

Adjustments and/or annotations made on this page have been confirmed with

by telephone/e-mail/FAX on \_\_\_\_\_ by \_\_\_\_\_ of TEA.

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

**School Years 2010-2013**

**Hidalgo I.S.D.**

Organization Name

J. C. Kelly Elementary

Campus Name

746001085

9-Digit Vendor ID#

NOGA ID# (Assigned by TEA)

108905

County-District#

102

Campus Number

ESC 1

ESC Region

Amendment #

**Texas Title I Priority Schools Grant**

**Schedule #1 - General Information**

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

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

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

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

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

**Tier I** ☐ **Tier II** ☐ **Tier III** ☒

**Part 1: Index to the Application**


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

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

**Certification and Incorporation**

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

**Authorized Official**

Typed First Name	Initial	Last Name	Title
Edward		Blaha	Superintendent
Phone	Fax	Email	Signature/Date Signed (blue ink preferred)
956-843-4405	956-843-3110	edblaha@hidalgo-isd.org	 6/11/10

**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 June 3, 2010:

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

TEA DOCUMENT CONTROL NO.

**701-10-112-221**

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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>School Years 2010-2013</b>					
<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					
Hidalgo I.S.D.					
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code	
324 E. Flora St	PO Drawer D	Hidalgo	TX	78557	
U.S. Congressional District Number	Primary DUNS Number	Central Contractor Registration (CCR) CAGE Code	NCES Identification Number		
28 <sup>th</sup>	023557663	4CG55	4823100		
Campus Name			County-District Campus Number		
J C Kelly Elementary			108905		
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code	
201 E. Las Milpas Rd		Pharr	TX	78577	
<b>Applicant Contacts</b>					
<b>Primary Contact</b>					
First Name	Initial	Last Name	Title		
Gloria	E.	Cepeda	Ex. Dir. For Teaching and Learning		
Telephone	Fax	Email			
956-843-4430	956-843-3110	glcepeda@hidalgo-isd.org			
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code	
324 E. Flora St	PO Drawer D	Hidalgo	TX	78557	
<b>Secondary Contact</b>					
First Name	Initial	Last Name	Title		
Edward		Blaha	Superintendent		
Telephone	Fax	E-mail			
956-843-4404	956843-3343	edblaha@hidalgo-isd.org			
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code	
324 E. Flora St.	PO Drawer D	Hidalgo	TX	78557	

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<b>Texas Title I Priority Schools Grant</b> <b>Schedule #3—Purpose of Amendment</b>																																																																												
<b>Part 1: Schedules Amended (Check all schedules that are being amended.)</b> 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.																																																																												
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Schedule #1—General Information   <input type="checkbox"/> Schedule #3—Purpose of Amendment   <input type="checkbox"/> Schedule #4—Program Requirements   <input type="checkbox"/> Schedule #4A—Program Abstract   <input type="checkbox"/> Schedule #4B—Program Description   <input type="checkbox"/> Schedule #4C— Performance Assessment and Evaluation   <input type="checkbox"/> Schedule #4D—Equitable Access and Participation           </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Schedule #5—Program Budget Summary   <input type="checkbox"/> Schedule #5B—Payroll Costs 6100   <input type="checkbox"/> Schedule #5C—Professional and Contracted Services 6200   <input type="checkbox"/> Schedule #5D—Supplies and Materials 6300   <input type="checkbox"/> Schedule #5E—Other Operating Costs 6400   <input type="checkbox"/> Schedule #5G—Capital Outlay 6600/15XX (Exclusive of 6619 and 6629)           </td> </tr> </table>			<input type="checkbox"/> Schedule #1—General Information  <input type="checkbox"/> Schedule #3—Purpose of Amendment  <input type="checkbox"/> Schedule #4—Program Requirements  <input type="checkbox"/> Schedule #4A—Program Abstract  <input type="checkbox"/> Schedule #4B—Program Description  <input type="checkbox"/> Schedule #4C— Performance Assessment and Evaluation  <input type="checkbox"/> Schedule #4D—Equitable Access and Participation	<input type="checkbox"/> Schedule #5—Program Budget Summary  <input type="checkbox"/> Schedule #5B—Payroll Costs 6100  <input type="checkbox"/> Schedule #5C—Professional and Contracted Services 6200  <input type="checkbox"/> Schedule #5D—Supplies and Materials 6300  <input type="checkbox"/> Schedule #5E—Other Operating Costs 6400  <input type="checkbox"/> Schedule #5G—Capital Outlay 6600/15XX (Exclusive of 6619 and 6629)																																																																								
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Complete this part if there are any budgetary changes.																																																																												
<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 8%;">Line No.</th> <th style="width: 8%;">Sch. No.</th> <th style="width: 15%;">Class/ Object Code</th> <th style="width: 18%;">Grant Project Costs Previously Approved Budget</th> <th style="width: 12%;">B Amount Deleted</th> <th style="width: 12%;">C Amount Added</th> <th style="width: 12%;">D New Budget</th> </tr> </thead> <tbody> <tr> <td>01</td> <td>5B</td> <td>6100</td> <td>\$</td> <td>\$</td> <td>\$</td> <td>\$</td> </tr> <tr> <td>02</td> <td>5C</td> <td>6200</td> <td>\$</td> <td>\$</td> <td>\$</td> <td>\$</td> </tr> <tr> <td>03</td> <td>5D</td> <td>6300</td> <td>\$</td> <td>\$</td> <td>\$</td> <td>\$</td> </tr> <tr> <td>04</td> <td>5E</td> <td>6400</td> <td>\$</td> <td>\$</td> <td>\$</td> <td>\$</td> </tr> <tr> <td>05</td> <td>5G</td> <td>6600/15XX</td> <td>\$</td> <td>\$</td> <td>\$</td> <td>\$</td> </tr> <tr> <td>06</td> <td>Total Direct Costs</td> <td>\$</td> <td>\$</td> <td>\$</td> <td>\$</td> <td>\$</td> </tr> <tr> <td>07</td> <td colspan="2">Indirect Cost (      %)</td> <td>\$</td> <td>\$</td> <td>\$</td> <td>\$</td> </tr> <tr> <td>08</td> <td colspan="2">Total Costs</td> <td>\$</td> <td>\$</td> <td>\$</td> <td>\$</td> </tr> <tr> <td colspan="7" style="height: 20px;"></td> </tr> </tbody> </table>							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>		

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

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

**Part 1: Grant Program Information;**

**Summary of Program: Purpose and Goals**

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

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

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

**Allowable Activities**

**Tier I and Tier II Grantees**

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

**Tier III Grantees**

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

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

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

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

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<b>Part 2: Statutory Requirements</b>		
#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described
14	Applicant provides assurance that it will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final federal requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the TEA) to hold accountable its Tier III schools that receive grant funds.	Program Assurances
15	Applicant provides assurance that it will, if it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization (CMO), or education management organization (EMO) accountable for complying with the final federal requirements.	Program Assurances
16	Applicant provides assurance that it will report to the TEA the school-level data required under section III of the final federal requirements.	Program Assurances
17	<p>If the LEA/campus selects to implement the <b>turnaround model</b>, the campus <b>must</b> implement the following federal requirements.</p> <ol 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;               <ol 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> </ol> </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> </ol>	Program Assurances

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<b>Part 2: Statutory Requirements</b>			
#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described	
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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<b>Part 2: Statutory Requirements</b>			
<b>#</b>	<b>Requirement Description – Federal Statutory Requirements</b>	<b>Primary Component Where Described</b>	
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>#</b>	<b>Requirement Description – Federal Statutory Requirements</b>	<b>Primary Component Where Described</b>	
23	An LEA <b>may</b> also implement comprehensive instructional reform strategies, such as-- (A) Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective; (B) Implement a school wide "response-to-intervention" model; (C) Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content; (D) Use and integrate technology-based supports and interventions as part of the instructional program; and (E) In secondary schools-- (1) Increase rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework; (2) Improve student transition from middle to high school through summer transition programs or freshman academies; (3) Increase graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or (4) Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.	Program Assurances	
24	An LEA <b>may</b> also implement other strategies that extend learning time and create community-oriented schools, such as-- (A) Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs; (B) Extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff; (C) Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or (D) Expand the school program to offer full-day kindergarten or pre-kindergarten.	Program Assurances	



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<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. 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: i. Comprehensive Needs Assessment process. ii. Establish the grant budget by the required categories. iii. Identification and Selection of the intervention model. iv. Development of activities to implement selected intervention model. v. Development of Timeline of Grant Activities.		



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<b>Part 4: TEA Program Assurances</b>			
<b>#</b>	<b>TEA Assurance Description</b>		
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 LEA 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 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 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>#</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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<b>Part 4: TEA Program Assurances</b>		
#	TEA Assurance Description	
13	An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as-- A. Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs; B. Extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff; C. Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or D. Expand the school program to offer full-day kindergarten or pre-kindergarten.	
14	The LEA may also implement other strategies for providing operational flexibility and intensive support, such as-- A. Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or B. Implement a per-pupil school-based budget formula that is weighted based on student needs.	
15	The LEA/campus assures TEA that data to meet the following federal requirements will be available and reported as requested. a. Number of minutes within the school year. b. Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup. c. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes. (High Schools Only) d. College enrollment rates. (High Schools Only) e. Teacher Attendance Rate f. Student Completion Rate g. Student Drop-Out Rate h. Locally developed competencies created to identify teacher strengths/weaknesses i. Types of support offered to teachers j. Types of on-going, job-embedded professional development for teachers k. Types of on-going, job-embedded professional development for administrators l. Strategies to increase parent/community involvement m. Strategies which increase student learning time	
<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>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 type="checkbox"/> Option 1: LEA/campus currently engaged in aggressive reform <input checked="" type="checkbox"/> Option 2: LEA/campus in need of foundational technical assistance				
<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).				
<p>J. C. Kelly Elementary has been identified as a Tier III newly eligible campus for school improvement funds. The campus has been identified as a Tier III due to the Accountability Participation Rate of 90% and is among the lowest-achieving 20%. The campus has a 4.6 mobility rate and a 5.4% non-accountable testing group. J. C. Kelly will implement the Tier III Modified Transformation Model/TEA Designed Model with Technical Assistance Provided by the School Improvement Resource Center. The campus goals are: Goal 1: students will receive exemplary college bound instruction in all core subjects, Goal 2: students will receive quality support services based on student performance data to ensure college bound program effectiveness, Goal 3: students will be provided with a motivational college bound environment that is safe, orderly, clean and is conducive to effective student learning, Goal 4: students will be provided with the opportunity to participate in college bound self-improvement activities which will ensure continual growth and development, Goal 5: increase parental involvement, and Goal 6: students will attend a facility that promotes a positive learning environment that is conducive to quality education. The three principles of the TEA Designed Modified Transformational Model are: (1) improving student achievement and increasing college and career readiness by building the capacity of campus leaders and teachers; (2) improving campus climate through social and emotional supports; (3) utilizing district support to transform systems. These goals correlate with the six goals that J. C. Kelly Elementary has addressed in their campus improvement plan: 1) Engage all students in rigorous academic programs and 21<sup>st</sup> Century Instructional Technologies, 2) Provide quality support services based on student performance data and monitoring, 3) Provide a safe and secure school environment, 4) Support a community of learners that engages in professional improvement activities to ensure continual development of highly qualified staff, 5) Provide educational opportunities and strengthen partnerships through communication, involvement, and cooperation among schools, parents, community and supporting organizations, 6) Enhance educational opportunities through innovative use of finance, facilities and support staff resources that promote a positive learning environment. The key elements of the model are to provide extensive training on using data and evaluation systems effectively, to provide job embedded professional development models, comprehensive needs assessment and campus processes, Positive Behavior Support, utilization of community partners and maximizing extended learning time.</p> <p>J. C. Kelly Elementary will receive technical assistance through the Region One Educational Service Center, National Staff Development Council, Ginger Tucker GKT Consulting Inc., School Improvement Resource Center (SIRC), Jobs for the Future Six Common Instructional Frameworks &amp; Coaching Model, implementation of CSCOE Curriculum and Keystone Character and Leadership Development Program and other resources.</p>				
J. C. Kelly Elementary	108-905-102	Tier III	Lowest Achieving 20%	Newly Eligible

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**Texas Title I Priority Schools Grant**

**Schedule #4B—Program Description**

**Part 1: Comprehensive Needs Assessment**

**Section A: Campus Grade Levels**

Type of School	Number of Students Enrolled in Grade Levels on the Campus to be Served with Grant														
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public School	49	63	67	57	52	60	61	0	0	0	0	0	0	0	409
Open-Enrollment Charter School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total Students:</b>	<b>49</b>	<b>63</b>	<b>67</b>	<b>57</b>	<b>52</b>	<b>60</b>	<b>61</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>409</b>
<b>Total Instructional Staff</b>															<b>32</b>
<b>Total Support Staff</b>															<b>24</b>

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

<b>1</b>	Demographics (Attendance, Mobility/Stability, Special Program Participation, Special Education/ELL)
<b>2</b>	Student Achievement (TAKS, TELPAS, AMAOS, Norm-Referenced Exams, Standardized Assessments, AEIS, AYP, PBMAS, Classroom Assessments, District Benchmarks)
<b>3</b>	School Culture and Climate (Climate Surveys, Questionnaires, Discipline)
<b>4</b>	Staff Quality, Recruitment, and Retention (Staff Attendance, Retention, Staff Assignments, ERO reports)
<b>5</b>	Curriculum, Instruction, and Assessment (CSCOPE, District Curriculum for Elective Courses, Instructional Strategies Survey, DMAC, TMSDS)
<b>6</b>	Family and Community Involvement (Participation in Campus Activities by Date)
<b>7</b>	School Context and Organization (Schedules, Teaching Assignments, Campus Committees)
<b>8</b>	Technology (Inventory, Staff Development, Instructional Use)
<b>9</b>	
<b>10</b>	

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

**Part 1: Comprehensive Needs Assessment Cont.**

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

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

J. C. Kelly Elementary will conduct a comprehensive needs assessment to assist with the school Tier III Modified Transformation Model/TEA Designed Model with technical assistance from S.I.R.C. The campus will create eight committees to address (1) demographics, (2) technology, (3) school context and organization, (4) family and community, (5) curriculum, instruction, and assessment, (6) staff quality, recruitment, and retention, (7) school culture and climate, and (8) student achievement.

