

or TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____ by telephone/e-mail/FAX on _____ by _____ of TEA.	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	Gulf Coast Council of La Raza, Inc. Organization Name Dr. M.L.Garza-Gonzalez Charter School Campus Name 74-2140472 9-Digit Vendor ID# NOGA ID# (Assigned by TEA)	178801 County-District# 001,102,101 Campus Number ESC2 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 x

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	X	<input type="checkbox"/>
5C	Professional and Contracted Services 6200	X	<input type="checkbox"/>
5D	Supplies and Materials 6300	X	<input type="checkbox"/>
5E	Other Operating Costs 6400	X	<input type="checkbox"/>
5G	Capital Outlay 6600/15XX (Exclusive of 6619 and 6629)	X	<input type="checkbox"/>
6A	General Provisions	X	NA
6B	Debarment and Suspension Certification	X	NA
6C	Lobbying Certification	X	NA
6D	Disclosure of Lobbying Activities	X	<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
Maria Luisa		Garza	Superintendent
Phone	Fax	Email	Signature/Date Signed (blue ink preferred)
361-881-9988	361-881-9994	drgarza@yahoo.com	

Only the legally responsible party may sign this application.

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

Texas Education Agency
 William B. Travis Bldg.
 Document Control Center, Room 6-108

11:00 AM 2-10-10

TE

701-10-112-074

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	<u>178801</u> County-District No.
by telephone/e-mail/FAX on _____ by _____ of TEA.		Amendment No. _____
Texas Title I Priority Schools Grant		
Schedule #1—General Information		
Part 2: List of Required Fiscal-Related Attachments and Assurances		
For competitive applications, the application will not be reviewed and scored if any of the required attachments do not accompany the application when it is submitted. Applicants will not be permitted to submit required attachments, or any revisions to those required attachments, after the closing date of the grant. Attach all required attachments to the back of the application as an appendix.		
1 X	Proof of Nonprofit Status	
	Required for all open-enrollment charter schools sponsored by a nonprofit organization: Check box to indicate that proof of nonprofit status is attached. (See Part 1: General and Fiscal Guidelines and Part 3: Schedule Instructions for acceptable proof.)	
2 X	Assurance of Financial Stability	
	Required for all independent school districts, open-enrollment charter schools, and education service centers: Check box to indicate assurance that audit requirements have been met. All public school districts, open-enrollment charter schools, and education service centers must be in compliance with submitting the required annual audit for the immediate prior fiscal year to TEA in the time and manner requested by TEA, and the audit must be determined by the TEA Division of Financial Audits to be in compliance with the applicable audit standards. TEA reserves the right to ensure that all applicants are deemed by TEA to be financially stable at the initial time of preliminary selection for funding to receive a grant award. The TEA Division of Financial Audits will determine financial stability based on the required annual audit for the immediate prior fiscal year.	
3 X	Assurance of Submittal of Reviewer Information Form	
	Required for all applicants: Check box to indicate assurance that reviewer information form will be submitted. All applicants are required to complete the Reviewer Information Form and to submit it online by Thursday, May 6, 2010 . (See Part 2: Program Guidelines, "Reviewer Information Form," for instructions on how to access and submit the form.)	

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Texas Title I Priority Schools Grant Schedule #1—General Information					
Part 3: Applicant Information					
Local Educational Agency (LEA) Information					
LEA Name					
Dr. M.L.Garza-Gonzalez Charter School					
Mailing Address Line – 1		Mailing Address Line – 2		City	State
4129 Greenwood Drive				Corpus Christi	TX
U.S. Congressional District Number		Primary DUNS Number		Central Contractor Registration (CCR) CAGE Code	NCES Identification Number
27		18799289		4B8W2	48000257411
Campus Name				County-District Campus Number	
Dr. M. L. Garza – Gonzalez Charter School				178801-001	
Mailing Address Line – 1		Mailing Address Line – 2		City	State
4129 Greenwood Drive				Corpus Christi	TX
Zip Code		78416			
Applicant Contacts					
Primary Contact					
First Name		Initial		Last Name	
Dr. Maria Luisa				Garza	
Title		Superintendent			
Telephone		Fax		Email	
361- 881-9988		361-881-9994		drgarzaml@yahoo.com	
Mailing Address Line – 1		Mailing Address Line – 2		City	State
4129 Greenwood Drive				Corpus Christi	TX
Zip Code		78416			
Secondary Contact					
First Name		Initial		Last Name	
Peter				Fernandez	
Title		Director of Special Programs			
Telephone		Fax		E-mail	
361-881-9988 Ext. 1208		361-881-9997		peter.fernandez@gcccl.org	
Mailing Address Line – 1		Mailing Address Line – 2		City	State
4129 Greenwood Drive		4129 Greenwood		Corpus Christi	TX
Zip Code		78416			

