Institutes for differentiated instruction           </li> </ul>		
<b><u>Continuing Services Through Year Three:</u></b>		
<ul style="list-style-type: none"> <li>○ Continuous on-site professional development with teachers in the areas of transforming teaching practices and student learning</li> <li>○ Reflective coaching and mentoring will be continued</li> <li>○ Use data to improve academic success through the use of inquiry</li> <li>○ Conduct on-going work with teachers that provide meaningful collaboration</li> <li>○ Conduct analysis and enhancement of current programs to maximize academic impact</li> <li>○ Embed Professional learning in the regular schedule</li> <li>○ Conduct Leadership Capacity Building work sessions with administrators that connect principals, teachers and students</li> <li>○ Work with teacher leaders to develop leadership capacity, facilitation skills and implementation of a collaborative and transformational model</li> <li>○ TEEM Schools Process to support whole school change</li> <li>○ Conduct Book Studies with administration and staff</li> </ul>		
<b><u>Conclusion</u></b>		
It is every school administration and staff's duty to prepare their students to become productive members of society. To this end, the educational community at Edinburg High School will use the Texas Title I Priority School Grant to expand its action plan into a comprehensive plan across all levels of campus and community life. The ultimate goal is to ensure that through a proactive plan, Edinburg High School can continue doing the breakthrough work already in progress and give its students the opportunity for a more successful academic life.		

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Empty response area		

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



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<b>Section D: Improvement Activities and Timeline</b>		
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"> <li>1 – Improve Academic Performance, including (but not limited to) Reading/ELA and Math             <ol style="list-style-type: none"> <li>A. Data-driven instruction</li> <li>B. Curriculum Alignment (both horizontal and vertical)</li> <li>C. On-going Monitoring of Instruction</li> </ol> </li> <li>2 – Increase the Use of Quality Data to Drive Instruction             <ol style="list-style-type: none"> <li>A. Data Disaggregation/Training</li> <li>B. Data-driven Decisions</li> <li>C. On-going Communication</li> </ol> </li> <li>3 – Increase Leadership Effectiveness             <ol style="list-style-type: none"> <li>A. On-going Job Embedded Professional Development</li> <li>B. Operational Flexibility</li> <li>C. Resource/Data Utilization</li> </ol> </li> <li>4 – Increase Learning Time             <ol style="list-style-type: none"> <li>A. Flexible Scheduling</li> <li>B. Instructionally-focused Calendar</li> <li>C. Staff Collaborative Planning</li> </ol> </li> <li>5 – Increase Parent/Community Involvement             <ol style="list-style-type: none"> <li>A. Increased Opportunities for Input</li> <li>B. Effective Communication</li> <li>C. Accessible Community Services</li> </ol> </li> <li>6 – Improve School Climate             <ol style="list-style-type: none"> <li>A. Increased Attendance</li> <li>B. Decreased Discipline Referrals</li> <li>C. Increased Involvement in Extra/Co-Curricular Activities</li> </ol> </li> <li>7 – Increase Teacher Quality             <ol style="list-style-type: none"> <li>A. Locally Developed Appraisal Instruments</li> <li>B. On-going Job Embedded Professional Development</li> <li>C. Recruitment/Retention Strategies</li> </ol> </li> </ol>		

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<b>Section D: Improvement Activities and Timeline (cont.)</b>					
<b>Critical Success Factor 1: Improve Academic Performance including (but not limited to) Reading/ELA and Math</b>					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1A, 4C, 5A, 5B	Research-based best practices	79.3% Economically Disadvantaged students	Block, C.C. "Comprehension Instruction: Research-based Best Practices" (2008)	August 2010	June 2013
1A, 1B, 1C, 4C, 5A, 5B, 5C	Data-driven changes	62.6% academically At-Risk students	Bernhardt, V. "Data Analysis for Comprehensive Schoolwide Improvement." Larchmont, NY: Eye on Education, Inc. (1998); Bernhardt, V. "Using Data to Improve Student Learning in School Districts." Larchmont, NY: Eye on Education, Inc. (2006)	August 2010	June 2013
1A, 1B, 1C	Improve student achievement in Science across all grade levels	11% federally identified Migrant students	Marzano, R.J. "What Works in Schools: Translating Research into Action." Alexandria, VA: Association for Supervision and Curriculum Development (2003) Slavin, R.E. "Synthesis of Research on Cooperative Learning" (1991); AEIS, NCLB, TAKS Data	August 2010	June 2013
1A, 1B, 1C	Improve student achievement in Social Studies across all grade levels	17% Limited English Proficient students	Slavin, R.E. "Synthesis of Research on Cooperative Learning" (1991); AEIS, NCLB, TAKS Data	August 2010	June 2013
1A, 1B, 1C, 4A, 4C, 7B	Campus-Wide Instructional Plan	Increase student motivation to help develop effective instruction and increased academic performance	Maxwell, J.C. "Developing the Leaders Around You" (1995)	August 2010	June 2013

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<b>Section D: Improvement Activities and Timeline (cont.)</b>					
<b>Critical Success Factor 1: Improve Academic Performance including (but not limited to) Reading/ELA and Math</b>					
<b>CSF Milestone</b>	<b>Additional Improvement Activity</b>	<b>Rationale</b>	<b>Supporting Research</b>	<b>Timeline Begin Date</b>	<b>Timeline End Date</b>

1A, 1B, 1C	Establish a 11 <sup>th</sup> and 12 <sup>th</sup> Grade Credit Recovery Program	attainment of course credit recovery	Trautman, T. "Credit Recovery: A Technology-Based Intervention for Drop Outs" (2004)	August 2010	June 2013
1C, 7A, 7B, 7C	Tutorial Program	Primary content area instruction	Lucas, T. "Promoting Success of Latino Language-Minority Students" (1997)	August 2010	June 2013
2B, 4A, 5A	Establish A Summer Academy	Year-long instruction for increased learning opportunities	Palmer, E.A. "Year Round Education" (2001)	August 2010	June 2013
2A, 2B, 4A	(AVID) Program Teachers	Higher learning preparedness	Watt, K.M. "School-Wide Impact and AVID: How have Selected Texas High Schools Addressed the New Accountability Measures" (2006)	August 2010	June 2013
1A, 1B, 1C, 7B, 7C	(AVID)	Strategies for at-risk students	Watt, K.M. "School-Wide Impact and AVID: How have Selected Texas High Schools Addressed the New Accountability Measures" (2006)	August 2010	June 2013
6A, 6B, 6C	(GEAR-UP)	The successes of this United States Department of Education program	Tierney, William G., Hagedorn, Linda Serra "Increasing Access to College-Extending Possibilities for All Students" (2002)	August 2010	June 2013
1A, 1B, 1C, 5A, 6B, 7A	College Board Advanced Placement Program	To continually increase academic rigor	Bailey, T. "Promoting College Access and Success: A Review of Credit Based Transition Programs" (2008)	August 2010	June 2013
3A, 3B, 3C, 6B	Teacher mentors	Drop-out prevention	Fashola, O.S., Slavin, R.E. "Effective Dropout Prevention and College Attendance Programs for Latino Students" (2001)	August 2010	June 2013

Add additional pages as needed.

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<b>Part 3: Intervention Model</b>					
<b>Section D: Improvement Activities and Timeline (cont.)</b>					
<b>Critical Success Factor 2: Increase the use of Quality Data to Drive Instruction</b>					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1A, 1B, 1C, 2A, 2B, 3C, 5A, 5B, 5C 7A, 7B	Modify the annual schedule	To meet the instructional needs of the students through extensive data disaggregation and planning for student learning	Kohn, B., Nance, B. "Principals Who Learn: Asking the Right Questions, seeking the best Solutions" (2007)	August 2010	June 2013
1A, 1B, 1C, 2A, 2B, 3C, 5A, 5B, 5C	Annual Summer Planning Academy (SPA)	To plan through data disaggregation which identifies patterns and trends and emerging issues for targeted student instruction to eliminate gaps in achievement	Bernhardt, V. "Data Analysis for Comprehensive Schoolwide Improvement" (1998); Bernhardt, V. "Using Data to Improve Student Learning in School Districts" (2006)	August 2010	June 2013
1A, 1B, 1C, 2A, 2B, 3C, 5A, 5B, 5C	Utilize EduSoft	To provide instructional focus and feedback to further interpret data and implement effective instructional strategies	Johnson, J. "Data Driven School Improvement" (1997); Salpeter, J. "Date: Mining with a Mission" (2004)	August 2010	June 2013
1A, 1B, 1C, 2A, 2B, 3C, 5A, 5B, 5C	Utilize SureScore	To provide instructional focus and feedback to further interpret data and implement effective instructional strategies	Johnson, J. "Data Driven School Improvement" (1997); Salpeter, J. "Date: Mining with a Mission" (2004)	August 2010	June 2013
1A, 1B, 1C, 2A, 2B, 3C, 5C, 7C	Data Disaggregation to Promote Weekly communication between content area teachers	Instructional plan development to target student needs and placement in appropriate intervention to promote student learning	Staessens, K. "Visions as a Core Component in School Culture" (1994); Bernhardt, V. "Data Analysis for Comprehensive Schoolwide Improvement" (1998);	August 2010	June 2013
1A, 1B, 1C, 2A, 2B, 3C, 5A, 5B, 5C	Utilize data by grade level	Grade level evaluation to drive instructional planning	Mason, S. "Turning Data Into Knowledge: Lessons from Six Milwaukee Public Schools" (2001)	August 2010	June 2013
1A, 1B, 1C, 2A, 2B, 3C, 5A, 5B, 5C	Utilize data of student performance	TAKS & TEKS objectives	Mason, S. "Turning Data Into Knowledge: Lessons from Six Milwaukee Public Schools" (2001)	August 2010	June 2013
1A, 1B, 1C, 2A, 2B, 3C, 5A, 5B, 5C	Analyze pre/post student performance data	To guide the instructional program based on data from student performance	Marsh, J.A., Pane, J.F., & Hamilton, L.S. "Making Sense of Data-Driven Decision Making in Education" (2008)	August 2010	June 2013