The following process will be used in order to identify the priority needs and direction of the school.

- ✓ Step 1: Review the purpose and outcomes
- ✓ Step 2: Establish committees
- ✓ Step 3: Data gathering and analysis
- ✓ Step 4: Determine areas of priority and summarize needs
- ✓ Step 5: Connect the CNA to the district campus improvement plan and develop a review process

Step 1: The campus will review goals and objectives for the upcoming school year to establish the committees.

Step 2: Each member will be recruited to serve for a two-year term based on their individual expertise and grade level experience to ensure group diversity. Prior to beginning the needs assessment process, the committee members will engage in focused staff development that will promote team-building, functional team engagement and the development of professional learning communities. The initial staff development will promote collaborative group work and collegiality within committees and among the committees as they begin to examine campus needs.

Step 3: The campus principal, counselors, lead teachers, grade-level chairs, teachers, support staff, parents and community members will examine a wide range of data based on their designated committee responsibility. The data gathering will address a multi-year analysis of the campus that will include: the Texas Assessment of Knowledge and Skills, the TELPAS, AMAOS, PBMAS, Norm-referenced exams, AEIS Reports, AYP, Classroom Assessments, District Benchmarks, Attendance Reports, surveys, questionnaires, PDAS, professional development, recruitment and retention of highly qualified teachers, and campus demographics (attendance, mobility, special populations, and at-risk).

Step 4: Each committee will begin their task through an extended day beginning August 23, 2010. They will meet daily for week one. Thereafter, committees will meet biweekly to discuss and share their findings to prioritize their strengths and areas of needs.

Step 5: Collectively, the committees will address those needs in the campus and district improvement plans. The final report will be a narrative description of the findings supported by charts and graphs that illustrate the committee findings. A 90-day action plan will be created and monitored as part of the review process.

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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>			
<b>1</b>	Demographic Committee – Committee Chairs: Sindy Martinez (Teacher) and Medelia Ocanas (Counselor)		
<b>2</b>	Technology – Committee Chair: Elvia Flores (Teacher)		
<b>3</b>	School Context and Organization – Committee Chair: Greg Solano (Teacher)		
<b>4</b>	Family and Community – Committee Chair: Mary Stevens (Teacher)		
<b>5</b>	Curriculum, Instruction, and Assessment – Committee Chair: Ana Lee Mancha, Asst. Principal		
<b>6</b>	Staff Quality, Recruitment, and Retention – Committee Chair: Campus Principal		
<b>7</b>	School Culture and Climate – Committee Chairs: Myra Reyes and Ricardo Martinez (Teachers)		
<b>8</b>	Student Achievement – Committee Chair: Cynthia Palacios (Lead Teacher)		
<b>9</b>			
<b>10</b>			



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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.

Hidalgo I.S.D. has the capacity to support J.C. Kelly Elementary with the school transformation model. The grant will provide funds to acquire adequate resources and related services to support J. C. Kelly Elementary to fully and effectively implement the required activities of the school intervention model. The management plan includes a three-year phase-in plan that will support and sustain the transformation of J. C. Kelly Elementary into a professional learning community that provides a guaranteed and viable curriculum to ensure that all students learn at high levels. The project overview and structure includes the following:

**Year 1 Activities and Practices**

A comprehensive need assessment will be conducted by eight select committees that have been established and involve internal and external stakeholders to be completed by February 1, 2011. In order to support the work of the comprehensive needs assessment committees, campus faculty and staff will participate in targeted professional development that will promote Professional Learning Communities (PLC). The PLC'S will engage in professional development using Jobs for the Future Common Instructional Frameworks, the CSCOPE Curriculum, Data Analysis (DMAC) and Assessment for Learning. J. C. Kelly Elementary will address the academic performance, quality data, leadership effectiveness, learning time, parental/community involvement, school climate, teacher and support staff quality. The Campus will utilize extended learning time to address the professional learning communities after school from 3:15 to 4:30 p.m. Monday-Thursday and every Saturday for the first year. Teachers, administrators, instructional coaches and support staff will receive a stipend each semester for attending the required planning and staff development days in two disbursements each year (December and May). The staff development will encourage all participants to commit to the transformation process and extended learning and planning time. The campus leaders will participate in instructional leadership training that addresses, effective leadership, coaching, data-driven decision making/analysis, action research, and professional learning communities. All staff members will participate in campus wide behavioral supports for students with technical assistance from Region One Education Service Center and M..B..Flippen Keystone Character Education. Character Education will be supported campus wide and directly through the physical education course to modify behavior and increase academic learning at J. C. Kelly Elementary.

**Year 2 Activities and practices**

J. C. Kelly Elementary will continue to work collaboratively in their PLC's to modify their needs assessment, align the curriculum, increase the use of high yield instructional strategies, make data-driven decisions, and effectively implement assessment **for** and **of** learning. In year two, J. C. Kelly Elementary will expand their scope of interventions to increase parental involvement, provide student mentoring, and develop time management skills and behavioral supports through character education. The campus will promote on site sessions for parents that address literacy, child development, parenting, and homework assistance. Currently parents must travel off campus in order to receive support from the district. Economically disadvantaged status has limited access to parental involvement classes for some J. C. Kelly Elementary parents. By initiating a local parental involvement program, the campus will support the goals of the intervention model. Likewise, both student and teacher will be trained in effective time management practices to promote effective use of teaching and learning time. Additionally, the campus will provide a culture camp prior to the 2011-2012 school year for students in grades K-5. The camp will promote the new campus culture, teach goal setting, time management, and study skills. Students will continue to take ownership of their learning and achievement by constructing a campus mission, vision, and goals for their campus, classrooms and individual students at J. C. Kelly Elementary.

**Year 3 Activities and practices**

The final year of the grant, J. C. Kelly will embed the collaboratively planning into the instructional day. On-line professional development opportunities will also be used as part of the third year activities. Using the professional development and creation of the professional learning communities, the campus will maintain and continue to monitor instruction and assessment.



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<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>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>J. C. Kelly Elementary campus leaders coordinated meetings designed to inform and communicate to students, parents, teachers, and all other relevant stakeholders regarding the implementation of the Texas Title I Priority School (TTIPS) Grant Option 2. These meetings focused primarily to propose the implementation of the Modified Transformation Model, the identification of the comprehensive needs assessment team leaders, and to obtain comments and stakeholders feedback regarding the implementation and continuous improvement of this grant program throughout the three-year life of the grant. The meetings also included information regarding the three principles of the Design Model for Transformation, such as improving student's achievement, increasing college and career readiness, and improving campus climate.</p> <p>While all of our partnerships have unique memberships, goals, and approaches, the experiences of our existing partnerships and their public and private sector leaders point to some key principles of success. We will use these principles of success to determine and expand our current partnerships by:</p> <ul style="list-style-type: none"> <li>Engaging in a thoughtful process to define a vision, mission, and clear goals and also take time to ensure complete agreement and understanding among all the partners.</li> <li>Defining and achieving specific outcomes of success which the business sector has long held as important and the public sector is striving to embrace – it's an effective way to assess progress.</li> <li>Supporting families who are the ultimate consumers of the program and services through after school partnerships.</li> <li>Drawing from a broad range of perspectives, resources, and expertise will create a most effective partnership.</li> <li>Requiring leaders to act as change agents by clearly communicating the goals of the partnership and building a broad base of support.</li> <li>Managing a successful partnership this will require an effective governance structure.</li> </ul>		

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**Texas Title I Priority Schools Grant**

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

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

According to the National Commission of Teaching and America's Future, "If schools are going to be effective they must be structured to become genuine learning communities." The new principal and teacher leaders with the assistance of Region One E.S.C., S.I.R.C., National Staff Development Council, and Hidalgo I.S.D. Office of Teaching and Learning will restructure J. C. Kelly Elementary into professional learning communities.

Beginning, August 18, 2010, campus staff members will engage in team building activities and professional development that addresses the characteristics of a functional team: trust, unfiltered conflict of ideas, commitment, accountability and achievement. The campus will receive 3 days of staff development in professional learning communities: PLC's and creating shared visions and values, creating shared leadership and application of learning, and developing supportive conditions and sharing professional practices. Simultaneously, the learning communities will be organized by grade level and discipline to ensure coordination within a grade and articulation of content-based pedagogy.

To assist with the structure, implementation, and monitoring of the PLC's, the campus will utilize an internal instructional coach/facilitator, assistant principal, grade level chairs and campus principal to conduct frequent weekly meetings to engage in PLC activities. Grade levels will meet twice a week after school and collaborate every Saturday the first year. Each Saturday will be alternately divided into staff development and collaborative planning days. Staff development and collaborative planning sessions that will allow the campus staff to learn, implement, and evaluate the process of PLC's. J. C. Kelly will assess student learning using the Assessment for Learning model. Each grade level will collaboratively construct pretests in each of the core content areas every six weeks: math, reading, writing, social studies and science to identify academic strengths and weaknesses that will guide the classroom instruction. Every two weeks, each grade level will administer a mini assessment to determine mastery, proficiency, and intervention groups within grade levels and among disciplines.

The campus will provide data analysis time on Saturdays every two weeks to identify students in need of intervention to address deficiencies in knowledge and skills and resources needed for hands-on activities for after school mastery classes. This continuous improvement process will cycle through from August through June each year.

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**Part 2: Project Management Cont.**

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

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

J. C. Kelly Elementary will align federal, state, local and community resources as needs are identified in the Comprehensive Needs Assessment and its Campus Improvement Plan. Hidalgo I.S.D., if successful, will utilize grant funds to supplement current resources in order to implement the goals and objectives described in the school improvement plan.

Hidalgo I.S.D. will use grant funds to supplement the district's budget funds for the continuation of the proposed plan and the district will not reduce or redirect current budget funding for district initiatives. The district will maintain documentation that clearly demonstrates the supplementary nature of these funds. Additionally, the district improvement plan has identified funds to assist with future student success initiatives.

Hidalgo I.S.D. Board of Trustees has also identified in the current local budget, as well as our long-range campus improvement plan, sufficient operational funds in order to effectively maintain and operate other student programs necessary for academic success. The district feels that it complies with the non-supplanting requirements relating to this grant initiative. Furthermore, Hidalgo I.S.D. will utilize grant funds to supplement the projects identified in this grant application.

Hidalgo I.S.D. is committed to the success of its schools, staff, and students and will continue to pursue additional funding sources, including private donations, other grant initiatives, and fundraising activities.

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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>Grant Project Manager Qualifications</b> – Describe the qualifications of the person selected to be the project manager for this grant on the campus.		
<p>The Project Manager who will be overseeing the grant requirements at J. C. Kelly Elem. is the Executive Director of Teaching and Learning, Mrs. Gloria Cepeda. Mrs. Cepeda has a Bachelor's Degree from Southwest Texas State University and a Master's Degree from Michigan State University. She attended Our Lady of the Lake University and majored in Educational Administration and Supervision in 1982. Mrs. Cepeda became a doctoral candidate in Education needing only to defend her dissertation. Mrs. Cepeda's duties include overseeing the PK – 12 Instructional Programs, the District-wide Professional Development Program, the New Teacher Induction Initiative, the Federal Program Budget, the Assessment Department, the 21<sup>st</sup> Century After School Program, and the Parental Involvement Program.</p> <p><b>Responsibilities include:</b></p> <ul style="list-style-type: none"> <li>• Coordinate, supervise, manage and lead the district's instructional programs.</li> <li>• Lead the district and campus planning and evaluation.</li> <li>• Supervise and evaluate Instructional Coaches, Assessment Coordinator, Special Population/Federal Programs Director and Parental Involvement Coordinator. with their staffing and budget needs.</li> <li>• Coordinate, train and provide procedures for the evaluation selection and acquisition of materials and textbooks for the district.</li> <li>• Coordinate, monitor and implement the district's Staff Development Program.</li> <li>• Prepare and maintain complete and accurate records of required administrative regulations, district policy and the Texas Education Agency Requirements.</li> <li>• Coordinate, direct and monitor all instructional and administrative personnel as the support to the district's instructional initiatives.</li> <li>• Promote positive community relations through effective communication and involvement of community members.</li> <li>• Implement a continuous process of needs assessment as a prerequisite to the development and maintenance of educational programs.</li> </ul> <p>Mrs. Gloria Cepeda is an innovative instructional leader who directs, coordinates, and manages the PK-12 district-wide Instructional Programs and initiatives in order to support the needs of our students, teachers, parents, and the community of Hidalgo Independent School District.</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>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>Hidalgo I.S.D. has assigned the Executive Director of Teaching and Learning to oversee all grant activities. In addition, Hidalgo I.S.D. will assign an instructional facilitator/coordinator to J. C. Kelly Elementary to work primarily on supporting the campus' school improvement efforts. The instructional facilitator/coordinator will be in charge of all daily, weekly, and monthly activities regarding the T.T.I.P.S. School Improvement Grant. The facilitator will work with the committees in preparing all the data under the comprehensive needs assessment.</p> <p>The campus facilitator will also support the principal/campus leader by ensuring that effective school-wide planning is occurring as follows:</p> <ul style="list-style-type: none"> <li>• Study the campus data, previous needs assessment and C.I.P.</li> <li>• Study the accountability and district requirements to chart the difference between current student performance and required student performance to know how much improvement is needed and which student population needs urgent interventions.</li> <li>• Ensure effective implementation of all components of the transformation process.</li> <li>• Monitor the progress of the 90-day action plans.</li> <li>• Establish fairness and consistency as the standard, and enlist leadership team as models.</li> <li>• Use mentors to find or develop effective monitoring systems for routine management tasks and instructional staff performance.</li> <li>• Share data with all the staff so everyone recognizes the urgency, need for improvement and common goals.</li> <li>• Facilitate the replacement and recruitment of qualified staff at the campus.</li> <li>• Support initiatives to increase community and parental involvement.</li> <li>• Ensure the placement of social services resources at the campus.</li> <li>• Attend required trainings.</li> </ul>		

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

Hidalgo I.S.D. Board of Trustees has also identified in our current local budget, as well as our long-range campus improvement plan, sufficient operational funds in order to effectively maintain and operate other student programs necessary for academic success. The Board of Trustees is committed to the success of our school district, staff, and students and will continue to pursue additional funding sources, including private donations, other grant initiatives, and fundraising activities.

This community has invested heavily in collaborative interaction, resource sharing, and coordination of services for students and families served by Hidalgo I.S.D. The district plans and works directly with other community agencies and organizations involved in the provisions of literacy and education services.