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Texas Title I Priority Schools Grant Schedule #3—Purpose of Amendment																
Part 1: Schedules Amended (Check all schedules that are being amended.)																
When submitting a revision or an amendment, please indicate by checking the appropriate box what schedules are being revised/amended. Submit supporting budget schedules that are being revised or amended.																
<table style="width: 100%;"> <tr> <td><input type="checkbox"/> Schedule #1—General Information</td> <td><input type="checkbox"/> Schedule #5—Program Budget Summary</td> </tr> <tr> <td><input type="checkbox"/> Schedule #3—Purpose of Amendment</td> <td><input type="checkbox"/> Schedule #5B—Payroll Costs 6100</td> </tr> <tr> <td><input type="checkbox"/> Schedule #4—Program Requirements</td> <td><input type="checkbox"/> Schedule #5C—Professional and Contracted Services 6200</td> </tr> <tr> <td><input type="checkbox"/> Schedule #4A—Program Abstract</td> <td><input type="checkbox"/> Schedule #5D—Supplies and Materials 6300</td> </tr> <tr> <td><input type="checkbox"/> Schedule #4B—Program Description</td> <td><input type="checkbox"/> Schedule #5E—Other Operating Costs 6400</td> </tr> <tr> <td><input type="checkbox"/> Schedule #4C—Performance Assessment and Evaluation</td> <td><input type="checkbox"/> Schedule #5G—Capital Outlay 6600/15XX (Exclusive of 6619 and 6629)</td> </tr> <tr> <td><input type="checkbox"/> Schedule #4D—Equitable Access and Participation</td> <td></td> </tr> </table>			<input type="checkbox"/> Schedule #1—General Information	<input type="checkbox"/> Schedule #5—Program Budget Summary	<input type="checkbox"/> Schedule #3—Purpose of Amendment	<input type="checkbox"/> Schedule #5B—Payroll Costs 6100	<input type="checkbox"/> Schedule #4—Program Requirements	<input type="checkbox"/> Schedule #5C—Professional and Contracted Services 6200	<input type="checkbox"/> Schedule #4A—Program Abstract	<input type="checkbox"/> Schedule #5D—Supplies and Materials 6300	<input type="checkbox"/> Schedule #4B—Program Description	<input type="checkbox"/> Schedule #5E—Other Operating Costs 6400	<input type="checkbox"/> Schedule #4C—Performance Assessment and Evaluation	<input type="checkbox"/> Schedule #5G—Capital Outlay 6600/15XX (Exclusive of 6619 and 6629)	<input type="checkbox"/> Schedule #4D—Equitable Access and Participation	
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<input type="checkbox"/> Schedule #4C—Performance Assessment and Evaluation	<input type="checkbox"/> Schedule #5G—Capital Outlay 6600/15XX (Exclusive of 6619 and 6629)															
<input type="checkbox"/> Schedule #4D—Equitable Access and Participation																
NOTE: The last day to submit an amendment to TEA is 90 days prior to the ending date of the grant.																
Part 2: Revised Budget																
Complete this part if there are any budgetary changes.																
Line No.	Sch. No.	Class/ Object Code	Grant Project Costs Previously Approved Budget	B Amount Deleted	C Amount Added	D New Budget										
01	5B	6100	\$	\$	\$	\$										
02	5C	6200	\$	\$	\$	\$										
03	5D	6300	\$	\$	\$	\$										
04	5E	6400	\$	\$	\$	\$										
05	5G	6600/15XX	\$	\$	\$	\$										
06	Total Direct Costs	\$	\$	\$	\$	\$										
07	Indirect Cost (%)		\$	\$	\$	\$										
08	Total Costs		\$	\$	\$	\$										