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<b>Part 3: Intervention Model</b>					
<b>Section D: Improvement Activities and Timeline (cont.)</b>					
<b>Critical Success Factor 3: Increase Leadership Effectiveness</b>					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
2A, 2B, 2C, 3A, 3B, 3C	Partner with ESC Region 13	Support to all TTIPS grantees	Lieberman, A. "Practices that support Teacher Development: Transforming Conceptions of Professional Learning" (1995)	Year 1	Year 3
1B, 1C, 2B, 2C, 3A, 3B, 3C, 4A, 7B	Professional/Staff Development	To support teacher leadership and the refinement of the art of teaching and learning	Borko, H. "Professional Development and Teacher Training; Mapping the Terrain" (2004)	Year 1	Year 3
3A, 3B, 3C, 4A, 4B, 4C	Develop leaders and leadership capacity among staff through Planning Academies	To create strong leadership and maximize the communication, efficiency and effective in the school learning environment	Crowther, F. "Developing Teacher Leaders: How Teacher Leadership Enhances School Success" (2008)	Year 1	Year 3
3A, 3B, 3C, 4A, 4B, 4C	Enhance Administrative leadership	To create a bridge of communication that fosters support and a positive learning environment	Smylie, M.A. "Instructional Outcomes of School Based Participative Decision Making" (1996)	Year 1	Year 3
1A, 1B, 1C, 3A, 3B, 3C, 4A, 4B, 4C	Leadership development for campus leaders	To Develop Leadership at classroom level and continued support	Pounder, J.S. "Transformational Classroom Leadership: The Fourth Wave of Teacher Leadership" (2006)	Year 1	Year 3
3A, 3B, 3C, 2A, 2B, 2C, 4A, 4C	Conduct book studies	Recommended best-practices and further evaluate the vision of the school for both teacher and student success	Schmoker, M. "Results Now: How we Can Achieve Unprecedented Improvements in Teaching and Learning" (2006)	Year 1	Year 3
3A, 3B, 3C, 6A, 6B, 6C	Enhance counseling and guidance team	Academic guidance and counseling for students and parents	Shumow, L. "Parents' At Home and At School Academic Involvement with Young Adolescents" (2001)	Year 1	Year 3
3A, 3B, 3C, 4A, 4B	Establish a staff development period	Promotes department communication and to create an atmosphere of peer-to-peer support	Seribner, J.P. "Creating Professional Communities in School Through Organizational Learning: An Evaluation of a School Improvement Process" (1999)	Year 2	Year 3

2A, 2B, 2C, 3A, 3B, 3C	Partner with ESC Region I	To receive technical support in addition to the Grant support	Bates, A.W. "Effective Teaching with Technology in Higher Education: Foundations for Success" (2003)	Year 2	Year 3
2A, 2B, 2C, 3A, 3B, 3C	Connect with institutions of higher education	To receive information regarding best practices	Alstete, J.W. "Benchmarking in High Education: Adapting Best Practices To Improve Quality" (1995)	Year 1	Year 3
4A, 4C, 5C, 6A, 6B, 6C, 7C	Enhance communication of the Roles and responsibilities of the SBDM Committee	To promote improvement of student achievement	TEA	Year 1	Year 3

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<b>Part 3: Intervention Model</b>					
<b>Section D: Improvement Activities and Timeline (cont.)</b>					
<b>Critical Success Factor 4: Improve Learning Time</b>					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
4A, 4B, 4C	Convert the academic Master Schedule to meet Academic Credit Requirements	Due to and increase in course requirements and to promote the Advanced Placement program	Solorzano, D.G., Ornelas, A. "A Critical Race Analysis of Latina/o and African-American Advanced Placement Enrollment in Public High Schools" (2004)	Year 2	Year 3
1A, 1B, 1C, 4A, 4B, 4C, 7A	Allow students to enroll in optional periods	Additional credits	Carroll, J. M. "The Copernican Plan: Restructuring the American High School" (1990)	Year 2	Year 3
1A, 1B, 1C, 3A, 4A, 4B, 4C, 7A, 7B, 7C	Establish an academic calendar every year	Scheduling of additional opportunities for credit recovery	Farrington, C.A. "Removing Structural Achievement in High Schools: An Innovative Model" (2006)	Year 1	Year 3
1A, 1B, 1C, 3A, 4A, 4B, 4C, 7A	PLATO and API for credit recovery	To foster an environment for credit recovery	Roderick, M., Camburn, E. "Risk and Recovery from Course Failure in the Early Years of High School" (1999)	Year 1	Year 3
1A, 1B, 1C, 4A, 4B, 4C, 7A	Credit-by-Exam	Allows for remediation and opportunities for students to re-learn coursework	Venezia, A. "From High School to College: Improving Opportunities for Success" (2004)	Year 1	Year 3
1A, 1B, 1C, 4A, 4B, 4C, 7A, 7C	Group tutoring opportunities provided for students	For additional instruction and modification of instruction to meet different learning needs	Koedinger, K.D., Anderson, J.R., Hadley, W.H. "Intelligent Tutoring Goes to School in the Big City" (1997)	Year 1	Year 3
1A, 1B, 1C, 4A, 4B, 4C, 3A, 7A	Credit Recovery	Recover lost credits	Roderick, M., Camburn, E. "Risk and Recovery from Course Failure in the Early Years of High School" (1999)	Year 1	Year 3
1A, 1B, 1C, 4A, 4B, 4C, 7A	Direct remediation & credit recovery efforts	To promote either remediation or advancement	Roderick, M., Camburn, E. "Risk and Recovery from Course Failure in the Early Years of High School" (1999); Huber, M.T., Hutchings, P. "The Advancement of Learning" (2005)	Year 1	Year 3

1B, 1C, 4A, 4B, 4C, 7A, 7C	Distance learning	To provide another method for remediation or advancement opportunity	Mehlinger, H.D. "School Reform in the Information Age" (1996)	Year 3	Year 3
Add additional pages as needed.					



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<b>Part 3: Intervention Model</b>					
<b>Section D: Improvement Activities and Timeline (cont.)</b>					
<b>Critical Success Factor 5: Increase Parent/Community Involvement</b>					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
5A, 5B, 5C, 6A, 6B, 6C	Increase telecommunications	Greater communication between the school and students' home	Epstein, J.P. "School/Family/Community Partnerships: Caring for the Children We Share" (1995)	Year 1	Year 3
5B, 6C	Financial Support for parents	The enrollment of Edinburg High School includes 79.3% Economically Disadvantaged Students	Chickering, A.W., Gamson, Z.F. "Seven Principles for Good Practice in Undergraduate Education" (1987)	Year 1	Year 3
3A, 3B, 3C, 5A, 5B, 5C, 6A, 6B, 6C	Develop Parent leadership	To provide parent leadership training	Lambert, L. "Leadership Capacity for Lasting School Improvement" (2003)	Year 1	Year 3
5A, 5B, 5C, 6A, 6B, 6C	Increase Parent Connection – School Involvement activities	To provide increased opportunities for parents to become more involved in their children's education	Crosnoe, R. "Academic Orientation and Parental Involvement in Education During High School" (2001)	Year 1	Year 3
5A, 5B, 5C, 6A, 6B, 6C	Establish parental engagement	To create a facility for parent education	Henderson, A.T., Berla, N. "A New Generation of Evidence: The Family is Critical to Student Achievement" (1994)	Year 1	Year 3
5A, 5B, 5C, 6A, 6B, 6C	Increase parent training sessions	To resolve the identified parental problems	Webster-Stratton, C., Reid, M.J. "Preventing Conduct Problems, Promoting Social Competence: A Parent and Teacher Training Partnership in Head Start" (2001)	Year 2	Year 3
5A, 5B, 5C, 6A, 6B, 6C	Increase parent training and adult education	To promote increased parental communication	Astone, N.M., McLanahan, S.S. "Family, Structure, Parental Practices and High School Completion" (1991)	Year 2	Year 3
5A, 5B, 5C, 6A, 6B, 6C	Partner with Communities In Schools	To create partnerships with the community to inform and engage students and parents	Epstein, J.P. "School/Family/Community Partnerships: Caring for the Children We Share" (1995)	Year 1	Year 2

5A, 5B, 5C, 6A, 6B, 6C	Partner with UTPA	To promote and make advancements in community involvement	Epstein, J.P. "School/ Family/ Community Partnerships: Caring for the Children We Share" (1995)	Year 1	Year 3
Add additional pages as needed.					