Representatives from the community, business and industry, local government, public libraries, post-secondary education service providers, and other local agencies and organizations are actively involved in planning for and implementing school reform initiatives. These include those, which addresses the academic achievement of our students. Thanks to the leadership of the Board of Trustees and Hidalgo Independent School District, the instructional campuses are some of the most informed and well-trained organizations in this community.

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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>External Providers --</b> Describe how the LEA will recruit, screen, and select external providers to ensure their quality.		
<p>Hidalgo I.S.D. has identified critical areas to consider in the recruitment, and selection of technical assistance rather than external providers that will support the TEA Modified Transformation Model for TIER III Title I Schools. The critical components in selecting quality technical assistance include alignment with established goals, part of a long-term strategy, customized, researched-based and capacity building. When evaluating the technical assistance, the five characteristics will be carefully considered to determine how each organization can best meet the needs of teachers, students, parents and community members. J. C. Kelly Elementary and the Hidalgo Independent School District will utilize three types of technical assistance: a regional education service center, School Improvement Resource Center and several private consultants/resources. In considering each of the these, Hidalgo I.S.D. will seek support from the organizations which will provide assistance that is aligned to the three main principles of the Transformation Model: improve student achievement by increasing college and career readiness by building capacity of campus leaders and teachers; improve campus climate through social and emotional supports and; utilize district support to transform systems. The primary organizations that will provide technical assistance and their area of expertise are listed below:</p> <p><b>The School Improvement Resource Center</b> is a state initiative created to work with schools that need support in school transformation. They provide a wide variety of services designed to meet the needs of the school or district including; Title I improvement requirements, developing needs assessments, campus improvement planning, assists with CAM (mentor) or TAP(provider). SIRC will primarily assist J.C. Kelly with the progress monitoring of the Tier III Title I Transformation Model to ensure the effective implementation of the required components.</p> <p><b>Jobs for the Future</b> is an organization that has developed a partnership with the Educational Policy Improvement Center (EPIC). It has adopted EPIC's college readiness standards. In conjunction with University Park School Campus (a nationally recognized model), Jobs for the Future has created an instructional coaching program designed to assist schools implement a common set of high yield researched-based instructional strategies which prepare diverse learners for college level work. The six common instructional strategies include: collaborative group work, writing to learn, literacy group/circles, questioning strategies, scaffolding texts, and classroom talk. Jobs for the Future's Six Common Instructional Frameworks helps develop and deliver a rigorous college preparatory curriculum, collaborative professional development and creates a college going culture. JFF supports college readiness, academic achievement, curriculum alignment and building capacity in order to support systemic change.</p> <p><b>Region One Education Service Center</b> located in Edinburg, Texas has developed a comprehensive framework to assist school districts that have selected the TEA Transformation Model. It will provide high quality professional development, technical assistance and instructional programs that are aligned to the needs and goals of Hidalgo ISD. Through TEEM (Transformation to Educational Excellence Model) Region One will provide researched-based instructional practices in the key areas of: comprehensive needs assessments, data-driven decision-making, effective leadership, quality teaching and learning, effective processes and systems, sustaining a culture of success, and results-driven programs.</p> <p><b>Ginger Tucker Heart of Teaching Series</b>-Ginger is an education specialist and former executive director of curriculum and staff development who has dedicated her life to providing systems of support for new and experienced teachers. She has designed materials and teaching &amp; learning academies that can and have assisted HISD with a solid teacher induction program for new teachers. Her second and third year academies include Teaching for Learning and Assessment for Learning. The academies are designed as trainers of trainers that can be customized to meet district needs. The content and process includes research by Marzano, Stiggins, Harry Wong, Dufour, Erickson, Garner, Glickman, English, Kagan, Jacobs, Wiggins, and many more.</p> <p><b>National Staff Development Council</b> is a professional association that provides research, development and dissemination corporation. It has worked to improve teaching and learning for over 40 years. It assists states, districts and schools the "No Child Left Behind" using professional staff development, strategies and resources that are research-based. They offer a litany of professional development that can be customized to assist J. C. Kelly Elementary. NSDC will provide a three-day staff development session to promote the development of professional learning communities. The understanding and implementation of professional learning communities is critical to the transformation of J.C. Kelly Elementary.</p>		

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<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 modified transformational model for JC Kelly Elementary <b>does not</b> include site visits to other schools since this is the first year of the implementation model throughout Texas.</p> <p>The primary focus of year one will be to provide professional development to all staff, teachers, inclusive of leadership staff and support staff. The leadership team will need to focus on the development of the Comprehensive Needs Assessment (C.N.A.).</p> <p>In order to ensure school-wide reform and planning, the campus leadership team, teachers, staff, and support staff will focus on the following initiatives as follows:</p> <ul style="list-style-type: none"> <li>✓ Campus accountability data will be analyzed.</li> <li>✓ Support initiatives to ensure effective implementation on the Modified Transformation Process.</li> <li>✓ Provide Professional Development that will support the effective implementation of the Transformation Model.</li> <li>✓ Implement an effective monitoring system for routine management tasks and instructional staff performance.</li> <li>✓ Facilitate the replacement and recruitment of qualified staff.</li> <li>✓ Maintain operational flexibility in order to increase classroom and leadership effectiveness.</li> </ul>		



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

**Lack of Capacity --** If the LEA is not applying to serve each Tier I school (is not applying for grant funding for each Tier I school), provide a detailed explanation of why the LEA lacks capacity to serve each Tier I school.

**Hidalgo I.S.D. is not applying to serve a Tier I school since we do not have a Tier I school.**

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<b>Part 3: Intervention Model</b>		
<b>Section A: Intervention Model Selection Process</b>		
<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.		
<div style="margin-bottom: 10px;"> <input type="checkbox"/> Turnaround         </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Closure         </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Restart         </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Transformation         </div> <div style="margin-bottom: 10px;"> <input checked="" type="checkbox"/> Tier III Modified Transformation         </div> <div style="margin-bottom: 10px;"> <input checked="" type="checkbox"/> TEA Designed Model with Technical Assistance Provided by the School Improvement Resource Center         </div> <div style="margin-bottom: 10px;"> <input checked="" type="checkbox"/> Supplemental Education Services (SES) incorporated into the intervention model         </div> <p><i>Note: Applying to implement the TEA Approved Model with Technical Assistance Provided by the School Improvement Resource Center in no way implies or guarantees funding.</i></p> <div> <input type="checkbox"/> The LEA/campus will implement its own intervention design, within the parameters required by the final federal regulations released by USDE         </div>		
<b>Schedule #4B—Program Description, Part 3, Intervention Model, continued on next page</b>		

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

**Part 3: Intervention Model**

**Section B: Model Selection Process** –Describe in detail:

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

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

The Hidalgo I.S.D. Superintendent of Schools, the Executive Director, Federal Programs Director, Campus Principal, and Teacher leaders collectively identified the Tier III TEA Model of Transformation as the Title I School Improvement Model that best meets the needs of J. C. Kelly Elementary. The TIER III TEA Model of Transformation principles include: improving student achievement and increasing college and career readiness by building the capacity of campus leaders and teachers, improving campus climate through social and emotional supports, and utilizing district support to transform systems are aligned to the needs of J. C. Kelly Elementary. Under the transformation model, the campus principal will be replaced and the new principal will collaboratively conduct a needs assessment with J. C. Kelly Elementary staff, parents and community members. Over the course of the grant, the campus will understand and implement professional learning communities that will collaboratively improve academic performance and school climate, increase the use of quality data to drive instruction, leadership effectiveness, learning time, parent/community involvement, and teacher quality.

**LEADERSHIP EFFECTIVENESS**

J. C. Kelly will begin 2010-2011 school year with a new campus principal. The change in leadership will project the transformation process on the campus. The new campus principal will work collaboratively with the assistant principal, curriculum coach and grant facilitator. The leadership team along side the teacher leaders will examine three key areas in order to improve leadership effectiveness: job embedded professional development, operational flexibility, and resource/data utilization.

**Professional development** will include team building, professional learning communities, time management, instructional strategies and content-based pedagogy, which will be embedded into the grant activities over the three-year period. The campus will begin professional development in August with Team building, Functional Teaming and Professional Learning Communities, which will prepare J. C. Kelly Elementary for a collaborative planning, and staff development throughout the year. In order to facilitate the development of the professional learning communities, **flexible operational management** will be utilized to extend the learning day for both staff and students. For the staff, a flexible schedule will include increased time for the PLC's after school and on the weekends. The professional learning communities will meet Monday, Wednesday, Friday, and Saturday to conduct a needs assessment, disaggregate data, create formative assessments, develop intervention strategies, and engage in professional develop. The PLC's will be organized by grade level (PreK-1, 2-3 and 4-5) and discipline (math, reading, writing, science, and social studies). The leadership team will manage and support the campus transformation through adequate resource acquisition to ensure instructional acceleration and differentiation for students in order to improve the effectiveness of the professional learning communities. J. C. Kelly Elementary will consistently examine a variety of **data sources** to make instructional decisions that will increase academic achievement. The PLC's will schedule and monitor the progress of the campus every two weeks through pre-tests, mini assessments and post assessments. After the administration of each assessment, the data will be analyzed every other Saturday and used to make instructional decisions. The leadership team and professional learning communities will distribute leadership, work collaboratively, align, implement and monitor the curriculum design, the delivery of instruction, and the formative/summative assessment of and for learning. They will begin to hold each stakeholder accountable for high levels of academic achievement for all students.

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

**Part 3: Intervention Model**

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

**QUALITY DATA TO DRIVE INSTRUCTION**

As J. C. Kelly embarks on the transformation process, a thorough understanding of data sources, data collection and analysis is essential. The campus will use a variety of data sources (AYP, AEIS, PBMAS, and other qualitative data) to complete their needs assessment and develop their campus improvement plan. The use of data will include: **data disaggregation/training, data-driven decisions, and on-going communication.** The data will be collected in the beginning of the year to ensure that adequate time is allotted for goal setting (campus, grade level/discipline, and students) and implementation of the instructional program. Through staff development, the PLC's will determine what data is collected, how it should be used, and who should be involved in the process. The PLC's will examine, descriptive, comparative, longitudinal, and disaggregate data as it relates to J. C. Kelly Elementary. The campus will use D.M.A.C. (Data Management Assessment and Curriculum) system to aggregate data. Currently, D.M.A.C. provides teachers instant online access to benchmark results. The data is extensive and enables teachers to make curricular changes. The continued use of D.M.A.C. and the addition of its assessment generator as well as the TSMDS will assist teachers by giving them additional resources to create frequent pretests, mini assessments and post-tests. The frequent progress monitoring supports a philosophy of Teaching for Learning. PLC's will collaboratively use the assessment results to differentiate instruction for students that have not yet mastered the Texas Essential Knowledge and Skills. Every two weeks the data will be analyzed and instructional interventions will be determined for at-risk students. The accelerated instruction will provide for differentiated needs of student groups in an extended day setting. The early systemic approach and ongoing analysis within PLC's will promote high levels of academic achievement for all students.

**ACADEMIC PERFORMANCE**

Through the process of improving academic performance, J. C. Kelly Elementary will address four key areas: classroom management, instructional strategies, content, and assessment. In considering the critical areas, J. C. Kelly will ensure that the written, taught and tested are highly aligned. The campus will utilize the CSCOE Curriculum for the core areas of instruction. In its first year of implementation, J. C. Kelly will receive staff development in the 5E Model of Instruction and Laying the Foundations. A thorough understanding the of the Vertical Articulation Documents, the Year at a Glance, the Instructional Focus Documents and the Exemplar Lessons will assist the campus in vertical alignment from grade to grade and horizontal coordination within a grade level. Every student will receive a guaranteed and viable curriculum designed to ensure that all students achieve at high levels. In addition, to the curriculum design, the six common high-yield instructional strategies Jobs for the Future (J.F.F.) will support the instructional delivery of content in each classroom. The researched based instructional strategies will prepare diverse learners for college level work. The six common instructional strategies include collaborative group work, writing to learn, literacy group/circles, questioning strategies, scaffolding texts, and classroom talk. The instructional strategies are supported by an instructional coaching model that provides professional development, implementation of instructional strategies, clinical observation and feedback, analyzing data, and the rounds model. The curriculum facilitator and teacher leaders will support the campus with the implementation and monitoring of the CSCOE Curriculum, Six Common Instructional Strategies, and on-going assessment for learning. The campus principal, assistant principal, curriculum facilitator, and teacher leaders will provide continuous progress monitoring to ensure the use of the written curriculum, instructional delivery and frequent classroom assessment.

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

**Part 3: Intervention Model**

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

**SCHOOL CLIMATE**

Establishing a positive school climate will accelerate the transformation of J. C. Kelly Elementary. Building positive relationships is the surest, fastest way to improve student performance (Smoker, 2006). The goal is to create a safe productive learning community for students. J. C. Kelly will increase student and teacher attendance, decrease disciplinary referrals, increase involvement in extracurricular activities and promote positive behavior supports through a campus wide character education program. The interactions and relationships built by J. C. Kelly Elementary will make the difference. Staff attendance is a concern for J. C. Kelly Elementary. The PLC's will examine attendance patterns for both teachers and students. Currently, 13% of the staff was absent for 20+ days during the 2009-2010 school year. The campus PLC's will create a plan of action to address attendance issues for both teachers and students on campus. Providing positive support, recognition, accountability, and incentives are a few items they will consider. As for building positive behavioral supports, the campus will engage in professional staff development on character education (Keystone) that is founded on capturing kids' hearts, teaching responsibility and self-reflection. The program will be directly taught through the physical education course with the assistance of the campus counselor and P.E. teachers. Classroom teachers will model the program and support the characteristics within individual classrooms and the campus. To complement the behavior support program, the campus will increase extracurricular opportunities through UIL, science clubs, cheerleading, chess, spelling bee and choir.