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Texas Title I Priority Schools Grant Schedule #3—Purpose of Amendment		
Part 3: Reason for Amendment Request. 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)	
Part 4: Amendment Justification N/A		

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

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

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

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

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

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

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Part 2: Statutory Requirements			
#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described	
25	The LEA may also implement other strategies for providing operational flexibility and intensive support, such as-- (A) Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or (B) Implement a per-pupil school-based budget formula that is weighted based on student needs.	Program Assurances	
26	An LEA that has nine or more Tier I and Tier II schools is prohibited from implementing the transformation model in more than 50% of those schools.	Program Assurances	
By submitting the application and signing Schedule #1, the applicant is certifying that all requirements are met in these program narrative component descriptions and activities.			
Part 3: Statutory Assurances			
#	Statutory Assurance Description		
1	Applicant provides assurance that financial assistance provided under the grant program will supplement, and not supplant, the amount of state and local funds allocated to the campus.		
2	Applicant provides assurance that it will use its TTIPS Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final federal requirements.		
3	Applicant provides assurance that it will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final federal requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the TEA) to hold accountable its Tier III schools that receive school improvement funds.		
4	Applicant provides assurance that it will, if it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final federal requirements.		
5	Applicant provides assurance that it will report to the TEA the school-level data required under section III of the final federal requirements.		
6	Applicant provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.		
Part 4: TEA Program Assurances			
#	TEA Assurance Description		
1	Before full implementation funds are made available, the grantee must demonstrate that all early implementation activities have been completed. Successful completion of the early implementation will be measured in the Quarterly Implementation Reports (QIR), the Model Selection and Description Report, and through participation in TEA technical assistance. a. The Model Selection and Description Report must be submitted to TEA no later than February 1, 2011 . This report may be submitted at any time prior to the deadline. Grantees must demonstrate successful completion of the following activities: i. Comprehensive Needs Assessment process. ii. Establish the grant budget by the required categories. iii. Identification and Selection of the intervention model. iv. Development of activities to implement selected intervention model. v. Development of Timeline of Grant Activities.		

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Part 4: TEA Program Assurances			
#	TEA Assurance Description		
2	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant.		
3	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, the Texas School Improvement Conference, and sharing and training program staff in the use of best practices.		
4	For the LEAs selecting the TEA Designed Models the applicant provide assurances that it will participate in and make use of technical assistance and coaching support provided by TEA, SIRC, and/or its subcontractors.		
5	The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the effectiveness of the LEA's curriculum and its alignment with instruction occurring on the campus; assesses progress on student groups' academic achievement at the campus level; and guide instructional decisions by teachers for individual students.		
6	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.		
7	The applicant will provide access for onsite visits to the LEA and campus by TEA, SIRC and its contractors.		
8	The applicant, if selecting the Restart Model, agrees to contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.		
9	The applicant, if selecting the Turnaround Model or Transformation Model (Tiers I and Tiers II only) agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.		
10	If the LEA/Tier III campus selects to implement the transformation model , the campus assures That it will it implement the following federal requirements. <ol style="list-style-type: none"> 1. Develop and increase teacher and school leader effectiveness. <ol style="list-style-type: none"> A. Evaluate the effectiveness of the current principal and use the results of the evaluation to determine whether the principal should be replaced, be retained on the campus, or be provided leadership coaching or training. B. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so; C. Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and D. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school based on rigorous, transparent, and equitable evaluation systems for teachers and principals: <ol style="list-style-type: none"> 1. Takes into account data on student growth as a factor as well as other factors such as multiple observation-based assessments of student performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and 2. Are designed and developed and with teacher and principal involvement 		