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<b>Part 3: Intervention Model</b>					
<b>Section D: Improvement Activities and Timeline (cont.)</b>					
<b>Critical Success Factor 6: Improve School Climate</b>					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
3A, 3B, 3C, 6A, 6B, 6C	Parents and children living in poverty-behavior problems	Establish and develop college and career expectations	Brooks-Gunn, J., Duncan, G.J. "The effects of Poverty on Children" (1997); Astone, N.M., McLanahan, S.S. "Family Structure, Parental Practices and High School Completion" (1991); Payne, R.K. "A Framework for Understanding Poverty" (2001)	Year 1	Year 3
1A, 1B, 1C, 3A, 3B, 3C, 6A, 6B, 6C	Online book study to further understand the needs of parents and children living in poverty	Increased understanding will help to develop pathways of support and better instructional planning	Brooks-Gunn, J., Duncan, G.J. "The effects of Poverty on Children" (1997); Astone, N.M., McLanahan, S.S. "Family Structure, Parental Practices and High School Completion" (1991); Payne, R.K. "A Framework for Understanding Poverty" (2001)	Year 1	Year 3
3A, 3B, 3C, 6A, 6B, 6C	Implementing a Family Literacy Event	Family literacy event to increase instruction, support and participation	Gallimore, R., Goldenberg, C. "Activity Settings of Early Literacy: Home and School Factors in Children's Emergent Literacy" (1993)	Year 1	Year 3
3A, 3B, 3C, 6A, 6B, 6C	Community Involvement	Family and career night will further help to provide support to families and the community	Epstein, J.L., Jansorn, N.R., Van Voorhis, F.L., Sheldon, S.B. "School, Family & Community Partnerships: Your Handbook for Action" (2008)	Year 1	Year 3
3A, 3B, 3C, 6A, 6B, 6C	Implementing Student conferences	Student conferences to increase support and guidance	Weinstein, R.S., Soul, C.R., Collins, F. "Expectations and High School Change: Teacher-researcher Collaboration to Prevent School Failure" (1991); Mitra, D.L. "Increasing Student Voice and Moving Toward Youth Leadership" (2005)	Year 1	Year 3

3A, 3B, 3C, 6A, 6B, 6C	Parent Training	Lead parents to provide information to their peers	Dunst, C.J. "Family- centered Practices: Birth Through High School" (2002)	Year 1	Year 3
3A, 3B, 3C, 6A, 6B, 6C	Cyber tools	Interactive conversation regarding a chosen career pathway	Shneiderman, B. "Relate- Create-Donate: a Teaching/Learning Philosophy for the Cyber- generation" (1998)	Year 1	Year 3
3A, 3B, 3C, 6A, 6B, 6C	Youth Advising	Developing student leaders will allow for increased understanding and a support of youth leadership	Mitra, D.L. "Adults Advising Youth: Leading While Getting Out of the Way" (2005); Mitra, D.L. "Increasing Student Voice and Moving Toward Youth Leadership" (2005)	Year 1	Year 3
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<b>Part 3: Intervention Model</b>					
<b>Section D: Improvement Activities and Timeline (cont.)</b>					
<b>Critical Success Factor 6: Improve School Climate (page 2)</b>					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
3A, 3B, 3C, 6A, 6B, 6C	Parent Seminars	Parent seminars are held Spanish.	Moles, O.C. "Collaboration Between Schools and Disadvantaged Parents: Obstacles and Openings" (1993)	Year 1	Year 3
3A, 3B, 3C, 6A, 6B, 6C	Counselor and College Connections	Technical assistance is provided for high school counselors in career pathways	Brigman, G. "Helping Students Improve Academic Achievement and School Success Behavior" (2003)	Year 1	Year 3
3A, 3B, 3C, 6A, 6B, 6C	Establish partnerships	Serve as a liaison for districts to establish relationships with colleges	Kortman, S. "Strengthening Induction, Mentoring and Professional Development Support Through Teacher Leadership: Direct Student Success" (2007)	Year 1	Year 3
2A, 2B, 2C, 6A, 6B, 6C	Specify guidelines for department heads	Structured work processes will help to increase efficiency	Aiken, M. "Organizational Structure, Work Process, and Proposal Making in Administrative Bureaucracies" (1980)	Year 1	Year 3
2A, 2B, 2C, 4A, 4B, 4C, 6A, 6B, 6C	Provide new teacher orientations	The training will prepare teachers	Induction, M. "Mentoring: What Can We Do to Facilitate Beginning Teacher Success?" (2009)	Year 1	Year 3
2A, 2B, 2C, 6A, 6B, 6C	Establish specific duty assignments to improve student/school safety	Improved school safety for students and teachers provides external comfort for increased learning opportunities	Vacca, R. "Teacher Malpractice" (1973); Bauer, K.W. "How Can we Stay Healthy When You're Throwing All of this in Front of Us?" (2004)	Year 1	Year 3
2A, 2B, 2C, 6A, 6B, 6C	Increase teacher incentives	Will promote exceptional practices	Firestone, W.A. "Teacher Commitment, Working Conditions and Differential Incentive Policies" (1993)	Year 1	Year 3

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<b>Part 3: Intervention Model</b>					
<b>Section D: Improvement Activities and Timeline (cont.)</b>					
<b>Critical Success Factor 6: Improve School Climate (page 3)</b>					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
2A, 2B, 2C, 3A, 3B, 3C, 6A, 6B, 6C	Teacher training for Behavior	To transform a campus and district	Frymier, A.B. "The Teacher-Student Relationship as an Interpersonal Relationship" (2000)	Year 1	Year 3
2A, 2B, 2C, 6A, 6B, 6C	Continue with inclusion cohorts	Provides teachers with ideal strategies	Voltz, D.L. "Collaborative Teacher Roles in Facilitating Inclusion: Preservice Preparation for General and Special Educators" (1997)	Year 1	Year 3
2A, 2B, 2C, 6A, 6B, 6C	Teacher training in 360 walkthroughs	Reprogramming students attitudes	Deal, T.E. "Shaping School Culture: Pitfalls, Paradoxes, and Promises" (2009)	Year 1	Year 3
6A, 6B, 6C	Walkthroughs via critical conversations	To initiate change	Deal, T.E. "Shaping School Culture: Pitfalls, Paradoxes, and Promises" (2009)	Year 1	Year 3
2A, 2B, 2C, 6A, 6B, 6C	Guide reflective conversations	Leaders will develop effective communication	Lambert, L. "Leadership Capacity for Lasting School Improvement" (2003)	Year 1	Year 3
2A, 2B, 2C, 6A, 6B, 6C	Partnership with ESC Region I	Inservice to new and experienced teachers and staff	Lieberman, A. "Practices that Support Teacher Development: Transforming Conceptions of Professional Learning" (1995)	Year 1	Year 3
2A, 2B, 2C, 4A, 4B, 4C, 6A, 6B, 6C	Implement on-job embedded professional development	Professional Development will increase teacher effectiveness and specialization in content areas, as well as, peer support	Guskey, T.R. "Staff Development and the Process of Teacher Change" (1996)	Year 1	Year 3
3A, 3B, 3C, 6A, 6B, 6C	Partner with UTPA, STC, and other post secondary institutions	Advertise positions and recruit new teachers.	Darling-Hammond, L. "What Matters Most: A Competent Teacher for Every Child" (1996)	Year 1	Year 3
2A, 2B, 2C, 6A, 6B, 6C	Conduct frequent walk-throughs	Utilize as a clinical tool to improve teaching	Person, C. "The Save the Principal Campaign Begins With the Breakthrough Principal" (2007)	Year 1	Year 3

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<b>Part 3: Intervention Model</b>					
<b>Section D: Improvement Activities and Timeline (cont.)</b>					
<b>Critical Success Factor 7: Increase Teacher Quality</b>					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
2A, 2B, 2C, 4A, 4B, 4C, 7A, 7B, 7C	Implement new teacher mentorship	Support system will assist teachers	Hargreaves, A. "Mentoring in the New Millennium" (2000)	Year 1	Year 3
2A, 2B, 2C, 7A, 7B, 7C	Continue having a common planning	Focus on common effective teaching practice	Louis, K.S. "Teachers' Professional Community in Restructuring School" (1996)	Year 1	Year 3
2A, 2B, 2C, 7A, 7B, 7C	Develop a campus based orientation	To familiarize teachers with daily procedures and key campus personal	Feiman-Nemser, S. "What New Teachers Need to Learn" (2003)	Year 1	Year 3
2A, 2B, 2C, 7A, 7B, 7C	Hire retired certified master teachers	Utilize in areas of need such as science and mathematics	Levin, H.M. "Solving the Shortage of Mathematics and Science Teachers" (1985)	Year 1	Year 3
2A, 2B, 2C, 7A, 7B, 7C	Develop teacher support system three leader of leaders	To support department discipline specialization	Lieberman, A. "Practices that Support Teacher Development in an Era of Reform" (1995)	Year 1	Year 3

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<b>Part 3: Intervention Model</b>					
<b>Section D: Other Improvement Activities and Timeline (cont.)</b>					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
2C, 3A, 3B, 3C	Provide consistent discipline consequences for students with discipline issues	Helps to increase fairness and prevent gaps in instruction from missed class time	Lieberman, A. "Practices that Support Teacher Development in an Era of Reform" (1995)	Year 1	Year 3
1A, 1B, 1C, 3A, 7B	Provide academic services for students in school suspension	To increase opportunities for learning and decrease gaps in instruction from missed class time	Induction, M. "Mentoring: What Can We Do to Facilitate Beginning Teacher Success?" (2009)	Year 1	Year 3
2C, 3A, 3B, 3C	Increase Security and Police Officers and add Video Cameras for increased visibility	Encourages adequate security for increased student body for a projection of 3100-3200 students for 2010-2011	Bernhardt, V. "Data Analysis for Comprehensive Schoolwide Improvement" (1998);	Year 1	Year 3
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**Texas Title I Priority Schools Grant**  
**Schedule #4B—Program Description**