**TEACHER QUALITY**

The most important factor affecting student achievement is the teacher (Marzano, 2001). Therefore, it is critical that every staff member at J. C. Kelly Elementary be highly qualified. The effective teacher must have high expectations for learning, teach for mastery, and maintain good classroom management. Through the transformation process, J. C. Kelly Elementary will participate in **teaching and learning academies**: the First-Year Teacher Academy, the Teaching for Learning Academy, and the Assessment for Learning Academy, designed to meet the needs of the first year and veteran teacher. Each of the three academies will be integrated into the PLC's at J. C. Kelly Elementary in order to **recruit and retain highly qualified teachers** through a supportive, nurturing environment. To increase instructional effectiveness and individual accountability the campus will utilize an integrated evaluation system for both teachers and campus leaders. Evaluations will include the P.D.A.S., J.F.F. Observations & Feedback, Rounds Model, S.I.R.C. Progress Monitoring and Video Self Reflection. Each teacher will continue to be evaluated under the state P.D.A.S. system; however, the J.F.F. Instructional Coaching Model will include two additional forms of evaluation. The campus will collaboratively select one of the six common high yield instructional strategies that will be integrated into the delivery of classroom instruction. The curriculum facilitator will model the effective use of the instructional strategy before the classroom teacher implements the selected strategy over a two-week period. Progress monitoring of the strategy is followed by a formal observation and feedback session between the curriculum facilitator and the classroom teacher. The second evaluation includes a rounds model of evaluation/feedback. The host classroom teacher prepares a pre round or discussion of her class for a group of teachers. It includes a pre round sheet describing the objective, lesson and the student learning goals. The teacher requests specific feedback on student learning. The group observes the lesson and provides feedback to the teacher on the instructional strategy and student learning. The discussion supports the teacher as they improve their teaching practices while implementing each of the six common high yield instructional strategies. The PLC's will work together to reflect on teaching and learning practices. The new campus principal will participate in focused staff development from the Regional Service Center. It will include leading for change, fifty strategies to increase achievement and planning, monitoring and assessment, building a shared purpose and vision, and coaching for educational leaders.

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

**Part 3: Intervention Model**

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

**LEARNING TIME**

In maximizing the teaching and learning time for students and staff, J. C. Kelly Elementary will implement an extended day/week to meet the needs of the professional learning communities. The PLC's will meet from 3:15 to 4:30 p.m. daily to collaboratively plan and provide accelerated instruction for students. In addition, each Saturday, PLC's will engage in staff development related to classroom/time management, content-based pedagogy, instructional strategies, and assessment. The professional staff development will be alternately integrated with planning time. A planning day will include creation of pre and post tests, analyzing data, determining interventions, and acquiring resources. Campus leaders, teachers and paraprofessionals will receive two stipends that will be disbursed in December and May of each year. The campus incentive will encourage teachers to commit to the extended day/week.

**Six Week Extended Day Schedule For PLC's**

Week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	PLC Extended Day Teachers	Extended Day Students	PLC Extended Day Teachers	Extended Day Students	PLC Extended Day Teachers	PLC Staff Development
2	PLC Extended Day Teachers	Extended Day Students	PLC Extended Day Teachers	Extended Day Students	PLC Extended Day Teachers	PLC Planning
3	PLC Extended Day Teachers	Extended Day Students	PLC Extended Day Teachers	Extended ay Students	PLC Extended Day Teachers	PLC Staff Development
4	PLC Extended Day Teachers	Extended Day Students	PLC Extended Day Teachers	Extended Day Students	PLC Extended Day Teachers	PLC Planning
5	PLC Extended Day Teachers	Extended Day Students	PLC Extended Day Teachers	Extended Day Students	PLC Extended Day Teachers	PLC Staff Development
6	PLC Extended Day Teachers	Extended Day Students	PLC Extended Day Teachers	Extended Day Students	PLC Extended Day Teachers	PLC Planning

**PARENT/COMMUNITY INVOLVEMENT**

J. C. Kelly Elementary is located on the outskirts of Hidalgo I.S.D between two neighboring school districts. It has a high mobility rate that serves students from the three communities of Hidalgo, Valley View and Pharr/San Juan/Alamo. Due to socio economic status of the community, students move fluidly between H.I.S.D., VV.I.S.D. and PSJA I.S.D. This lack of stability on the part of the home environment creates great needs for J. C. Kelly Elementary students. Therefore, it is essential that the campus provide greater connections between the home and school environment. In the first year of the grant, the campus will examine ways to improve increased opportunities for parental and community involvement, effective communication, and increased accessibility for parents and community members. J. C. Kelly's Parental Involvement Committee currently lacks equitable access to district wide parental involvement activities since most of the district parental trainings and activities are located in town. The campus will develop a plan to serve parents and community members on campus in the areas of literacy, child development, parenting skills, and helping their child with homework. In addition, J. C. Kelly Elementary will extend library hours to students and parents.

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**Part 3: Intervention Model**

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J. C. Kelly Elementary will begin its transformation by developing a shared vision and mission, establishing campus core values and beliefs statements. The intervention leadership team consisting of principal, internal coaches, curriculum facilitator, and National Staff Development Council will be responsible for ensuring the implementation of the intervention fully and effectively including but not limited to the following:

Year One Activities and Practices	Year Two Activities and Practices	Year Three Activities and Practices
<ul style="list-style-type: none"> <li>➔Complete Comprehensive Needs Assessment</li> <li>➔Train and Implement Team-Building/Understanding the Functional Team</li> <li>➔Professional Learning Communities Academies (PLCs) through the National Staff Development Council</li> <li>➔Professional Development as dictated by the results of the Comprehensive Needs Assessment</li> <li>➔Extended day and week</li> <li>➔Action Research for Leaders</li> <li>➔Effective Leadership Professional Development</li> <li>➔Character Education and Leadership Development for Staff</li> <li>➔Professional Development and Implementation of CSCOE Curriculum/Content-Based Pedagogy</li> <li>➔Implementation of the Jobs for the Future Coaching Model</li> <li>➔Tools for Effective Classrooms</li> <li>➔Implement Progress Monitoring</li> <li>➔Implement Teaching &amp; Learning Academies</li> </ul>	<ul style="list-style-type: none"> <li>➔Culture Camp for Students</li> <li>➔Cont. with the implementation of Teaching for Learning Academies</li> <li>➔Time Management Workshop by Franklin Covey for Core Leaders</li> <li>➔Community Involvement through the development of GED Parental classes, literacy classes, child development, parenting skills, and homework assistance</li> <li>➔Implementation of the Keystone Character Education and Leadership Development Program</li> <li>➔Action Research for All Campus Professional Staff</li> <li>➔Continue with PLC's and the job embedded professional development activities ( Jobs for the Future Six High Yield Instructional Frameworks Data Analysis (D.M.A.C.), Assessment for Learning</li> <li>➔Maintain sustainability and build capacity by reducing the number of extended weeks</li> <li>➔On-line professional learning</li> <li>➔Continewith Effective Leadership Development</li> </ul>	<ul style="list-style-type: none"> <li>➔Maintain the Professional Learning Communities Professional Development Academies through N.S.D.C.</li> <li>➔Continue with Community Involvement Activities through the development of G.E.D. Parental Classes, and Literacy Classes</li> <li>➔Maintain sustainability and build capacity by reducing the number of Extended Weeks for Teachers</li> <li>➔Maintain the implementation of the J.F.F. Coaching Model and Six High Yield Instructional Frameworks</li> <li>➔Continue to maintain the On-line Professional Learning</li> <li>➔Embed Curriculum Planning into the school day</li> <li>➔Continue to maintain the Progress Monitoring as an integral part of the school day and week</li> <li>➔Continue to maintain the Teaching &amp; Learning Academies</li> <li>➔Maintain the On-Line Professional Development</li> <li>➔Maintain Action Research and Effective Leadership Development</li> </ul>



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<b>Part 3: Intervention Model</b>			
<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.			
1	Demographic Committee – Committee Chairs: Sindy Martinez (Teacher) and Medelia Ocanas (Counselor)		
2	Technology – Committee Chair: Elvia Flores (Teacher)		
3	School Context and Organization – Committee Chair: Greg Solano (Teacher)		
4	Family and Community – Committee Chair: Mary Stevens (Teacher)		
5	Curriculum, Instruction, and Assessment – Committee Chair: Ana Lee Mancha, Asst. Principal		
6	Staff Quality, Recruitment, and Retention – Committee Chair: Campus Principal		
7	School Culture and Climate – Committee Chairs: Myra Reyes and Ricardo Martinez (Teachers)		
8	Student Achievement – Committee Chair: Cynthia Palacios (Lead Teacher)		
9			
10			



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<p><b>Part 3: Intervention Model</b></p>		
<p><b>Section D: Improvement Activities and Timeline</b></p>		
<p>On the following pages of charts applicants should describe all other school improvement activities that will be incorporated with the model to be selected.</p>		
<p>For each additional improvement activity entered, enter the Critical Success Factor Code(s) from this table, enter the LEA/campus' rationale for including the activity, provide the supporting research that indicates the activity will be effective, and indicate the beginning and ending date of the activity.</p>		
<p>1 – Improve Academic Performance, including (but not limited to) Reading/ELA and Math</p> <ul 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> </ul>		
<p>2 – Increase the Use of Quality Data to Drive Instruction</p> <ul style="list-style-type: none"> <li>A. Data Disaggregation/Training</li> <li>B. Data-driven Decisions</li> <li>C. On-going Communication</li> </ul>		
<p>3 – Increase Leadership Effectiveness</p> <ul 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> </ul>		
<p>4 – Increase Learning Time</p> <ul style="list-style-type: none"> <li>A. Flexible Scheduling</li> <li>B. Instructionally-focused Calendar</li> <li>C. Staff Collaborative Planning</li> </ul>		
<p>5 – Increase Parent/Community Involvement</p> <ul style="list-style-type: none"> <li>A. Increased Opportunities for Input</li> <li>B. Effective Communication</li> <li>C. Accessible Community Services</li> </ul>		
<p>6 – Improve School Climate</p> <ul 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> </ul>		
<p>7 – Increase Teacher Quality</p> <ul 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> </ul>		

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**Section D: Improvement Activities and Timeline (cont.)**

**Critical Success Factor 1: Improve Academic Performance including (but not limited to) Reading/ELA and Math**

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
A	Improve Student Achievement in Reading/ELA	60% of the LEP students passed reading as compared to 87% for all students.	Zemelman, Steven, Harvey Daniels, and Arthur Hyde (2005). <i>Best practices: Today's standards for teaching &amp; learning in America</i>	August 2010	May 2011
A	Improve Student Achievement in Mathematics	78% of the LEP students passed the Math TAKS as compared to 84% for all students.	Grouws, Douglas, and, Kristin J. Ceballe. (2000) <i>Improving Student Achievement in Mathematics.</i>	August 2010	May 2011
B	Provide CSCOPE Curriculum Professional Development: Laying the Foundation, 5E Model and ELA Makeover	50% of staff has 20+ years of experience and 30% have 3-5 years of experience.	Key Text and Research for the design of CSCOPE was: R. Marzano, Standards in the Classroom; Fenwick English, Deep Curriculum Alignment; Grant Wiggins and Jay McTighe, Curriculum, Instruction and Assessment Design; Heidi Hays, Curriculum Mapping; H.L. Erickson, Concept Based Curriculum & Instruction	May 2010	May 2011
C	Assessment for Learning Professional Development	Only 60% of the LEP population passed reading 1 <sup>st</sup> Administration: 3 <sup>rd</sup> Grade Spanish 59%, 3 <sup>rd</sup> Grade English 60%, 4 <sup>th</sup> Grade Spanish 78%, 5 <sup>th</sup> Grade English 38% and 5 <sup>th</sup> Grade Spanish 31%	Tucker M. Ginger LaGrone. (2010) <i>Tools for Effective Classrooms</i> . GKT Publishing, Amarillo, Texas. Marzano, R. (2006) <i>Classroom Assessment &amp; Grading that Work</i> . ASCD. Stiggins, R. (2004) <i>Assessment for Learning</i> , ASCD.	August 2010	May 2011
C	Progress Monitoring through S.I.R.C. (School Improvement Resource Center)	Only 60% of the LEP population passed reading 1 <sup>st</sup> Administration: 3 <sup>rd</sup> Grade Spanish 59%, 3 <sup>rd</sup> Grade English 60%, 4 <sup>th</sup> Grade Spanish 78%, 5 <sup>th</sup> Grade English 38% and 5 <sup>th</sup> Grade Spanish 31%	School Improvement Resource Center. (2009) Retrieved May 25, 2010, from <a href="http://www.esc13.net/sirc">http://www.esc13.net/sirc</a> Provides information for the Title I schools for improvement.	Nov. 2010	May 2011

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<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
A	Professional Development on Data Management Assessment & Curriculum (D.M.A.C.)	Web Based Tool that will allow the campus to analyze assessments and provides specific student data queries to customize data reports for planning and diagnostic purposes.	DMAC, a component of Region VII, a web based system designed to assist educators in the development and management of curriculum and assessment. Bernhard, Victoria (2004) <i>Data analysis for continuous school improvement, 2<sup>nd</sup> ed.</i> Larchmont, NY: Eye on Education	August 2010	Sept. 2010
A	Utilization of D.M.A.C. Solutions for Local summative and Formative Assessments	Web Based tool that will provide the services necessary to develop and improve the quality of education provided to students.	DMAC, a component of Region VII, a web based system Bernhard, Victoria (2004) <i>Data analysis for continuous school improvement, 2<sup>nd</sup> ed.</i> Larchmont, NY: Eye on Education	August 2010	May 2011
A	Texas Math & Science Diagnostic System	On-line tool that assess student strengths and weaknesses in relation to the Texas Essential knowledge and Skills.	Online tool in Partnership between Princeton Review & TEA for purpose of creating formative assessment on specific content areas	August 2010	May 2011
B	Assessment for Learning	Assessment for Learning is a learned process that elicits and adjusts ongoing instructional procedures.	W. James Popham defines formative assessment in his book "Transformative Assessment", 2008 and R. Stiggins in his book, "Classroom Assessment for Student Learning"	August 2010	May 2011
C	Extended Planning Day	Leadership, at all levels, is critical to the development of extended services and to raising standards.	William, D. (2007/2008), (December/January) Changing classroom practice. <i>Educational Leadership</i> 65(4), 36-42.	August 2010	May 2011

Add additional pages as needed.

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<b>Critical Success Factor 3: Increase Leadership Effectiveness</b>					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
A	Job for the Future Coaching Model	Provides on-site Professional Learning that adapts approach to meet the needs of teachers and students and provides professional development that address the teachers concerns at the different stages of the change process' and thus leading teachers to a sustained implementation of new teaching practices in the classroom and school.	Instructional Coaching: A Partnership Approach to Improving Instruction by Kim Knight, Associate Professor at the University of Kansas Center for Research	Sept. 2010	May 2011
A	Action Research Training	Action Research will support the school in studying the system collaboratively with the teachers and staff in changing and/or moving in a desirable direction of change.	Rory O'Brian an Overview of the Methodological Approach of Action Research: A collaborative and action learning research that is "Learning by Doing"	Sept. 2010	May 2011
A	Principals Leadership Academy targeting the Implementation of the CSCOPE Curriculum	Leadership Team and C.N.A. Committee members will receive training in the following: Leading for Change, 50 Strategies to Increase Achievement, and Planning, Monitoring and Assessment.	Key Text and Research for the design of CSCOPE was: R. Marzano, Standards in the Classroom; Fenwick English, Deep Curriculum; Grant Wiggins and Jay McTighe, Curriculum, Instruction and Assessment Design; Heidi Hays, Curriculum Mapping; H.L. Erickson, Concept Based Curriculum and Instruction	August 2010	May 2011
B	Time Management & Leadership Training	Practical and effective applications that will help teachers focus on priorities and effectiveness.	Franklin Covey website <a href="http://www.franklincovey.com">www.franklincovey.com</a>	Sept. 2011	October 2011

B	Professional Learning Communities (PLC) Academies: 1)Demystifying PLC's and Creating a Shared Vision 2)Shared Leadership and Application for Learning 3)Developing Supportive Conditions and Sharing Professional Practice	Campus educators will commit to working collaboratively in an on-going process of collective inquiry and action research in order to achieve better results for the students they serve. PLC operates under the assumption that the key to improve learning for students is continuous, job embedded learning for all educators.	Richard Dufour, "Professional learning Communities at Work" & Whatever it Takes: How Professional Learning Communities Respond When Kids Don't Learn" and Michael Fullen, Change Forces with a Vengeance"  National Staff Development Council	August, 2010	May 2011
C	Technical Assistance for Campus CNA Committee Members by CSCOPE Region One Service Center Team	Campus Comprehensive Assessment team and Instructional Facilitator will design and map the planning process to develop the units of study, instructional delivery design and resources for each six weeks of instruction. Results will be shared and enriched by grade level staff members.	Key Text and Research for the design of CSCOPE was: R. Marzano, Standards in the Classroom; Fenwick English, Deep Curriculum Alignment; Grant Wiggins and Jay McTighe, Curriculum, Instruction and Assessment Design; Heidi Hays, Curriculum Mapping; H.L. Erickson, Concept Based Curriculum & Instruction	August 2010	Dec. 2010
C	Progress Monitoring through S.I.R.C., (School Improvement Resource Center)	Only 60% of the LEP population passed reading 1 <sup>st</sup> Administration: 3 <sup>rd</sup> Grade Spanish 59%, 3 <sup>rd</sup> Grade English 60%, 4 <sup>th</sup> Grade Spanish 78%, 5 <sup>th</sup> Grade English 38% and 5 <sup>th</sup> Grade Spanish 31%	School Improvement Resource Center. (2009) Retrieved May 25, 2010, from: <a href="http://www.esc13.net/sirc">http://www.esc13.net/sirc</a> Provides information for the Title I schools for improvement.	Nov. 2010	May 2011
Add additional pages as needed.					

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<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
A	Extended Day for Students identified as reading below grade level	Means of improving academic achievement, providing opportunities for academic enrichment and social, cultural, and recreational activities.	Campbell, LP & Flaker, AE (1985) Latchkey children: What is the answer? <i>Clearing House</i> , 58, 381-383.	August 2010	May 2011
A	Extended Week for Teacher Collaboration and Intervention	Protected time will contribute to the structure of the teacher's weekly schedule in order to ensure the quality of the tutorial instructional time.	Research from the Universities of Manchester and Newcastle on full service extended schools and from Ofsted and Mori	August 2010	May 2011
B	Implement Progress Monitoring by S.I.R.C.	The 3-week progress-monitoring schedule will monitor the students' instructional growth thus monitoring the teachers' classroom instructional program.	School Improvement Resource Center. (2009) Retrieved May 25, 2010, from <a href="http://www.esc13.net/sirc">http://www.esc13.net/sirc</a> Provides information for the Title I schools for improvement.	August 2010	May 2011
C	Develop Prescriptive Instruction & Tutorial Sessions based on benchmark data	Data Collection from benchmarks and other supplemental assessments will run the instruction.	Stiggins, R. (2006) <i>Classroom Assessment for Student Learning: Doing it Right - Using it Well</i> . ETS	August 2010	May 2011
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>					
<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>
A	Implement a framework to help parents understand the importance of their role in their child's education	A campus with predominantly Spanish speaking students of which 98% are Hispanic, 91% are economically disadvantaged, 72% are "at risk" and 52% are Limited English Proficient.	National Coalition for Parent Involvement in Education. <a href="http://www.ncpie.org">www.ncpie.org</a> Includes information on NCLB mandates regarding parental involvement and resources.	August 2010	May 2011
B	Promote and strengthen communication at the following levels: Parent to Parent Staff to Parent Teachers to Parent	7% of the students at JC Kelly Elementary have received a disciplinary referral	Flippen Group, Keystone Character Education Curriculum <a href="http://www.flippengroup.com">www.flippengroup.com</a>	August 2010	May 2011
C	Implement <i>Computacion Sin Barreras</i> , a self study program designed for Spanish Speaking parents wanting to learn computing skills	91% of the families are economically disadvantaged and 98 % of the students from Kelly Elementary are highly at risk.	National Coalition for Parent Involvement in Education. <a href="http://www.ncpie.org">www.ncpie.org</a> Includes information on NCLB mandates regarding parental involvement and resources.	August 2010	May 2011
C	Implement parent classes in the areas of GED, Literacy/ESL Development, and parenting skills and extend library time	Kelly Elementary is located in the 3 <sup>rd</sup> most poverty stricken community in Texas, and has predominantly Spanish speaking students of which 98% are Hispanic, 91% are economically disadvantaged, 72% are "at risk" and 52% are Limited English Proficient.	National Coalition for Parent Involvement in Education. <a href="http://www.ncpie.org">www.ncpie.org</a> Includes information on NCLB mandates regarding parental involvement and resources.	August 2010	May 2011
Add additional pages as needed.					



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<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
A	Attendance committee will evaluate findings and create an action plan with perfect attendance incentives for teachers and students.	Teacher attendance at Kelly Elementary: 35% of the staff has 0-5 absences 26% of the staff has 6-10 absences 26% of the staff has 11-19 absences 13% of the staff has more than 20 absences.	Woods, R. Montagno, R. (1997). "Implications of Teacher Attendance on Student Performance.	Aug. 2010	May 2011
A	Pre and Post Climate Surveys will be conducted by all staff to evaluate the areas of enhancement and develop an action plan	The campus will be under the leadership of a new campus principal and leadership team.	School Improvement Resource Center. (2009) Retrieved May 25, 2010, from <a href="http://www.esc13.net/sirc">http://www.esc13.net/sirc</a> Provides information for the Title I schools for improvement.	Sept. 2010	May 2011
B	Team Building and Collaboration Activities will be held on a regular basis	The campus is split between teachers with 20+ years of experience and teachers with 3-6 years of experience	Tucker, Ginger LaGrone. (2010) <i>Leading Adult Learners</i> . GKT Publishing, Amarillo, Texas.	Aug. 2010	May 2011
B	A student "Culture" Camp will be implemented focusing on student teamwork and support systems	The camp will promote the new campus culture, teach goal setting, time management, and study skills.	Ritchhart, R. (2007) The seven R's of a quality curriculum. <i>EQ Australia</i> , Spring 2007.	August 2011	August 2012
C	Enhance 21 <sup>st</sup> Century after-school program activities	Better attitudes toward school and higher educational aspirations, higher school attendance rates, lower dropout rates, better performance in schools, improve homework completion	The School of the 21 <sup>st</sup> Century is Making a Difference: Findings from Two Research Studies. (2006) Issue Brief.	August 2010	May 2011
Add additional pages as needed.					

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<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
A	Teachers will receive 18 days of professional development and pedagogy planning through technical assistance of SEDL, Region One, and Region XVIII Education Service Centers.	Teacher attendance at J. C. Kelly Elementary: 35% of the staff has 0-5 absences 26% of the staff has 6-10 absences 26% of the staff has 11-19 absences 13% of the staff has more than 20 absences. Student attendance rate is 97.7%.	S.E.D.L. Center for Professional Learning Region One Educational Service Center Region XVIII Education Service Center	May 2010	May 2013
A	Progress Monitoring through S.I.R.C., (School Improvement Resource Center)	Only 60% of the LEP population passed reading 1 <sup>st</sup> Administration: 3 <sup>rd</sup> Grade Spanish 59%, 3 <sup>rd</sup> Grade English 60%, 4 <sup>th</sup> Grade Spanish 78%, 5 <sup>th</sup> grade English 38% and 5 <sup>th</sup> Grade Spanish 31%	School Improvement Resource Center. S.I.R.C. (2009) Retrieved May 25, 2010, from <a href="http://www.esc13.net/sirc">http://www.esc13.net/sirc</a> Provides information for the Title I schools for improvement.	Nov. 2010	May 2011
B	Professional Learning Communities Professional Development Academies	The PLC Academies will give teachers the ability to create an action plan to implement effective PLC's in their school.	➔Richard Dufour, "Professional learning Communities at Work" & "Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn" ➔Michael Fullen, Change Forces with a Vengeance" National Staff Development Council	Aug. 2010	May 2013

B	Train and Implement CSCOPE Curriculum	The CSCOPE Curriculum will be implemented at J. C. Kelly Elementary in order to ensure the vertical alignment between	Key Text and Research for the design of CSCOPE was: R. Marzano, Standards in the Classroom; Fenwick English, Deep Curriculum Alignment; Grant Wiggins and Jay McTighe, Curriculum, Instruction and Assessment Design; Heidi Hays, Curriculum Mapping; H.L. Erickson, Concept Based Curriculum & Instruction	May 2010	May 2013
B	Teachers will be trained on Content Based Pedagogy	High quality content-based pedagogy will provide instruction that reflects a deeper understanding of the content that is aligned to the state curriculum.	Ball, Deborah Loewenberg. (2000) <i>Bridging Practices: Intertwining Content and Pedagogy in Teaching and Learning to Teach</i> , Journal of Teacher Education, Vol 51 (3) 241-247.	May 2010	May 2013
B	Job for the Future Coaching Model for leaders	Provides on site Professional Learning that adapts approach to meet the needs of teachers and students, provides professional development that address the teachers concerns at the different stages of the change process and thus leading teachers to a sustained implementation of new teaching practices in the classroom and school.	Instructional Coaching: A Partnership Approach to Improving Instruction by Kim Knight, Associate Professor at the University of Kansas Center for Research	Sept. 2010	May 2011
C	Teachers will attend a "Tools for Effective Classrooms" Academy, "Teaching for Learning" Academy and "Assessment for Learning" Academy to promote teacher recruitment and retention.	Implement strategies as financial incentives, increase 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.	Tucker, Ginger LaGrone. (2010) <i>Tools for Effective Classrooms</i> . GKT Publishing, Amarillo, Texas.	May 2010	May 2013
Add additional pages as needed.					

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### Part 3: Intervention Model

**Section D: Other Improvement Activities and Timeline (cont.) Not Applicable**

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Add additional pages as needed.

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<b>Part 4: Waiver Requests</b>		
Applicants must check the waivers in which the LEA/campus intends to implement.		
<div style="margin-bottom: 20px;"> <input checked="" type="checkbox"/> Extending the period of availability of school improvement funds.  <i>This waiver extends the "life" of the funds for two additional years; allowing the state to fund the grant period for three years to the LEA on behalf of the eligible campus, as long as the campus meets the requirements of implementation of the grant program.</i> </div> <div style="border: 1px solid black; padding: 10px; margin-bottom: 20px; background-color: #f0f0f0;"> <b>Note:</b> Since TEA has requested and received a waiver of the period of availability of these school improvement grant funds, this waiver automatically applies to all LEAs in the State and <i>must</i> be checked.         </div> <div style="margin-bottom: 20px;"> <input type="checkbox"/> "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.  <i>Under this waiver, the LEA with an eligible Tier I or Tier II campus implementing the turnaround model or restart model may have their School Improvement status reset regardless of the actual AYP status and other school improvement interventions, such as School Choice and Supplemental Education Services (SES) would not be applicable. This waiver allows the campus two years to effectively implement the selected turnaround or restart model of reform without additional statutory school improvement interventions being required.</i> </div> <div> <input type="checkbox"/> Implementing a school wide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.  <i>This waiver allows a Tier I Title I campus that otherwise does not qualify to operate a School wide program to do so in order to implement the Tier I reform model selected.</i> </div>		

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### Texas Title I Priority Schools Grant

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

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

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

Hidalgo I.S.D. personnel will monitor the implementation of the proposed plan on an on-going basis to ensure successful completion of activities according to the timeline of anticipated dates of completion. This process will consist of the following mechanisms:

Project Management: Monitors the routines of program operation, tracks participant characteristics, programming, allocates staff, costs, etc. and assists in making short-term corrections and plans for the future.

Staying on Track - Ensures that the plan stays focused on goals, objectives, and outcomes and collects in-depth quantitative and qualitative data to increase understanding of the delivery success and problems.

Efficiency - Streamlines service delivery, enhances coordination among sites and services, and lowers the cost of services.

Accountability - Produces evidence of program effects for internal and external audiences and provides evidence of cost-effectiveness of the proposed plan.

Sustainability - Provides evidence to partners (i.e. school officials, school board members, government agencies, etc.) that the program is effective and merits continued expenditures of resources.