**Part 4: Waiver Requests**

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

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

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

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

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<b>Texas Title I Priority Schools Grant</b>		
<b>Schedule #4C—Performance Assessment and Evaluation</b>		
<b>Part 1: Component Description.</b> 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)		
<b>Section A: Ongoing Monitoring/Continuous Improvement</b> - Describe the LEA/campus' process for providing on-going monitoring of grant activities to ensure continuous improvement		
<p>We are using qualitative and quantitative evaluations for student level data. At the program level, we are using quantitative evaluations. The process for the data collection includes: (a) individual interviews, (b) written surveys, (c) tests and assessments, (d) observation, and (e) document review. We are using the baseline measures identified on Schedule 4C, Part 3 below as the starting point to take us from where we are currently, to where we need to be at the end date of the grant. To achieve our targets we will focus our evaluation plan on the following questions:</p> <ul style="list-style-type: none"> <li>- Have the strategies and planned activities been implemented?</li> <li>- If not, identify the reasons why implementation has been delayed.</li> <li>- Are we being successful in reaching our targeted population? Why or why not?</li> <li>- If not, what changes must be made to reach intended audiences more effectively?</li> <li>- Are participating students attaining their academic goals within the established timeline?</li> <li>- If not, is the issue related to our program design or the services being provided?</li> <li>- Is the program working as it was intended?</li> </ul> <p>Through Interim progress reports and observations of grant activities, we will identify strengths and weaknesses in the operations of our project and implement plans for timely improvement. Our observation procedures will also help to complement or corroborate the data we receive from other sources (e.g., surveys, interviews, focus groups).</p> <p>During the interview process, we receive in-depth and detailed information which we use to determine if a program was implemented as originally planned. We will obtain teacher and student feedback through written surveys which includes both, open ended and close-ended questions. The survey results will be analyzed and used to make program improvement in the areas identified.</p> <p>Our quantitative data will be obtained from tests and assessments and documentation review of internal reports. Through analytical review and analysis, we will determine if our targets were met. We expect our results to show that at least 85% of our students will be high school graduates and college ready by the end of the grant period, August 31, 2011.</p>		

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<b>Texas Title I Priority Schools Grant</b>		
<b>Schedule #4C—Performance Assessment and Evaluation</b>		
<b>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)</b>		
<b>Section B: Formative Evaluation-</b> Describe the LEA/campus' process for formative evaluation, including how the results of the evaluation will be used to improve the grant program		
<p>Although classroom observations and feedback are the most common practices, examining lesson plans, self-assessments, portfolio assessments, and review of student work samples can also be used</p> <p><b>For District</b></p> <ol style="list-style-type: none"> <li>1. Develop a district-wide plan for collecting, analyzing, and interpreting instructional practice data. Organize district leadership teams responsible for developing protocols or other instruments that can be used as data gathering tools.</li> <li>2. Provide ongoing professional development and support to administrators, coaches, and instructional leaders so they will be able to effectively implement systems that utilize instructional practice data. Situate learning within a triadic model of assisted performance where administrators provide assistance to coaches; coaches to teachers; and teachers to students (Tharp &amp; Gallimore, 1988).</li> <li>3. Allocate resources to support the method (e.g., materials, released time, and stipends).</li> <li>4. Redesign traditional teacher evaluation systems to use instructional practice data including self-assessments, portfolios, and teacher reflection.</li> </ol> <p><b>For School</b></p> <ol style="list-style-type: none"> <li>1. Determine which method for using instructional practice data will be used and provide ongoing professional development (Hall &amp; Hord, 2001; Gersten, Dimino, Jayanthi, Kim, &amp; Santoro, 2009; Watanabe, 2002; Hasbrouck &amp; Denton, 2005)</li> </ol> <p>Provide consistent administrative support (Hall &amp; Hord, 2001). Make adjustments that create blocks of time for teachers to collaborate; find appropriate ways to acknowledge teachers who try to improve their practices, ranging from informal appreciation (such as a "thank you") to more concrete rewards such as stipends or graduate credit.</p> <p>determining teacher effectiveness requires deciding what to do with the information gathered in order to improve the quality of instruction for students. Districts should contemplate whether this information can or should be used to make personnel and compensation decisions, to inform professional development, and/or to identify teacher leaders.</p> <p><b>For District</b></p> <ol style="list-style-type: none"> <li>1. Determine what skills and knowledge an effective teacher must possess.</li> <li>2. Determine what outcomes an effective teacher must produce.</li> <li>3. Determine if the context and role in which teachers work require that additional competencies be identified.</li> <li>4. Develop a comprehensive system, including multiple valid and reliable tools, and regular assessments for determining whether a teacher possesses the necessary skills, knowledge, and competencies.</li> <li>5. Establish clear outcomes for identified levels of effectiveness, from remediation, to professional development, to positive incentives.</li> <li>6. Involve teachers in the process of defining teacher effectiveness</li> </ol>		

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<b>Section C: Qualitative and Quantitative Data Collection Methods-</b> Describe the LEA/campus' process for data collection methods to be implemented and 1) how the data will be disaggregated; 2) used to improve instruction; and 3) obtain continuous improvement results		
<p>The use of assessment data plays a major role on the campus. As a result, instruction is driven by the data collected on various tests. In an effort to successfully meet state and national standards, the school collects, analyzes, and deconstructs data on student performance with the goal of tailoring instruction to meet the student's specific academic needs. The data collected is compiled in a (CIP) Campus Improvement Plan, which shows the results of state testing for the past year and also includes projections for the current year. This report is available for review with the Dean of Instruction. Additionally, each teacher on campus was given a CIP Hot Sheet that is a synopsis of the main document for easy reference.</p> <p>Teachers- The teachers at Edinburg High School use mini benchmarks as well as the district benchmark results to create timelines for instruction by objective. The assessment results are regularly communicated during 9th and 10th grade planning meetings with the specific grade level team members under the direction of the Dean of Instruction. During these meetings teachers discuss the assessment results as well as teaching strategies to target student needs. All other grade level teachers receive communication from administration during monthly staff meetings, and bi-monthly departmental meetings with the department chair. Students- Students participate in mini benchmarks/district benchmarks and are given results in a timely manner. If necessary, teachers meet with students on a one on one basis to communicate the results and answer any student concerns. Students with below average scores are enrolled in an intervention course and/ or are advised to attend TAKS academies, Saturday School, afterschool study tables, and pull out programs. Additionally, the special populations such as Special Education students are advised again by their SEHRT (Special Education Homeroom Teacher) about assessment results during schedule ARD meetings. Parents- Every parent at Edinburg High School can communicate concerns to teachers directly through the guidance department. The counselors coordinate academic meetings with the parents, students, and teachers to review academic progress. Parents are invited to events such as "Meet the Teacher Night" and "Open House" where there is opportunity to view student work, access results, and communicate with the teachers, counselor, and administration regarding any academic concerns. Parents are also offered access to GradeSpeed software, which is the online grade book, where parents are allowed access to grades and assignments any time of day from home/office computer. Parents are mailed the child's standard results of assessments report at the end of May. Special Education students have the previous year scores and or benchmark results discussed at the scheduled Annual Review Meeting (ARD). If any student is in danger of not graduating due to failing test scores, the counseling department schedules individual meetings with parents and students to create an "action plan" complete with intervention activities to facilitate a passing score. External Stakeholders- Results from assessment are reported at District School Board Meetings which are televised on Public Access and available on campus website.</p> <p>Data is used to understand and improve school effectiveness by using precise results to adjust instruction. The results acquired drive the decision making process and academic planning for students. Specifically, the ELA department houses writing samples in student working portfolios that is passed on to the next ELA teacher the following year. These working portfolios aid in student-teacher communication and documentation of progress. Each department uses results obtained through Edusoft to review with students the progress regarding each objective.</p> <p>At EHS, the commitment to education has resulted in constant planning, and revamping when objectives are not mastered. Teachers know and understand the importance of assessing student performance. To ensure quality of instruction and services the teachers are trained during in-service days prior to the beginning of the school year. This is also done during the summer months as well as during scheduled times during the academic year. Additional training is also provided during 9th and 10th grade team planning. The campus Dean of Instruction and Testing Facilitator seek innovative training services to keep the teachers abreast of the most current information.</p>		

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<b>Schedule # 4C—Performance Assessment and Evaluation</b>		
<b>Part 2: Process for Development of Performance Goals</b>		
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 <b>two pages</b> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<p>Successful schools are dynamic places with high expectations for everyone. This is why Edinburg High School is committed to continuous improvement. Effective improvements happen methodically and are built around goals that all stakeholders are familiar with and support. Policies and procedures are in place to keep improving and to maximize learning in every classroom. The fulfillment of this process begins with the mission statement. Consequently, the process to ensure continuous improvement is aligned with the campus performance goals. The process used to develop the campus performance goals was initiated by the campus administration. Various members of the instructional leadership from across the curriculum spectrum met after school to begin the process. Department heads and course team leaders were able to develop, through collaborative work, a working document (the Campus Needs Assessment) that detailed specific problems, weaknesses and barriers to student achievement at Edinburg High School. Additionally, the working document, the CAN, outlines how the campus would assess goals over the grant's three year period.</p> <p>At the initial after school meeting, the administration and team leaders were assigned to groups that followed the Texas Transformation Project plan and were asked to develop an inclusive list of needs that Edinburg High School could improve on. The study groups were comprised of a campus administrator, a counselor, an instructional faculty member (i.e. teacher, department head, Dean, etc.) and a paraprofessional. Some parent and community members were also included. Once the groups were established, they were assigned of the seven Critical Success Factors as listed in the Texas Title 1 Priority School Grant requirements. Collaborative work began to develop a list of issues that staff and support staff noted to be a problem, weakness or barrier to student achievement. Group members were asked to consider the list that they developed as well as to consider how the campus might be able to rectify and address the items on their lists.</p> <p>The groups were then asked to establish a method by which goals could be identified for the corrective action plan, how goals could be articulated and how they could be assessed with appropriate support and documentation. Staff members diligently researched sources for appropriate documentation and located articles and studies that support the proposed goals. Ultimately, through collaborative work, the following performance goals were determined to be the most valid for the Edinburg High School Campus Improvement Plan.</p>		