Hidalgo I.S.D. has allocated the following responsibilities to the members specified in the table below:

Hidalgo I.S.D. Administration	<ul style="list-style-type: none"> <li>Identify sustainability risks – Estimates probability, impact, and timeframe – Recommends approach and actions – Reports on progress</li> </ul>
J. C. Kelly Elementary Principal	<ul style="list-style-type: none"> <li>Ensures accuracy of probability/impact/timeframe of the objective and outcomes – Reviews recommendation on approach and actions – Builds action plans – Collects and reports general risk management measures/metrics</li> </ul>
Hidalgo I.S.D. Project Manager	<ul style="list-style-type: none"> <li>Makes control decisions (analyzes, decides, executes) for project risks – Authorizes expenditures of project resources for mitigation – Assigns or changes responsibility for risks and mitigation plans within the project – Integrates project information from the Grant Officials</li> </ul>

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**Texas Title I Priority Schools Grant**

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

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**Section B: Formative Evaluation-** Describe the LEA/campus' process for formative evaluation, including how the results of the evaluation will be used to improve the grant program

**EVALUATION**

*Staff development that improves the learning of all students' uses multiple sources of information to guide improvement and demonstrate its impact.*

Evaluation is a high-level thinking process to determine the merit, value, quality, worth, or importance of someone or something. Unfortunately, some evaluation happens without predetermined criteria or careful consideration of the attributes of what is being evaluated.

Evaluation is part of what teacher leaders do in their classrooms and in their work with peers. They engage in evaluation when they determine which resources are most appropriate to use with a group of students reading below grade level. They do it when they examine instructional strategies to determine which might be most appropriate for a particular concept and group of students. They do it to engage in continuous improvement and to measure the impact of their work.

**Formative evaluation** looks at what is occurring within the process. It asks questions such as: Are we doing what we planned? Do we have the resources we want? Is the program being implemented as we hoped? The questions below can serve to guide formative evaluations:

- Are we doing what we planned to do?
- Are people doing what we hoped they would do?
- Are we using the resources as we planned?
- What changes are we making to accommodate surprises along the way?

The eight steps outlined in *Assessing Impact: Evaluating Staff Development* (NSDC, 2002) can be applied to the evaluation of any educational program.

**Step 1: Assess availability.** This step asks program managers and evaluators to determine if the program is ready for evaluation. Are the goals clear and specific? Is the program design powerful and sufficient? Are the benchmark indicators of success established?

**Step 2: Formulate evaluation questions.** The evaluator develops both the formative and summative evaluation questions that the evaluation will answer.

**Step 3: Construct the evaluation framework.** The evaluator plans the evaluation by identifying the data sources, data collection methods, data collection timeline, and planned data analysis.

**Step 4: Collect data.** The evaluator collects the data as planned.

**Step 5: Organize and analyze data.** The evaluator organizes the data for analysis and applies analysis techniques to the data.

**Step 6: Interpret the analyzed data.** The evaluator, working together with stakeholders, studies the analyzed data and seeks to construct meaning from the data.

**Step 7: Report findings.** In this step, evaluators report what they have learned from the evaluation to the various stakeholder groups involved with the project.

**Step 8: Evaluate the evaluation.** This step asks the evaluator to review his or her work as an evaluator and the process used and to reflect on the work in order to learn and improve it. Following these eight steps, teacher leaders can feel comfortable engaged in evaluation. The steps can be applied with academic rigor or informality to virtually any evaluation task.

The five, simple questions below can be useful in practicing evaluation think. They can be used to structure a department meeting about the curriculum, a team meeting on student engagement, or a school improvement meeting on the new math initiative.

What is working?; How do we know?; What is not working?; How do we know?; What are we going to do about it?

Continuous improvement depends on the ability to evaluate using multiple sources of information to both improve practice and to measure results. Teacher leaders often are responsible for leading evaluation to guide the continuous improvement within their schools.



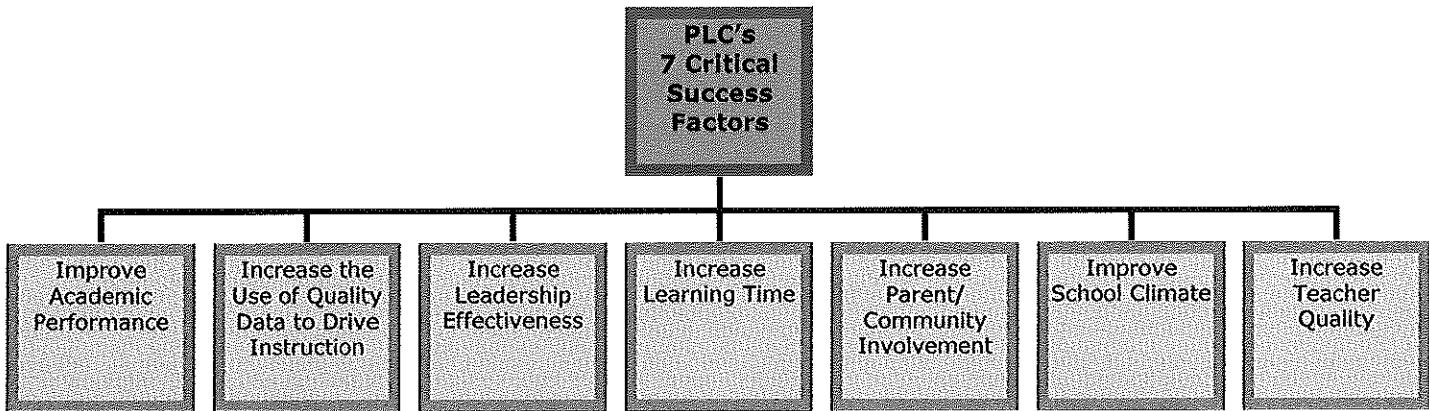
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<b>Section C: Qualitative and Quantitative Data Collection Methods-</b> Describe the LEA/campus' process for data collection methods to be implemented and 1) how the data will be disaggregated; 2) used to improve instruction; and 3) obtain continuous improvement results		
<p><b>Process Evaluation:</b> Process evaluation techniques will be used in the assessment of program implementation. Primarily qualitative in nature, the process evaluation will be conducted through interviews and open-ended questionnaires. Parents, program staff, and program participants will be asked about the day-to-day operation of the program, the topics covered during the course of the training program, the effectiveness of the instruction, program activities, training materials, and other questions to provide feedback for the ongoing improvement of the operation of the grant. The grant staff will meet regularly and share findings from the process evaluation effort. Periodic reports will be prepared to identify the major findings of the formative evaluation and how they have been used to improve grant operations. These evaluative techniques and methods will include the following:</p> <ul style="list-style-type: none"> <li>• Surveys of parents, school personnel and community members</li> <li>• Anecdotal and archival information</li> <li>• Individual and focus group interviews with parents, teachers, and program participants</li> <li>• Observations of program staff and educators</li> <li>• Program evaluation forms developed and provided by the evaluators</li> </ul> <p><b>Product evaluation:</b> Primarily quantitative in nature, product evaluation will begin with the establishment of baseline data, and committee findings at the beginning of the grant, and then be conducted on TEA pre-designated intervals to assess the core subject growth levels for each individual. Evaluation strategies will focus on assessing the following:</p> <ul style="list-style-type: none"> <li>• The extent to which the goals/objectives and activities of the grant were implemented as planned</li> <li>• The extent to which the concept of Professional Learning Communities was materialized and adhered to for continuation/replication</li> <li>• The extent to which the activities were effective in achieving the goals and objectives of the project</li> <li>• The extent to which programmatic activities have lead to the sustainability of the grant after the grant period</li> <li>• The increased level of partnerships between parents and professionals in meeting the educational needs of students</li> </ul> <p>The major categories for the performance indicators are consistent with the performance objectives of the grant:</p> <ul style="list-style-type: none"> <li>• To increase academic success of the participating students in core subjects</li> <li>• To promote a healthy school environment as measured by attendance reports and decrease in office referrals</li> <li>• To increase the use of quality data to drive instruction</li> <li>• To increase the leadership effectiveness</li> <li>• To increase learning time</li> <li>• To increase parent and community involvement</li> <li>• To increase school climate</li> <li>• To increase teacher quality</li> </ul>		

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<b>Texas Title I Priority Schools Grant</b> <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).		

In April of 2010, J. C. Kelly Elementary established eight select committees that are collaboratively conducting a campus needs assessment using the NCLB Comprehensive Needs Assessment Guide to be completed by February 1, 2011. Once, J. C. Kelly Elementary completes the needs assessment, the eight committees will disseminate the findings during a campus collaboration meeting. The committees and the designated chair (s) are listed below:

Committee	Committee Chair (s)
Demographics	Sindy Martnez, Medelia Ocanas
Technology	Elvia Flores
School Context and Organization	Greg Solano
Family and Community	Mary Stevens
Curriculum, Instruction, and Assessment	Ana Lee Mancha
Staff Quality, Recruitment, and Retention	New Campus Principal
School Culture and Climate	Myra Reyes, Ricardo Martinez
Student Achievement	Cynthia Palacios

Next, J. C. Kelly Elementary will construct seven professional learning communities that will create annual performance goals for each of the Title I TIER III TEA Transformation grant critical success factors: quality data, leadership effectiveness, learning time, parent/community involvement, school climate, and teacher quality.



**Texas Title I Priority Schools Grant**

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

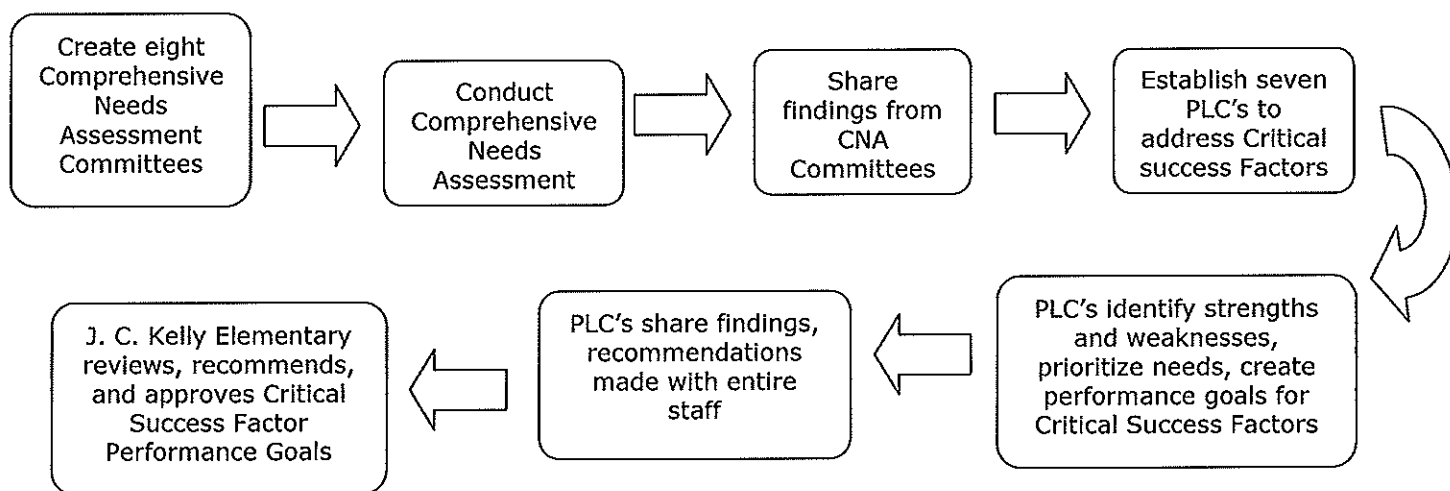
**Part 2: Process for Development of Performance Goals**

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

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

The professional learning communities will use the following process for developing the critical success factors (CSF) performance goals. Each PLC will use the data from the comprehensive needs assessment to analyze the strengths and areas of need of each CSF, prioritize each CSF, and construct at least three performance goals for each of the critical success factors. The performance goals will be established using the smart goal philosophy: specific, measurable, achievable, results-bound and timely. As an entire campus, J. C. Kelly Elementary will review, make further recommendations, and approve the performance goals annually.

**Performance Goal Development Process**



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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	AEIS Report	77%	84%	91%	100%
2	Improve Student Achievement in Mathematics	AEIS Report	80%	86%	93%	100%
3	Percent of ELL students meeting standards in Reading	AYP	69%	79%	89%	100%
4	Percent of ELL students meeting standards in Math	AYP	69%	79%	89%	100%

**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	Number of teachers trained in data disaggregation	ERO system	DNA	80%	90%	100%
2	Number of teachers using DMAC report	Principal/ Teacher Conference	DNA	80%	90%	100%
3	Percentage of students making academic growth from pre to post tests	Formative assessment	DNA	70%	85%	100%

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

**Part 3: Annual Performance Goals**

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Number of teachers attending coaching training	ERO system	DNA	80%	90%	100%
2	Number of teachers attending PLC's	Meeting agendas	DNA	80%	90%	100%
3	Number of teachers attending time management training	Meeting agendas	DNA	80%	90%	100%

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Number of students participating in the extended day activities	Teacher Logs	DNA	70%	85%	100%
2	Number of teachers participating in PLC extended week planning	PLC Meeting Agendas	DNA	80%	90%	100%
3	Number of teachers using the CSCOPE curriculum	CSCOPE evaluation tool	DNA	80%	90%	100%

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<b>Texas Title I Priority Schools Grant</b>						
<b>Schedule # 4C—Performance Assessment and Evaluation</b>						
<b>Part 3: Annual Performance Goals</b>						
<b>Increase Parent/Stakeholder Involvement</b> – 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	Number of parents attending outreach activities, such as PTO	Meeting Agendas	DNA	80%	90%	100%
2	Number of people using the library resource center after school	Sign in sheets	DNA	80%	90%	100%
3	Number of parents attending parental classes, such as <i>Computacion Sin Barreras</i>	Parent log book	DNA	80%	90%	100%
<b>Improve School Climate</b> – 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	Average Daily Attendance Rate of students	PEIMS	97.7%	98%	99%	100%
2	Average Daily Attendance Rate of teachers	SmartFind Express® system	DNA	80%	90%	100%
3	Number of disciplinary referrals	PEIMS	7%	5%	3%	0%



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<b>Texas Title I Priority Schools Grant</b>						
<b>Schedule # 4C—Performance Assessment and Evaluation</b>						
<b>Part 3: Annual Performance Goals</b>						
<b>Increase Teacher Quality</b> – 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	Number of teachers using JFF instructional strategies	Clinical Observations/ Rounds	DNA	80%	90%	100%
2	Number of teachers participating in PLC's	Meeting Agendas	DNA	80%	90%	100%
3	Number of teachers trained in content based pedagogy	ERO system	DNA	80%	90%	100%
<b>Other</b> – Enter any other annual goals for improvement to which the LEA is holding the campus accountable.						