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Empty response area		

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**Texas Title I Priority Schools Grant**

**Schedule # 4C—Performance Assessment and Evaluation**

**Part 3: Annual Performance Goals**

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Improve Student Achievement in Reading/ELA	TAKS	88%	90%	92%	95%
2	Improve Student Achievement in Mathematics	TAKS	72%	80%	85%	90%
3	Improve Student Achievement in Science	TAKS	78%	80%	85%	90%
4	Improve Student Achievement in Mathematics for English Language Learners	TELPAS TAKS LAT	64%	70%	75%	80%
5	Improve Student Achievement in Mathematics for Special Education	TAKS-ACCO TAKS-M TAKS-ALT	63%	70%	75%	80%

**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 Use of Data to Target Reading/ELA Instruction Every Three Weeks	AEIS REPORTS EDUSOFT BENCHMARKS GRADE REPORTS	89%	92%	93%	95%
2	Increase the Use of Data To Target Mathematics Instruction Every Three Weeks	AEIS REPORTS EDUSOFT BENCHMARKS GRADE REPORTS	89%	89%	90%	92%
3	Increase the Use of Student, Parent, Staff and Teacher Surveys to Drive Programmatic & Instructional Decisions	Region One ECS District/Campus Generated	1	2	3	4
4	Increase the Number of Data Disaggregation Trainings for Staff	School Calendar ERO System	2	4	6	10
5	Increase the Number of Staff participating in Data Disaggregation Trainings	ERO System Agendas Sign-In Sheets	88	100	150	187



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**Schedule # 4C—Performance Assessment and Evaluation**

**Part 3: Annual Performance Goals**

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Implement Planning Academies for Administration	Agendas Sign-In Sheets ERO	0	1	2	2
2	Implement Planning Academies for Teacher Leaders	Agendas Sign-In Sheets ERO	0	1	2	2
3	Increase the Number of Teacher Leaders participating in Planning Academies	Agendas Sign-In Sheets ERO	0	15	25	50
4	Increase Staff Development for Campus Administrators	ERO Region One ESC	5	7	9	12
5	Increase the Number of Teacher Leaders and Administrators receiving staff development in the Positive Behavior System (PBS)	ERO Certificates of Completion	0	15	25	50

**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 the Number of Weeks for the Tutorial Program	Instructional Time Sheets and Hourly Logs	17	19	22	24
2	Increase the Number of Weeks for Saturday Program	Instructional Time Sheets and Hourly Logs	17	19	22	24
3	Increase the Number of Monthly Collaborative Planning Meetings with Departments	Agendas & Logs Academic Calendar	1	2	4	6
4	Increase the Number of Monthly Out of Class Instructional Activities on School Calendar	Academic Calendar	12	15	18	20
5	Increase the Number of Summer Camps Offered to Students	Summer Camp Calendar	1	4	8	10

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**Texas Title I Priority Schools Grant**

**Schedule # 4C—Performance Assessment and Evaluation**

**Part 3: Annual Performance Goals**

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase the Number of Parent and Community Campus Outreach Activities	Campus Calendar of Events	0	4	8	12
2	Increases the Number of Parents and Community Attending Campus Outreach Activities	Sign-In Sheets Agendas	250	375	500	750
3	Increase Communication between Parents and School via Internet, Telephone, Parent Link, Letters, Marquee	Logs from Parent Link And Internet Outgoing Mail	500	2,000	5,000	10,000
4	Increase Accessibility to Community Services through Parent Liaison	External Service Provider Contracts	4	8	12	15
5	Increase Number of Parents and Community Stakeholders participating in school governance	Sign-In Sheets	10	30	60	100

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Improve Student Attendance Rates	AEIS PEIMS Report	93.5%	94%	94.5%	95%
2	Decrease the Number of Student Discipline Referrals	PEIMS Report	2,964	2,500	2,250	2,000
3	Increase the Number of Student Clubs and Co-Curricular Activities	Club Rosters UIL Rosters	20	25	30	35
4	Increase the Number of Students Participating in Student Clubs and Co-Curricular Activities	Club Rosters Sign-In Sheets	1120	1200	1300	1400
5	Increase Student, Staff, and Administration Recognition on a Monthly Basis	Student, Staff, Teacher, Administrator of the Month	5	10	15	20

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**Texas Title I Priority Schools Grant**

**Schedule # 4C—Performance Assessment and Evaluation**

**Part 3: Annual Performance Goals**

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase the Number of Teachers Observing Effective Teaching	Observation Forms, Log In Sheet	0	10	30	50
2	Increase the Number of Staff Development Trainings Directly Related to Teacher Needs and PDAS	ERO Agendas	40	45	50	55
3	Increase the Number of Teachers Attending Non-Required Staff Development	ERO Sign-In Sheets	30	40	50	60
4	Increase Collaboration between Mentors and Mentees to Retain Teachers with Zero to Three years experience.	INSPIRE PROGRAM Participation	5	10	15	20
5	Increase the Number of Staff Development Trainings to Support Mentor Teachers	Training Agendas INSPIRE PROGRAM Participation	2	5	10	15

**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	Increase the Curriculum and Counseling Amount of Support to Students in the Discipline Management System (i.e. ISS, Suspension)	AEIS TAKS TAKS-ALT TAKS-M TAKS-ACCO	90%	92%	93%	95%
2	Increase Leadership Development Activities for Campus Leaders	Agendas Logs	0	4	8	12
3	Increase the Number of Book Studies for Campus Leaders	Agendas Logs	2	4	6	8
4						
5						

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<b>Schedule # 4D—Equitable Access and Participation: Barriers and Strategies</b>				
<b>No Barriers</b>				
<b>#</b>	<b>No Barriers</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>
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"/>
<b>Barrier: Gender-Specific Bias</b>				
<b>#</b>	<b>Strategies for Gender-specific Bias</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>
A01	Expand opportunities for historically underrepresented groups to fully participate	<input 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 checked="" type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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"/>
<b>Barrier: Cultural, Linguistic, or Economic Diversity</b>				
<b>#</b>	<b>Strategies for Cultural, Linguistic, or Economic Diversity</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B08	Seek technical assistance from Education Service Center, Technical Assistance Center, Title I, Part A School Support Team, or other provider	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input checked="" 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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<b>Schedule # 4D—Equitable Access and Participation: Barriers and Strategies</b>					
<b>Barrier: Cultural, Linguistic, or Economic Diversity (cont.)</b>					
#	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 checked="" 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 checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input 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"/>	
<b>Barrier: Gang-Related Activities</b>					
#	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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
C03	Conduct home visits by staff.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
C04	Provide flexibility in scheduling activities.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
C05	Recruit volunteers to assist in promoting gang-free communities.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
C06	Provide mentor program.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
C08	Provide community service programs/activities.	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	
C11	Establish partnerships with law enforcement agencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
C12	Provide conflict resolution/peer mediation strategies/programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
C13	Seek collaboration/assistance from business, industry, or institution of higher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
C14	Provide training/information to teachers, school staff, & parents to deal with gang-related issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
C99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Barrier: Drug-Related Activities</b>					
#	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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
D04	Recruit volunteers to assist in promoting drug-free schools and communities.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
D05	Provide mentor program.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

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**Texas Title I Priority Schools Grant**

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

**Barrier: Drug-Related Activities (cont.)**

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

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E02	Provide Program materials/information in Braille.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E03	Provide program materials/information in large type.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E04	Provide program materials/information on tape.	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F02	Provide interpreters at program activities.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention.	<input 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 checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
H99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<b>Texas Title I Priority Schools Grant</b>				
<b>Schedule # 4D—Equitable Access and Participation: Barriers and Strategies</b>				
<b>Barrier: Absenteeism/Truancy</b>				
#	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 type="checkbox"/>	<input checked="" type="checkbox"/>
K05	Provide mentor program.	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" type="checkbox"/>
K09	Develop/maintain community partnerships.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K11	Coordinate with the juvenile justice system.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institution of higher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: High Mobility Rates</b>				
#	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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transferal system.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Lack of Support from Parents</b>				
#	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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M06	Provide parenting training.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center.	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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by telephone/e-mail/FAX on _____ by _____ of TEA.				
<b>Texas Title I Priority Schools Grant</b>				
<b>Schedule # 4D--Equitable Access and Participation: Barriers and Strategies</b>				
<b>Barrier: Shortage of Qualified Personnel</b>				
#	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 checked="" type="checkbox"/>
N05	Provide professional development in a variety of formats for personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N06	Collaborate with colleges/universities with teacher preparation programs.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Lack of Knowledge Regarding Program Benefits</b>				
#	Strategies for Lack of Knowledge regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities & benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P03	Provide announcements to local radio stations & newspapers about program activities/benefits.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Lack of Transportation to Program Activities</b>				
#	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 checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q04	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Other Barrier</b>				
#	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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<b>Texas Title I Priority Schools Grant</b> <b>Schedule #5—Program Budget Summary</b>				
<b>Program Authority:</b> P.L. 107-110, Section 1003(g), as amended by ARRA, P.L. 111-5 CFDA # 84.388A & 84.377A		<b>Fund Code</b> ARRA (CFDA# 84.388A): <b>286</b> Regular (CFDA# 84.377A): <b>276</b>		
<b>Project Period: August 1, 2010 through June 30, 2013</b>				
<b>Class/Object Code and Description</b>	<b>Campus Grant Costs</b>	<b>LEA Admin Grant Costs</b>	<b>Pre-Award Cost</b>	<b>Total Grant Funds Budgeted</b>
Payroll Costs	5B 6100 \$ 1,197,585	\$	\$	\$ 1,197,585
Professional and Contracted Services	5C 6200 1,444,759			1,444,759
Supplies and Materials	5D 6300 1,128,837.90			1,128,837.90
Other Operating Costs	5E 6400 726,300			726,300
Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only)	5G 6600/15XX 75,000			75,000
Total Direct Costs				4,572,481.90
% Indirect Costs				
<b>Grand Total</b>				
Total Budgeted Costs:		\$	\$	\$ 4,572,481.90
<b>Administrative Cost Calculation</b>				
Enter total amount from Schedule #5 Budget Summary, Last Column, Total Budgeted Costs				
Multiply by ( % limit)				X
Enter Maximum Allowable for Administration, including Indirect Costs				\$