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### Texas Title I Priority Schools Grant

#### Schedule # 4D--Equitable Access and Participation: Barriers and Strategies

##### No Barriers

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

##### Barrier: Gender-Specific Bias

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

##### Barrier: Cultural, Linguistic, or Economic Diversity

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

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<b>Schedule # 4D—Equitable Access and Participation: Barriers and Strategies</b>					
<b>Barrier: Cultural, Linguistic, or Economic Diversity (cont.)</b>					
<b>#</b>	<b>Strategies for Cultural, Linguistic, or Economic Diversity</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>	
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B19	Seek collaboration/assistance from business, industry, or institution of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Barrier: Gang-Related Activities</b>					
<b>#</b>	<b>Strategies for Gang-related Activities</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>	
C01	Provide early intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C02	Provide Counseling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C03	Conduct home visits by staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C04	Provide flexibility in scheduling activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C05	Recruit volunteers to assist in promoting gang-free communities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C06	Provide mentor program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C08	Provide community service programs/activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C09	Conduct parent/teacher conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C10	Strengthen school/parent compacts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C11	Establish partnerships with law enforcement agencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C12	Provide conflict resolution/peer mediation strategies/programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C13	Seek collaboration/assistance from business, industry, or institution of higher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C14	Provide training/information to teachers, school staff, & parents to deal with gang-related issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Barrier: Drug-Related Activities</b>					
<b>#</b>	<b>Strategies for Drug-related Activities</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>	
D01	Provide early identification/intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
D02	Provide Counseling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
D03	Conduct home visits by staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
D04	Recruit volunteers to assist in promoting drug-free schools and communities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
D05	Provide mentor program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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<b>Barrier: Drug-Related Activities (cont.)</b>				
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community partnerships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institution of higher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, & parents to deal with drug-related issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D15	Seek Collaboration/assistance from business, industry, or institution of higher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Visual Impairments</b>				
#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide Program materials/information in Braille.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E03	Provide program materials/information in large type.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information on tape.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Hearing Impairments</b>				
#	Strategies for Hearing Impairments	Students	Teachers	Others
F01	Provide early identification and intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Learning Disabilities</b>				
#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Other Physical Disabilities or Constraints</b>				
#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<b>Schedule # 4D—Equitable Access and Participation: Barriers and Strategies</b>					
<b>Barrier: Absenteeism/Truancy</b>					
<b>#</b>	<b>Strategies for Absenteeism/Truancy</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>	
K01	Provide early identification/intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
K02	Develop and implement a truancy intervention plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
K03	Conduct home visits by staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
K04	Recruit volunteers to assist in promoting school attendance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
K05	Provide mentor program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
K06	Provide before/after school recreational or educational activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
K07	Conduct parent/teacher conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
K08	Strengthen school/parent compacts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
K09	Develop/maintain community partnerships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
K10	Coordinate with health and social services agencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
K11	Coordinate with the juvenile justice system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
K12	Seek collaboration/assistance from business, industry, or institution of higher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
K99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Barrier: High Mobility Rates</b>					
<b>#</b>	<b>Strategies for High Mobility Rates</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>	
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
L02	Establish partnerships with parents of highly mobile families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
L03	Establish/maintain timely record transferal system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
L99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Barrier: Lack of Support from Parents</b>					
<b>#</b>	<b>Strategies for Lack of Support from Parents</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>	
M01	Develop and implement a plan to increase support from parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M02	Conduct home visits by staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M03	Recruit volunteers to actively participate in school activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M04	Conduct parent/teacher conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M05	Establish school/parent compacts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M06	Provide parenting training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M07	Provide a parent/family center.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M08	Provide program materials/information in home language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M09	Involve parents from a variety of backgrounds in school decision making.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M11	Provide child care for parents participating in school activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M12	Acknowledge and include family members' diverse skills, talents, acknowledge in school activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M13	Provide adult education, including GED and/or ESL classes, or family literacy program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M14	Conduct an outreach program for traditionally "hard to reach" parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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<b>Schedule # 4D—Equitable Access and Participation: Barriers and Strategies</b>				
<b>Barrier: Shortage of Qualified Personnel</b>				
<b>#</b>	<b>Strategies for Shortage of Qualified Personnel</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>
N01	Develop and implement a plan to recruit and retain qualified personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide professional development in a variety of formats for personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Collaborate with colleges/universities with teacher preparation programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Lack of Knowledge Regarding Program Benefits</b>				
<b>#</b>	<b>Strategies for Lack of Knowledge regarding Program Benefits</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>
P01	Develop and implement a plan to inform program beneficiaries of program activities & benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P03	Provide announcements to local radio stations & newspapers about program activities/benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Lack of Transportation to Program Activities</b>				
<b>#</b>	<b>Strategies for Lack of Transportation to Program Activities</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>
Q01	Provide transportation for parents and other program beneficiaries to activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q04	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Other Barrier</b>				
<b>#</b>	<b>Strategies for Other Barrier</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>
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	\$ 1,648,500	\$ 37,000	\$1,648,500
Professional and Contracted Services	5C 6200	\$538,500	63,500	\$538,500
Supplies and Materials	5D 6300	\$1,242,000	12,000	\$1,242,000
Other Operating Costs	5E 6400	\$249,000	0	\$249,000
Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only)	5G 6600/15XX	\$105,700	0	\$105,700
	Total Direct Costs	\$3,783,700	0.00	\$112,500
	5% Indirect Costs		0.00	\$189,185
<b>Grand Total</b>				
Total Budgeted Costs:		\$ 3,783,700	\$ 0.00	\$ 112,500
<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 \$1,668,695 Year 2: SY 2011-2012 \$1,152,095 Year 3: SY 2012-2013 \$1,152,095 Total Amount Requested: \$3,972,885  * 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>		
<p>The grant funds will be used for J. C. Kelly Elementary to implement the Modified Transformation Model that will focus on total school comprehensive reform and transformation. The leadership at J. C. Kelly Elementary will be replaced and a process and plan has been delineated in the grant that will develop school leadership and support the transformation at the school. A rigorous and equitable evaluation system will be used for teachers, leadership support staff and the principal. Grant funds will be used to implement "Extended" time for both students and teachers thus giving the campus operating flexibility. Teachers, school leaders, support staff and the leadership team will be rewarded monetarily for supporting and assisting with the implementation of the "Modified Transformational Model". All staff will receive high quality and job embedded professional development (regarding subject pedagogy, professional learning communities, CSCOPE Curriculum Implementation, Action Research Learning, Jobs for the Future High Yield Instructional Frameworks, and Assessment for Learning, Goal Setting and Progress Monitoring) that will facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies. J. C. Kelly Elementary will receive support from the School Improvement Resource Center (SIRC), Region One Educational Service Center and National Staff Development Council. A three year plan has been included in the grant delineating the project activities for year 1 through year 3.</p> <p>Year 1: The amount requested includes all the technology hardware that will be purchased and inventoried.</p> <p>Year 2 and 3: The amount requested <b>does not</b> include the technology purchased during Year 1.</p>		



<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>108905</b> County-District No.		
by telephone/e-mail/FAX on _____ by _____ of TEA.				Amendment No.		
<b>Texas Title I Priority Schools Grant</b> <b>Schedule #5B—Payroll Costs (6100)</b>						
<b>Budgeted Costs</b>						
<b>Employee Position Titles</b>		<b>Justification</b>	<b>#Full-Time Effort</b>	<b>#Part-Time Effort</b>	<b>Pre-Award</b>	<b>Amount Budgeted</b>
<b>Instruction</b>						
1	Teacher				\$	\$
2	Educational Aide					
3	Tutor	Assist students needing support		5	4,000	60,000
<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		1		3,000	60,000
16	Bus Driver			5	5,000	135,000
17	Cafeteria Staff					
18	Librarian					
19	School Nurse					
<b>Other Employee Positions</b>						
22	Title: Instructional Facilitator		1		15,000	195,000
23	Title: Bus Monitors			5		82,500
24	Title:					
25	Title:					
26	<b>Subtotal Employee Costs</b>				<b>\$ 27,000</b>	<b>\$532,500</b>
<b>Substitute, Extra-Duty, Benefits</b>						
27	6112	Substitute Pay {Will be used for Professional Development and Curriculum Planning}			\$ 10,000	\$ 90,000
28	6119	Professional Staff Extra-Duty Pay{30techrsX\$5000+12techrsX6000+3campus leadersx8000+1 district adminsitatorx8000.}				762,000
29	6121	Support Staff Extra-Duty Pay{Prof. Development for Support Staff}20staff x2000				120,000
30	6140	Employee Benefits				144,000
31	<b>Subtotal Substitute, Extra-Duty, Benefits Costs</b>				<b>\$10,000</b>	<b>\$1,116,000</b>
32	<b>Grand Total Payroll Budget (line 26 + line 31)</b>				<b>\$37,000</b>	<b>\$1,648,500</b>

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by telephone/e-mail/FAX on _____ by _____ of TEA.					
<b>Texas Title I Priority Schools Grant</b>					
<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				
	Specify purpose and provide calculation _____				
6299	Contracted Publication and Printing Costs (specific approval required only for nonprofit charter schools)			\$1,000	\$9,000
	Specify purpose: _____ To enhance communication with community				
6299	Scholarships and Fellowships (not allowed for nonprofit charter schools)			\$8,000	\$66,000
	Specify purpose: _____ Tuition and book costs for teachers and Instructional Support Staff working on a masters or teaching degree				
<b>Subtotal</b>					
6200 – Professional and Contracted Services Cost Requiring Specific Approval				9,000	75,000
<b>Professional and Consulting Services (6219/6239) Less than \$10,000</b>					
#	Topic/Purpose/Service			Total Contracted Amount	Pre-Award
1.	DMAC Data Software & Assessment Generator			\$ 28,500	\$ 9,500
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
<b>Subtotal</b>					
Professional and Consulting Services Less than \$10,000				\$ 9,500	\$ 28,500
<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>					
<b>Technical Assistance to implement the transformational model</b>					
Contractor's Cost Breakdown of Service to be Provided			# Positions	Total Contracted Amount	Pre-Award
Contractor's Payroll Costs				\$ 150,000	\$ 10,000
Title: School Improvement Resource Center					
Subgrants, Subcontracts, Subcontracted Services					
Supplies and Materials				15,000	5,000
Other Operating Costs					
Capital Outlay (Subgrants Only)					
Indirect Cost (____%)					
<b>Total Payment:</b>				\$ 165,000	\$ 15,000

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<b>Texas Title I Priority Schools Grant</b>				
<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>				
Provide K-12 core area curriculum, professional development, and technical assistance				
<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				
Title:	Region I Ed. Service Center (CSCOPE Curriculum and Professional Development)	\$ 36,000	\$ 4,000	\$ 36,000
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials		9,000	1,000	9,000
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
<b>Total Payment:</b>		<b>\$ 45,000</b>	<b>\$ 5,000</b>	<b>\$ 45,000</b>
<b>3. Description of Professional or Consulting Service (Topic/Purpose/Service):</b>				
Provide Character Education program for students and professional development for teachers				
<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				
Title:	Flippen Group: Character Ed. Program & Professional Development	\$ 45,000	\$ 5,000	\$ 45,000
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials		15,000	5,000	15,000
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
<b>Total Payment:</b>		<b>\$ 60,000</b>	<b>\$ 10,000</b>	<b>\$ 60,000</b>
<b>4. Description of Professional or Consulting Service (Topic/Purpose/Service):</b>				
Provide professional development for the implementation of the Professional Learning Communities (PLC's).				
<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				
Title:	National Staff Development Council	\$ 60,000	\$ 15,000	\$ 60,000
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
<b>Total Payment:</b>		<b>\$60,000</b>	<b>\$ 15,000</b>	<b>\$ 60,000</b>
<b>Subtotal: Professional and Consulting Services Greater Than or Equal to \$10,000:</b>		<b>\$ 330,000</b>	<b>\$ 45,000</b>	<b>\$ 330,000</b>
<b>Summary of Professional and Contracted Services Costs Requiring Specific Approval:</b>				
Subtotal of Professional and Contracted Services Costs Requiring Specific Approval:		75,000	9,000	75,000
Subtotal of Professional and Consulting Services or Subgrants Less than \$10,000:		28,500	9,500	28,500
Subtotal of Professional and Consulting Services Greater than or Equal to \$10,000:		330,000	45,000	330,000
Remaining 6200- Professional and Contracted Services that do not require specific approval:		105,000		105,000
<b>Grand Total:</b>		<b>\$538,500</b>	<b>\$63,500</b>	<b>\$538,500</b>

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by telephone/e-mail/FAX on _____ by _____ of TEA.		<b>School Years 2010-2013</b>		_____ Amendment No.		
<b>Texas Title I Priority Schools Grant</b>						
<b>Schedule #5D - Itemized 6300 Supplies and Materials Costs Requiring Specific Approval</b>						
<b>Expense Item Description</b>				<b>Pre-Award</b>	<b>Total Budgeted</b>	
6399	Technology Hardware- Not Capitalized			\$	\$ 267,000	
	#	Type	Purpose			Quantity
	1	Laptops	Enhance technology integration in the classroom			35
	2	Laser Jet Printers	To support technology integration in the classroom			10
	3	Document Cameras	Enhance technology integration in the classroom			35
	4	Digital Projector	To support technology integration in the classroom			35
	5	Response Pads	To support technology integration in the classroom			35
	6	Flip Cameras	Self reflection of teaching practices			35
7	Desktop Computers	To support and enhance technology integration in the classroom	35			
6399	Technology Software- Not Capitalized				150,000	
6399	Supplies and Materials Associated with Advisory Council or Committee			2,000	75,000	
<b>Total Supplies and Materials Requiring Specific Approval:</b>				<b>2,000</b>	<b>492,000</b>	
<b>Remaining 6300- Supplies and Materials that do not require specific approval:</b>				<b>10,000</b>	<b>750,000</b>	
<b>Grand Total</b>				<b>\$ 12,000</b>	<b>\$ 1,242,000</b>	

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by telephone/e-mail/FAX on _____ by _____ of TEA.		<b>School Years 2010-2013</b>		Amendment No. _____	
<b>Texas Title I Priority Schools Grant</b>					
<b>Schedule #5E - Itemized 6400 Other Operating Costs Requiring Specific Approval</b>					
Expense Item Description				Pre-Award	Total Budgeted
6411	Out of State Travel for Employees (includes registration fees)			\$	\$ 90,000
	Specify purpose: <b>SDC National Conference</b>				
6412	Travel for Students (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools)				
	Specify purpose:				
6413	Stipends for Non-Employees (specific approval required only for nonprofit charter schools)				
	Specify purpose:				
6419	Travel for Non-Employees (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools)				
	Specify purpose:				
6411/6419	Travel Costs for Executive Director (6411), Superintendents (6411), or Board Members (6419) (includes registration fees)				24,000
	Specify purpose: <b>Attend SDC National Conference</b>				
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) <b>SDC Summer Conf. Requirements</b>				90,000
6499	Membership Dues in Civic or Community Organizations (Not allowable for University applicants)				
	Specify name and purpose of organization:				
	Publication and Printing Costs- if reimbursed (specific approval required only for nonprofit charter schools)				
	Specify purpose:				
Total 64XX- Operating Costs Requiring specific approval:					204,000
Remaining 6400 - Other Operating Costs that do not require specific approval:					45,000
Grand Total				\$	\$249,000

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<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>					
	<b>Description/Purpose</b>	<b>Unit Cost</b>	<b>Quantity</b>	<b>Pre-Award</b>	<b>Total Budgeted</b>
<b>6699/15XX- Library Books and Media (capitalized and controlled by library)</b>					
1					<b>75,000</b>
<b>66XX/15XX- Technology Hardware - Capitalized</b>					
2					
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	Conference Tables	1,500	3		4,500
20	Desk for Facilitator	1,000	1		1,000
21	Conference Chairs	150	30		4,500
22	Instructional Poster Maker	6,000	1		6,000
23	Laminating Machines	4,800	3		14,700
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>\$105,700</b>

**SCHEDULE #6A****GENERAL PROVISIONS &  
ASSURANCES****TEXAS EDUCATION AGENCY****Standard Application System****School Years 2010-2013**108905

County-District No.