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<b>Texas Title I Priority Schools Grant</b>		
<b>Schedule #5—Program Budget Summary</b>		
<b>Budget Request by Grant Year: Enter the amount of grant funds requested for each year of the three year grant period.</b>		
Year 1: SY 2010-2011 \$1,997,815 Year 2: SY 2011-2012 \$1,997,815 * Year 3: SY 2012-2013 \$1,997,815 * * Any Budget Request entered for funds in Year 2 and/or Year 3 constitutes the LEA/campus requesting approval of the waiver for extending the period of availability of these grant funds, whether indicated on Schedule #4B—Program Description: Waiver Requests or not.		
<b>Provide any necessary explanation or clarification of budgeted costs</b>		
Empty space for explanation		

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<b>Texas Title I Priority Schools Grant</b>						
<b>Schedule #5B—Payroll Costs (6100)</b>						
<b>Budgeted Costs</b>						
Employee Position Titles		Justification	#Full-Time Effort	#Part-Time Effort	Pre-Award	Amount Budgeted
<b>Instruction</b>						
1	Teacher				\$	\$
2	Educational Aide					
3	Tutor			20		273,600
<b>Program Management and Administration</b>						
4	Project Director					
5	Project Coordinator					
6	Teacher Facilitator					
7	Teacher Supervisor					
8	Secretary/Administrative Assistant					
9	Data Entry Clerk					
10	Grant Accountant/Bookkeeper					
11	Evaluator/Evaluation Specialist					
<b>Auxiliary</b>						
12	Counselor					
13	Social Worker					
14	Child Care Provider					
15	Community Liaison/Parent Coordinator					
16	Bus Driver					
17	Cafeteria Staff					
18	Librarian					
19	School Nurse					
<b>Other Employee Positions</b>						
22	Title:					
23	Title:					
24	Title:					
25	Title:					
26	<b>Subtotal Employee Costs</b>				\$	\$ 273,600
<b>Substitute, Extra-Duty, Benefits</b>						
27	6112	Substitute Pay			\$ 279,600	\$ 112,500
28	6119	Professional Staff Extra-Duty Pay				323,500
29	6121	Support Staff Extra-Duty Pay				134,634
30	6140	Employee Benefits				79,701
31	<b>Subtotal Substitute, Extra-Duty, Benefits Costs</b>				\$	\$ 923,985
32	<b>Grand Total Payroll Budget (line 26 + line 31)</b>				\$	\$ 1,197,585

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<b>Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval</b>							
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				75,000		
	Private and Public Conference Center Rentals	To hold Summer Planning Academies and off site seminars for staff and students					
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)				50,000		
	Specify purpose: _____ For students that are interested in taking concurrent enrollment courses						
6249	Cable Service						
	Specify purpose: _____						
6265	Wireless Service				54,000		
	Specify purpose: _____ Provide Services for Mobile Devices for Leadership Team Members (\$50 monthly *30 I-PADS*12 months)						
<b>Subtotal</b>					<b>\$179,000</b>		
<b>6200 – Professional and Contracted Services Cost Requiring Specific Approval</b>					450,000		
<b>Professional and Consulting Services (6219/6239) Less than \$10,000</b>							
#	Topic/Purpose/Service			Total Contracted Amount	Pre-Award	Total Amount Budgeted	
1.	Curriculum Alignment			\$ 75,000	\$	75,000	
2.	Professional Development			90,000		90,000	
3.	SIRC Technical Assistance			60,000		60,000	
4.	Leadership development/coaching			30,000		30,000	
5.	Discipline Management			15,000		15,000	
6.	Technology Integration/Voyager			20,000		20,000	
7.	Dana Center Professional Development			27,000		27,000	
8.	Professional Services for Behavior Support			27,000		27,000	
9.	College Readiness			30,000		30,000	
10.							
<b>Subtotal</b>						<b>\$374,000</b>	
<b>Professional and Consulting Services Less than \$10,000</b>				\$		\$	
<b>Professional and Consulting Services (6219) Greater than or Equal to \$10,000</b>							
<b>1. Description of Professional or Consulting Service (Topic/Purpose/Service):</b>							
TIPPS External Evaluator							
Contractor's Cost Breakdown of Service to be Provided				# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs				1	\$ 45,000	\$	\$ 45,000
Title: TIPPS External Program Evaluator							
Subgrants, Subcontracts, Subcontracted Services							
Supplies and Materials							
Other Operating Costs							
Capital Outlay (Subgrants Only)							

	Indirect Cost (1.802%)	810		810
	<b>Total Payment:</b>	\$ 45,810	\$	\$ 45,810

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<b>Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval (cont.)</b>				
<b>Professional and Consulting Services (6219) Greater than or Equal to \$10,000 (cont.)</b>				
<b>2. Description of Professional or Consulting Service (Topic/Purpose/Service):</b>  TTIPS Reform Strategist				
<b>Contractor's Cost Breakdown of Service to be Provided</b>	<b># Positions</b>	<b>Total Contracted Amount</b>	<b>Pre-Award</b>	<b>Total Amount Budgeted</b>
Contractor's Payroll Costs	1	\$ 90,000	\$	\$ 90,000
Title: TTIPS External Reform Strategist (60 days @500*3years)				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (1.802%)		1,620		1,620
<b>Total Payment:</b>		\$ 91,629	\$	\$ 91,620
<b>3. Description of Professional or Consulting Service (Topic/Purpose/Service):</b>  Leadership Mentor				
<b>Contractor's Cost Breakdown of Service to be Provided</b>	<b># Positions</b>	<b>Total Contracted Amount</b>	<b>Pre-Award</b>	<b>Total Amount Budgeted</b>
Contractor's Payroll Costs	1	\$ 67,500	\$	\$ 67,500
Title: TTIPS Campus Leadership Mentor				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (1.802%)		1200		1200
<b>Total Payment:</b>		\$ 68,700	\$	\$ 68,700
<b>4. Description of Professional or Consulting Service (Topic/Purpose/Service):</b>  Curriculum and Instruction Strategist: Math, Science, ELA, Advanced Academics				
<b>Contractor's Cost Breakdown of Service to be Provided</b>	<b># Positions</b>	<b>Total Contracted Amount</b>	<b>Pre-Award</b>	<b>Total Amount Budgeted</b>
Contractor's Payroll Costs	4	\$ 180,000	\$	180,000
Title: TTIPS Curriculum and Instruction Strategist (30 days @500 = 4 positions * 3 years)				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (1.802%)		3240		3240
<b>Total Payment:</b>		\$ 183,240	\$	183,240
<b>Subtotal: Professional and Consulting Services Greater Than or Equal to \$10,000:</b>		\$	\$	\$
<b>5. Description of Professional or Consulting Service (Topic/Purpose/Service): Teacher Mentors for Student Special POPS</b>	<b># Positions</b>	<b>Total Contracted Amount</b>	<b>Pre-Award</b>	<b>Total Amount Budgeted</b>
Contractor's Payroll Costs	8	576,000		576,000
Title: Certified Graduate Mentor (120 days @200 daily = 8 mentors *3 )				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				

	Other Operating Costs			
	Capital Outlay (Subgrants Only)			
	Indirect Cost (1.802%)	10,380		10,380
<b>Total Payment</b>		<b>586,380</b>		<b>586,380</b>
Subtotal of Professional and Contracted Services Costs Requiring Specific Approval:		450,000		450,000
Subtotal of Professional and Consulting Services or Subgrants Less than \$10,000:				
Subtotal of Professional and Consulting Services Greater than or Equal to \$10,000:		994,759		994,759
Remaining 6200- Professional and Contracted Services that do not require specific approval:				
<b>Grand Total:</b>		<b>1,444,759</b>		<b>1,444,759</b>