**Texas Title I Priority Schools Grant**

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

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

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

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

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

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



<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>108905</u> 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:** All encumbrances/obligations shall occur on or between the beginning and ending dates of the contract. All goods must be received and all services rendered and subsequently liquidated (recorded as an expenditure or accounts payable) within the contract dates. In no manner shall encumbrances be considered or reflected as accounts payable or as expenditures, and an encumbrance cannot be considered an expenditure or accounts payable until the goods have been received and the services have been rendered. Obligations that are liquidated and recognized as expenditures must meet the allowable cost principles in OMB Circular A-87, A-21, or A-122 (as applicable) and program rules, regulations, and guidelines contained elsewhere. This applies to all grant programs, including state and federal, discretionary and formula.

**SCHEDULE #6A – cont.**GENERAL PROVISIONS &  
ASSURANCES**TEXAS EDUCATION AGENCY****Standard Application System****School Years 2010-2013**108905

County-District No.

**Texas Title I Priority Schools Grant**

- 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>	 108905 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>	108905 County-District No.
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- W. Agency Property (terms):** In the event of loss, damage or destruction of any property owned by or loaned by Agency while in the custody or control of Contractor, its employees, agents, consultants or subcontractors, Contractor shall indemnify Agency and pay to Agency the full value of or the full cost of repair or replacement of such property, whichever is the greater, within 30 days of Contractor's receipt of written notice of Agency's determination of the amount due. This applies whether the property is developed or purchased by Contractor pursuant to this contract or is provided by Agency to Contractor for use in the contract project. If Contractor fails to make timely payment, Agency may obtain such money from Contractor by any means permitted by law, including but not limited to offset or counterclaim against any money otherwise due to Contractor by Agency.
- X. Travel Costs:** Amounts authorized for maximum recovery for travel and per diem costs against any state or federal funding source are restricted to those amounts which are approved in the State of Texas Appropriations Bill in effect for the particular funding period. Any amount over this limit must come from local funding sources. Applicant must recover funds at a lesser rate if local policy amounts are less than the maximum allowed by the state. Out-of-state travel may not exceed the federal government rate for the locale. Travel allowances are not allowable costs.
- Y. Funds for Religious Worship, Instruction:** No funds will be used to pay for religious worship, instruction, or proselytization, or for any equipment or supplies for such, or for any construction, remodeling, repair, operation, or maintenance of any facility or part of a facility to be used for religious worship, instruction, or proselytization (34 CFR 76.532 and P. L. 107-110, section 9505).
- Z. Disclosure of Gifts and Campaign Contributions:** The grantee shall file disclosures of gifts and campaign contributions as required by State Board of Education Operating Rule 4.3, which is incorporated as if set out in full. The grantee has a continuing obligation to make disclosures through the term of the contract. Failure to comply with State Board of Education Operating Rule 4.3 is grounds for canceling the grant.
- AA. Submission of Audit Reports to TEA: Grantees which are public school districts and open enrollment charter schools** agree to submit the required annual audit report, including the reporting package required under OMB Circular A-133, if an audit is required to be conducted in accordance with OMB Circular A-133, to the TEA Division of School Financial Audits in the time and manner requested by the Agency.
- Grantees which are **nonprofit organizations (other than charter schools) and universities/colleges** that expend \$500,000 or more total in federal awards in any fiscal year and are thus required to conduct a Single Audit or program-specific audit in accordance with the requirements in OMB Circular A-133, agree to submit a copy of such audit to TEA when the schedule of findings and questioned costs disclosed audit findings relating to any federal awards provided by TEA. A copy of such audit shall also be submitted to TEA if the summary schedule of prior audit findings reported the status of any audit findings relating to any federal awards provided by TEA.
- A **nonprofit organization or university/college** grantee shall provide written notification to TEA that an audit was conducted in accordance with OMB Circular A-133 when the schedule of findings and questioned costs disclosed no audit findings related to any federal awards provided by TEA or when the summary schedule of prior audit findings did not report on the status of any prior audit findings related to any federal awards provided by TEA. Nonprofit organizations (other than charter schools) and universities/colleges shall submit the audit report to the TEA Division of Discretionary Grants. Audit reports must be submitted to TEA within 30 days of receipt of the report from the auditor. Failure to submit a copy of the audit to TEA could result in a reduction of funds paid to the grantee, a refund to TEA, termination of the grant, and/or ineligibility to receive additional grant awards from TEA.
- BB. Federal Rules, Laws, and Regulations That Apply to all Federal Programs:** Contractor shall be subject to and shall abide by all federal laws, rules and regulations pertaining to the contract project, including but not limited to:
- 1. Americans With Disabilities Act**, P. L. 101-336, 42 U.S.C. sec. 12101, and the regulations effectuating its provisions contained in 28 CFR Parts 35 and 36, 29 CFR Part 1630, and 47 CFR Parts 0 and 64;
  - Title VI of the Civil Rights Act of 1964**, as amended (prohibition of discrimination by race, color, or national origin), and the regulations effectuating its provisions contained in 34 CFR Part 100;
  - Title IX of the Education Amendments of 1972**, as amended (prohibition of sex discrimination in educational institutions) and the regulations effectuating its provisions contained in 34 CFR Part 106, if Contractor is an educational institution;
  - Section 504 of the Rehabilitation Act of 1973**, as amended (nondiscrimination on the basis of handicapping condition), and the regulations effectuating its provisions contained in 34 CFR Part 104 and 105;

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

**CC. Federal Regulations Applicable to All Federal Programs:**

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

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

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

<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>108905</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.

**SCHEDULE #6A – cont.**GENERAL PROVISIONS &  
ASSURANCES**TEXAS EDUCATION AGENCY****Standard Application System****School Years 2010-2013**108905

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

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

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

Rev. 03/2010

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



**SCHEDULE #6 B**

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

**TEXAS EDUCATION AGENCY****Standard Application System****School Years 2010-2013**108905

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

**Terms defined:** As used in these Provisions and Assurances

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

**SCHEDULE #6B**

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

**TEXAS EDUCATION AGENCY****Standard Application System****School Years 2010-2013**

Required for all federal grants regardless of  
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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>108905</u> County-District No.
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Submission of this certification covers all federal programs in this application, is required by the U. S. Department of Education and Section 1352, Title 31, of the United States Code, and is a prerequisite for making or entering into a subgrant or subcontract over \$100,000 with any organization. (Read instructions for this schedule for further information.)

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

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

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

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

11/89  
 03/90

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

**SCHEDULE #6E**NCLB ACT PROVISIONS &  
ASSURANCES

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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>  <b>NCLB ACT PROVISIONS &amp; ASSURANCES</b>	<b>TEXAS EDUCATION AGENCY</b>  <b>Standard Application System</b>  <b>School Years 2010-2013</b>	   <u>108905</u> County-District No.
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- N. School Prayer:** The local educational agency certifies that it is in compliance with Section 25.901 of the Texas Education Code. In addition, as a condition of receiving funds under the No Child Left Behind Act, the local educational agency certifies that no policy of the local educational agency prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools, as detailed in the guidance provided by the U. S. Secretary of Education pertaining to such. The state educational agency shall report to the Secretary of Education each year a list of those local educational agencies that have not filed this assurance or against which complaints have been made to the State educational agency that the local educational agencies are not in compliance with this requirement (P. L. 107-110, section 9524(b)).
- O. Equal Access to Public Schools Facilities – Boy Scouts of America Equal Access Act:** No public elementary school, public secondary school or local educational agency that has a designated open forum or a limited public forum and that receives funds made available from the U. S. Department of Education shall deny equal access or a fair opportunity to meet, or to discriminate against, any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code (as a patriotic society), that wishes to conduct a meeting within that designated open forum or limited public forum, including denying such access or opportunity or discriminating for reasons based on the membership or leadership criteria or oath of allegiance to God and country of the Boy Scouts of America or of the youth group listed in Title 36 of the United States Code (as a patriotic society). For the purposes of this section, an elementary school or secondary school has a limited public forum whenever the school involved grants an offering to, or opportunity for, one or more outside youth or community groups to meet on school premises or in school facilities before or after the hours during which attendance at the school is compulsory. Nothing in this section shall be construed to require any school, agency, or a school served by an agency to sponsor any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code (as a patriotic society). Compliance with this provision will be enforced through rules and orders issued by the Office for Civil Rights. If the public school or agency does not comply with the rules or orders, no funds made available through the Department of Education shall be provided by a school that fails to comply with such rules or orders or to any agency or school served by an agency that fails to comply with such rules or orders (P. L. 107-110, section 9525).
- P. General Prohibitions:** None of the funds authorized under the No Child Left Behind Act shall be used to develop or distribute materials, or operate programs or courses of instruction directed at youth, that are designed to promote or encourage sexual activity, whether homosexual or heterosexual; to distribute or to aid in the distribution by any organization of legally obscene materials to minors on school grounds; to provide sex education or HIV-prevention education in schools that instruction is age appropriate and includes the health benefits of abstinence; or to operate a program of contraceptive distribution in schools (P. L. 107-110, section 9526).
- Q. Armed Forces Recruiter Access to Students and Student Recruiting Information:** In accordance with guidance issued by the U. S. Department of Education, each local educational agency receiving assistance under the No Child Left Behind Act shall provide, on a request made by military recruiters or an institution of higher education, access to secondary school students names, address, and telephone listings, upon prior written consent of a student or the parent of a student. A secondary school student or the parent of the student may request that the student's name, address, and telephone listing not be released without prior written parental consent, and the local educational or private nonprofit school shall notify parents of the option to make a request and shall comply with any request. Each local educational agency receiving assistance under the No Child Left Behind Act shall provide military recruiters the same access to secondary school students as is provided generally to post secondary educational institutions or to prospective employers of those students (P. L. 107-110, section 9528).
- R. Unsafe School Choice Option:** The local educational agency certifies that it shall establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the Texas Education Agency, or who becomes a victim of a violent criminal offense, while in or on the grounds of a public elementary or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school (P. L. 107-110, section 9532).
- S. Civil Rights:** Nothing in the No Child Left Behind Act shall be construed to permit discrimination on the basis of race, color, religion, sex (except as otherwise permitted under Title IX of the Education Amendments of 1972), national origin, or disability in any program funded under the No Child Left Behind Act (P. L. 107-110, section 9534).

<p><b>SCHEDULE #6E – cont.</b></p> <p><b>NCLB ACT PROVISIONS &amp; ASSURANCES</b></p>	<p><b>TEXAS EDUCATION AGENCY</b></p> <p><b>Standard Application System</b></p> <p><b>School Years 2010-2013</b></p>	<p><u>108905</u></p> <p>County-District No.</p>
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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.



<b>SCHEDULE #6E – cont.</b> <b>NCLB ACT PROVISIONS &amp; ASSURANCES</b>	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	  108905 County-District No.
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**6. Professional Development** includes activities that:

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

**7. Scientifically Based Research:**

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

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

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

(A) consist of structured guidance and regular and ongoing support for teachers, especially beginning teachers, that–

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

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

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

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

Revised 03/03

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

**SCHEDULE #6F****PROGRAM-SPECIFIC PROVISIONS  
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- 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 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--
- 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.
- 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

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

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

**Terms defined:**

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

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

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

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

**GRANTEE** – the subrecipient of TEA and applicant of funds.

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

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

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

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

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

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

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

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

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

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

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3. **Quarterly Reporting for ARRA:** Not later than 10 calendar days after the end of each calendar quarter, TEA and any other **direct** recipient of ARRA funds must report to the U.S. Department of Education with regard to recovery funds received in accordance with number 4 below (Section 1512[c]). (A "direct recipient" is a state agency or any entity that applies for and receives funds **directly** from a federal government agency.) TEA must obtain certain information from grantees in order to comply with this reporting requirement. By submitting this application, the grantee agrees to submit information to TEA in the time, form, and manner requested.
4. **Data Elements for Quarterly Reporting for ARRA:** In accordance with Section 1512(c) of ARRA and the Federal Funding Accountability and Transparency Act of 2006 (Public Law 109-282), TEA is required to provide quarterly reports to the U.S. Department of Education or through a central government-wide portal (<http://www.FederalReporting.gov>). The information adopted by OMB contains the following data elements: submitting this application, the grantee agrees to submit the information to TEA in the time, form, and manner requested. The information may change pending final adoption by OMB.

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

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

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

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

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

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

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

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

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

**SCHEDULE #6F**PROGRAM-SPECIFIC PROVISIONS  
& ASSURANCES**TEXAS EDUCATION AGENCY****Standard Application System****School Year 2010-2013**108905

County-District No.

**Texas Title I Priority Schools Grant**

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