<b>For TEA Use Only</b> Adjustments and/or annotations made on this page have been confirmed with _____  by telephone/e-mail/FAX on _____ of TEA. by _____ of TEA.	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System (SAS)</b>  <b>School Years 2010-2013</b>	<b>108904</b> County-District No.  Amendment No.				
<b>Texas Title I Priority Schools Grant</b>						
<b>Schedule #5D - Itemized 6300 Supplies and Materials Costs Requiring Specific Approval</b>						
Expense Item Description		Pre-Award	Total Budgeted			
6399	Technology Hardware		\$	\$ 750,660		
	#	Type			Purpose	Quantity
	1	Laser Printers B/W High End			To be used in Teacher Workstations	5
	2	Student Computers			To be used for Technology in Classrooms	100
	3	Teacher Computers			To be used in Classrooms/offices/workstations	50
	4	Computers on Wheels			To be used for Technology	2
	5	I-PADS			To be used by Leadership Team	30
6	2400 Media Projectors	To be used for technology in classroom	30			
6399	Technology Hardware- Not Capitalized		\$	\$378,177.90		
	1	Batteries			TI-84 Calculators use in classroom	30
	2	TI-84 Calculators			Technology use in classroom	900
	3	Video Projector Bulbs			Replacement of Bulbs	40
	4					
6399	Technology Software- Not Capitalized					
6399	Supplies and Materials Associated with Advisory Council or Committee					
<b>Total Supplies and Materials Requiring Specific Approval:</b>						
<b>Remaining 6300- Supplies and Materials that do not require specific approval:</b>						
<b>Grand Total</b>			\$	1,128,837.90		



<b>For TEA Use Only</b> Adjustments and/or annotations made on this page have been confirmed with _____	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System (SAS)</b>  <b>School Years 2010-2013</b>	<b>108904</b> County-District No.  Amendment No.
by telephone/e-mail/FAX on _____ by _____ of TEA.		
<b>Texas Title I Priority Schools Grant</b>		
<b>Schedule #5E - Itemized 6400 Other Operating Costs Requiring Specific Approval</b>		
<b>Expense Item Description</b>	<b>Pre-Award</b>	<b>Total Budgeted</b>
6411 Out of State Travel for Employees (includes registration fees) Specify purpose: College Board/AVID/NSCP 4@1000 annually *3years	\$	\$ 36,000
6412 Travel for Students (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools) Specify purpose: College Tours for Students		342,300
6413 Stipends for Non-Employees (specific approval required only for nonprofit charter schools) Specify purpose:		
6419 Travel for Non-Employees (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools) Specify purpose:		
6411/6419 Travel Costs for Executive Director (6411), Superintendents (6411), or Board Members (6419) (includes registration fees) 2000 annually *3 years Specify purpose: College Board/NSCD		6000
6429 Actual losses which could have been covered by permissible insurance		
6490 Indemnification Compensation for Loss or Damage		
6490 Advisory Council/Committee Travel or Other Expenses (explain purpose of Committee on Schedule #4B-Program Description: Project Management)		
6499 Membership Dues in Civic or Community Organizations (Not allowable for University applicants) Specify name and purpose of organization:		
6499 Publication and Printing Costs- If reimbursed (specific approval required only for nonprofit charter schools) Specify purpose:		
<b>Total 64XX- Operating Costs Requiring specific approval:</b>		<b>384,300</b>
<b>Remaining 6400 - Other Operating Costs that do not require specific approval:</b>		<b>342,000</b>
<b>Grand Total</b>		<b>\$ 726,300</b>

<b>For TEA Use Only</b> Adjustments and/or annotations made on this page have been confirmed with _____  by telephone/e-mail/FAX on _____ of TEA.	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System (SAS)</b>  <b>School Years 2010-2013</b>	<u>108904</u> County-District No.  _____ Amendment No.			
<b>Texas Title I Priority Schools Grant</b>					
<b>Schedule #5G - Itemized 6600/15XX Capital Outlay- Capitalized Assets Regardless of Unit Cost</b> <b>(15XX is for use by Charter Schools sponsored by a nonprofit organization)</b>					
	Description/Purpose	Unit Cost	Quantity	Pre-Award	Total Budgeted
<b>6699/15XX- Library Books and Media (capitalized and controlled by library)</b>					
1					
<b>66XX/15XX- Technology Hardware - Capitalized</b>					
2	<b>Data/Video Projectors</b>	<b>12,500</b>	<b>2</b>		<b>75,000</b>
3					
4					
5					
6					
7					
8					
9					
10					
11					
<b>66XX/15XX- Technology Software- Capitalized</b>					
12					
13					
14					
15					
16					
17					
18					
<b>66XX/15XX- Equipment and Furniture</b>					
19					
20					
21					
22					
23					
24					
25					
26					
27					
28					
<b>Capital expenditures for improvements to land, buildings, or equipment which materially increase their value or useful life.</b>					
29					
<b>Grand Total</b>					
<b>Total 6600/15XX- Capital Outlay Costs:</b>					<b>75,000</b>

<b>SCHEDULE #6A</b> GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	108904 County-District No.
<b>Texas Title I Priority Schools Grant</b>		

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.

<b>SCHEDULE #6A – cont.</b> GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	108904 County-District No.
<b>Texas Title I Priority Schools Grant</b>		

- 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.

<b>SCHEDULE #6A – cont.</b> <b>GENERAL PROVISIONS &amp; ASSURANCES</b>	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	<b>108904</b> <b>County-District No.</b>
<b>Texas Title I Priority Schools Grant</b>		

- 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.

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

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

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

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

- S. Unfair Business Practices:** 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.

<b>SCHEDULE #6A – cont.</b> GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	108904 County-District No.
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**W. Agency Property (terms):** In the event of loss, damage or destruction of any property owned by or loaned by Agency while in the custody or control of Contractor, its employees, agents, consultants or subcontractors, Contractor shall indemnify Agency and pay to Agency the full value of or the full cost of repair or replacement of such property, whichever is the greater, within 30 days of Contractor's receipt of written notice of Agency's determination of the amount due. This applies whether the property is developed or purchased by Contractor pursuant to this contract or is provided by Agency to Contractor for use in the contract project. If Contractor fails to make timely payment, Agency may obtain such money from Contractor by any means permitted by law, including but not limited to offset or counterclaim against any money otherwise due to Contractor by Agency.

**X. Travel Costs:** Amounts authorized for maximum recovery for travel and per diem costs against any state or federal funding source are restricted to those amounts which are approved in the State of Texas Appropriations Bill in effect for the particular funding period. Any amount over this limit must come from local funding sources. Applicant must recover funds at a lesser rate if local policy amounts are less than the maximum allowed by the state. Out-of-state travel may not exceed the federal government rate for the locale. Travel allowances are not allowable costs.

**Y. Funds for Religious Worship, Instruction:** No funds will be used to pay for religious worship, instruction, or proselytization, or for any equipment or supplies for such, or for any construction, remodeling, repair, operation, or maintenance of any facility or part of a facility to be used for religious worship, instruction, or proselytization (34 CFR 76.532 and P. L. 107-110, section 9505).

**Z. Disclosure of Gifts and Campaign Contributions:** The grantee shall file disclosures of gifts and campaign contributions as required by State Board of Education Operating Rule 4.3, which is incorporated as if set out in full. The grantee has a continuing obligation to make disclosures through the term of the contract. Failure to comply with State Board of Education Operating Rule 4.3 is grounds for canceling the grant.

**AA. Submission of Audit Reports to TEA:** Grantees which are public school districts and open enrollment charter schools agree to submit the required annual audit report, including the reporting package required under OMB Circular A-133, if an audit is required to be conducted in accordance with OMB Circular A-133, to the TEA Division of School Financial Audits in the time and manner requested by the Agency.

Grantees which are **nonprofit organizations (other than charter schools) and universities/colleges** that expend \$500,000 or more total in federal awards in any fiscal year and are thus required to conduct a Single Audit or program-specific audit in accordance with the requirements in OMB Circular A-133, agree to submit a copy of such audit to TEA when the schedule of findings and questioned costs disclosed audit findings relating to any federal awards provided by TEA. A copy of such audit shall also be submitted to TEA if the summary schedule of prior audit findings reported the status of any audit findings relating to any federal awards provided by TEA.

A **nonprofit organization or university/college** grantee shall provide written notification to TEA that an audit was conducted in accordance with OMB Circular A-133 when the schedule of findings and questioned costs disclosed no audit findings related to any federal awards provided by TEA or when the summary schedule of prior audit findings did not report on the status of any prior audit findings related to any federal awards provided by TEA. Nonprofit organizations (other than charter schools) and universities/colleges shall submit the audit report to the TEA Division of Discretionary Grants. Audit reports must be submitted to TEA within 30 days of receipt of the report from the auditor. Failure to submit a copy of the audit to TEA could result in a reduction of funds paid to the grantee, a refund to TEA, termination of the grant, and/or ineligibility to receive additional grant awards from TEA.

**BB. Federal Rules, Laws, and Regulations That Apply to all Federal Programs:** Contractor shall be subject to and shall abide by all federal laws, rules and regulations pertaining to the contract project, including but not limited to:

1. **Americans With Disabilities Act**, P. L. 101-336, 42 U.S.C. sec. 12101, and the regulations effectuating its provisions contained in 28 CFR Parts 35 and 36, 29 CFR Part 1630, and 47 CFR Parts 0 and 64;
2. **Title VI of the Civil Rights Act of 1964**, as amended (prohibition of discrimination by race, color, or national origin), and the regulations effectuating its provisions contained in 34 CFR Part 100;
3. **Title IX of the Education Amendments of 1972**, as amended (prohibition of sex discrimination in educational institutions) and the regulations effectuating its provisions contained in 34 CFR Part 106, if Contractor is an educational institution;
4. **Section 504 of the Rehabilitation Act of 1973**, as amended (nondiscrimination on the basis of handicapping condition), and the regulations effectuating its provisions contained in 34 CFR Part 104 and 105;



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



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

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

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

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

Rev. 03/2010

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

<b>SCHEDULE #6 B</b> Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	<b>TEXAS EDUCATION AGENCY</b>  <b>Standard Application System</b>  <b>School Years 2010-2013</b>	<div style="text-align: center;"> <u>108904</u>          County-District No.       </div>
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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.

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

#### Certification

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

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

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

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

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

<b>SCHEDULE #6C.</b> Lobbying Certification	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b> Required for all federally funded grants greater than \$100,000.	<u>108904</u> County-District No.
<b>Texas Title I Priority Schools Grant</b>		

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.

<b>SCHEDULE #6D -</b> Disclosure of Lobbying Activities Not Applicable	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	108904 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:			
<b>1. Type of Federal Action</b> <input type="checkbox"/> a. Contract <input type="checkbox"/> b. Grant	<b>2. Status of Federal Action:</b> <input type="checkbox"/> a. Bid/Offer/Application <input type="checkbox"/> b. Initial award <input type="checkbox"/> c. Post-award	<b>3. Report Type:</b> <input type="checkbox"/> a. Initial filing <input type="checkbox"/> b. Material change For Material Change Only: Year: _____ Quarter: _____ Date of last Report: _____	
<b>4. Name and Address of Reporting Entity:</b> <input type="checkbox"/> Subawardee Tier (if known): _____ Congressional District (if known): _____		<b>5. If Reporting Entity in No. 4 is Subawardee, Enter Name and Address of Prime:</b> Texas Education Agency 1701 N. Congress Avenue Austin, Texas 78701 Congressional District (if known): 21	
<b>6. Federal Department/Agency:</b>		<b>7. Federal Program Name/Description:</b> CFDA Number, if applicable: _____	
<b>8. Federal Action Number, if known:</b>		<b>9. Award Amount, if known:</b> \$ _____	
<b>10. a. Name and Address of Lobbying Registrant</b> (if individual, last name, first name, MI):		<b>10. b. Individuals Performing Services</b> (including address if different from No. 10a; last name, first name, MI):	
(Attach Continuation Sheet(s), if necessary)			
<b>[ITEMS 11-15 REMOVED]</b>			
<b>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.</b>		Signature:	
		Name:	
		Title:	
		Telephone#:	Date:
Federal Use Only:		Standard Form LLL	

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

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

<b>SCHEDULE #6E – cont.</b> NCLB ACT PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b>  <b>Standard Application System</b>  <b>School Years 2010-2013</b>	<div style="text-align: right;"> <u>108904</u>          County-District No.       </div>
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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).



<b>SCHEDULE #6E – cont.</b> NCLB ACT PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	108904 County-District No.
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- T. Student Privacy, Parental Access to Information, and Administration of Certain Physical Examinations to Minors:** The local educational agency assures that it is in compliance with Chapter 26 of the Texas Education Code concerning parental rights and responsibilities. In addition, the local educational agency receiving funds under the No Child Left Behind Act certifies that it shall develop and adopt policies, in consultation with parents, regarding certain rights of a parent to access and inspect information; student privacy; the administration of physical examinations or screenings (except for examinations or screenings required by state law); and the collection, disclosure, or use of personal information collected from students for the purpose of marketing or selling that information. The local educational agency also assures that it is in compliance with the requirements for annually notifying parents of such policies and specific events (P. L. 107-110, Title X, Part F, section 1061).
- U. Assurances related to the education of homeless children and youths:**
- (1) The LEA assures that each child of a homeless individual and each homeless youth shall have equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youth.
  - (2) The LEA assures that homeless children and youth are afforded the same free, appropriate public education as provided to other children and youth.
  - (3) The LEA assures that it will review and undertake steps to revise any laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youth.
  - (4) The LEA assures that it will not separate students from the mainstream school environment on the basis of homelessness alone.
  - (5) The LEA assures that homeless children and youth have access to the education and other services that they need to in order to meet the same challenging State student academic achievement standards to which all students are held.
- V. Definitions:** The following terms shall be defined as follows for programs authorized and carried out under the No Child Left Behind Act of 2001:
1. **Charter School:** An open enrollment charter school receiving federal funds of any type must meet the federal definition of a charter school as provided in P. L. 107-110, Section 5210(1). The term "charter school" means a school that:
    - (A) is created by a developer as a public school, or is adapted by a developer from an existing public school, and is **operated under public supervision and control;**
    - (B) operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency [i.e., the State Board of Education (SBOE)];
    - (C) provides a program of elementary or secondary education, or both;
    - (D) is **nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious instruction;**
    - (E) **does not charge tuition;**
    - (F) **complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act;**
    - (G) is a school to which parents choose to send their children, and that **admits students on the basis of a lottery, if more students apply for admission than can be accommodated;**
    - (H) **agrees to comply with the same Federal and State audit requirements** as do other elementary schools and secondary schools in the State, unless such requirements are specifically waived for the purpose of this program;
    - (I) **meets all applicable Federal, State, and local health and safety requirements;**
    - (J) operates in accordance with State law; and
    - (K) has a written performance contract with the authorized public chartering agency in the State (i.e., SBOE) that includes a description of how student performance will be measured pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the SBOE.
  2. **Community-Based Organization:** A public or private nonprofit organization of demonstrated effectiveness that is representative of a community or significant segment of a community and that provides educational or related services to individuals in the community.
  3. **Core Academic Subjects:** English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, art, history, and geography.

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**4. Highly Qualified:**

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

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

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**6. Professional Development** includes activities that:

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

**7. Scientifically Based Research:**

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

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

**8. Teacher Mentoring:** Activities that–

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

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

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

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

Revised 03/03

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

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**Federal Statutory Requirements**

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

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

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

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

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

#### **Statutory Program Assurances**

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

#### **TEA Program Assurances**

1. Before full implementation funds are made available, the grantee must demonstrate that all early implementation activities have been completed. Successful completion of the early implementation will be measured in the **Quarterly Implementation Reports**, the **Model Selection and Description Report**, and through participation in TEA technical assistance. Copies of the above named reports can be found on the TTIPS website at the following link: [http://www.tea.state.tx.us/index4.aspx?id=7354&menu\\_id=798](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 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:**

- The grantee organization's DUNS number (TEA will need to collect this information from grantees)
- The grant award number (i.e., NOGA ID number) assigned by TEA (TEA will have this information on file)
- 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)
- 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)
- The (federal) Congressional district number
- The grantee organization type (i.e., independent school district, nonprofit organization, etc) (TEA will have this information on file)
- The total amount of the grant award (TEA will have this information on file)
- The total amount paid to the grantee as of date of report (TEA will have this information on file)
- 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.)
- 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.)
- 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.)
- 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:

- The total number of grants awarded less than \$25,000 (TEA will have this information file)
- The total award (aggregate) amount for all grants less than \$25,000 (TEA will have this information on file)
- 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](http://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](http://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





**BOARD OF DIRECTORS**

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May 30, 2010

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

Dear Dr. Gutierrez,

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

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

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

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

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

Sincerely,

Val LaMantia Pelsen

Cc: Gilbert Maldonado, TVCOF



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

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

May 30, 2010

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

Dear Dr. Gutierrez,

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

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

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

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

Sincerely,



Celia Reyman

Cc: Gilbert Maldonado, TVCOF



ENTRAVISION COMMUNICATIONS CORPORATION



June 1, 2010

Dr. Rene Gutierrez

Superintendent

Edinburg Consolidated Independent School District (ECISD)

411 North 8<sup>th</sup> Avenue

Edinburg, TX 78539

Dear Dr. Gutierrez,

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

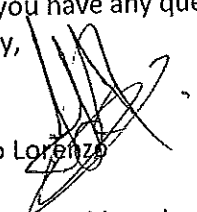
ECISD along with the Texas Valley Communities Foundation's Engaging Communities for College Readiness (ENCORE) Advisory Board have brought together strong partnerships between leadership from Rio Grande Valley (RGV) businesses, Fortune 500 corporations and community-based organizations such as Radio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

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

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

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

Sincerely,

  
Gerardo Lorenzo

Cc: Gilbert Maldonado, TVCOF

LA VOZ RADIAL DEL RIO GRANDE BIBLE INSTITUTE  
4300 S. Business Hwy 281 • Edinburg, Texas, U.S.A. • (956) 380-3435



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

May 25, 2010

Gilda Sanchez  
Principal  
Harwell Middle School  
Edinburg Consolidated Independent School District (ECISD)  
411 North 8<sup>th</sup> Avenue  
Edinburg, TX 78539

Dear Ms. Sanchez,

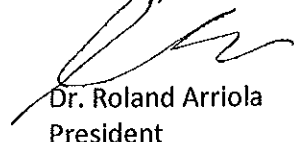
On behalf of the UTPA Alumni Association with over 30,000 members, we are pleased to write this letter supporting implementation of a school improvement grant from the Texas Education Agency. It is an exciting project that offers an innovative approach to improving the academic achievement of students.

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

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

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

Sincerely,



Dr. Roland Arriola  
President

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

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# South Texas Promotora Association, Inc.

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



## STPA Administrative Team:

Merida Escobar,  
President/ED

May 31, 2010

Gilda Sanchez

Principal

Harwell Middle School

Edinburg Consolidated Independent School District (ECISD)

801 E. Canton

Edinburg, TX 78541

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Member

Dear Mrs. Sanchez,

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

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

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## Advisory Committee:

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

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

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

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

Sincerely,

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

Merida Escobar  
President/ ED

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



Dr. Roland S. Arriola  
*President*

May 31, 2010

Gilda Sanchez  
Principal  
Harwell Middle School  
Edinburg Consolidated Independent School District (ECISD)  
411 North 8<sup>th</sup> Avenue  
Edinburg, TX 78539

Dear Ms. Sanchez,

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

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

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

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

Sincerely,

Gilbert S. Maldonado  
Chief Executive Officer

Cc: Dr. Rene Gutierrez, Superintendent ECISD