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

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

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Texas Title I Priority Schools Grant Schedule #4A—Program Abstract		
Part 1: Grant Eligibility		
Tier I Eligible Campus <input type="checkbox"/> Tier II Eligible Campus <input checked="" type="checkbox"/> Tier III Eligible Campus		
Identify which timeline the LEA/Campus the applicant will implement.		
Option 1: LEA/campus currently engaged in aggressive reform X Option 2: LEA/campus in need of foundational technical assistance		
Part 2: Grant Program Summary. Provide a brief overview of the program you plan to implement on the campus. Be sure to address fundamental issues such as your local program goals and objectives that align with the RFA purpose and goals, rationale for program design, etc. Address the specific gaps, barriers, or weaknesses to be addressed by the intervention model to be selected. A response to this question must be completed in the original submission regardless of whether the LEA/campus has selected an intervention model at this time or not. Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<p>The TTIPS grant funds will be utilized to develop, articulate, implement and thrust a strong stewardship that will be the sprouting root of a new direction the Dr. M.L.Garza-Gonzalez Charter School plans to take in achieving an overall improvement in the education of our students, our parents, and our community. The goal is to ensure that the school meets the State and Federal accountability measures. This school will implement and align the components and constructs of the Transformation Model to address the specific deficiencies in the graduation rate, dropout rate, and dual credit student participation.</p> <p>The Improvement plan to be designed to achieve this goal will encompass the activities and content guidelines of the Transformation Model placing string emphasis in academic growth, character development, especially with students who come from minority groups. Goals will be written that address specifically the poor student performance, low graduation levels, high dropout rate, and will emphasize study ethics, rigorous study patterns, and a fair and strong testing and evaluation system that can more accurately measure the achievement gaps that are becoming more and more denoted at the time of assessment time.</p> <p>Staff development will be designed and targeted to address the deficiencies students' assessments show. Teacher training will be on an on-going basis throughout the school year. Students and teachers will be encouraged to follow a this intervention model that will be judged by (1) student achievement gains (2) notable change in good behavior (3) increase in attendance rates, (4) increase in graduation rates, (5) Lower dropout rates, (6) number of students participating the dual credit at a local junior college. A bonus system will be developed, designed and presented to the Board of Directors for approval to remunerate teachers obtaining gains in these six indicators. The curriculum will be aligned with the goals and objectives of this school improvement program and rigorously implemented. The students will be encouraged to work toward the rewards of attending an out-town field trip, earning movie tickets, and treated to lunch with their teachers.</p> <p>This strategy will include increasing the learning time and exposing students to tutors in the core subjects. Each student will be required to attend a minimum of two hours a day for tutoring. Small group instruction utilizing teaching strategies such as small group demonstrations, presentations, and simulations will be part of the time extension to be assigned for the after school tutoring.</p>		

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Schedule #4B—Program Description																
Part 1: Comprehensive Needs Assessment																
Section A: Campus Grade Levels																
Type of School	Number of Students Enrolled in Grade Levels on the Campus to be Served with Grant															
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	
Public School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Open-Enrollment Charter School	150	60	16	0	0	0	0	10	35	54	50	40	45	45	505	
Total Students:	150	60	16	0	0	0	0	10	35	54	50	40	45	45	505	
Total Instructional Staff															24	
Total Support Staff															24	
Section B: Data Sources Reviewed or to be Reviewed in the Comprehensive Needs Assessment Process																
1	Surveys/ questionnaires/ Focus groups/ interviews/ Feedback data/ Parent conferences/town hall meetings.															
2	State assessment data (TAKS)(PBMAS)(graduation, completion, dropout, and GED Rates)															
3	AEIS Reports															
4	AYP student data reports															
5	TELPAS and AMAO results															
6	Classroom and school walkthrough data															
7	Norm Referenced Data Reports (Iowa Test of Basic Skills/NWEA)															
8	Student Benchmark Data															
9	Grade reporting data generated through PEIMS															
10	PDAS Evaluations															

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Part 1: Comprehensive Needs Assessment Cont.		
Section C: Process Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Describe, in detail, the process the LEA and campus followed/will follow to identify the needs of the campus.		
<p>In researching a proven model to identify the comprehensive needs assessment of the school's student population, it was discovered that the United States Department of Education's guidance to conduct needs assessments. This LEA followed the five step process as outlined in the model that helps to oversee and a valuable guidance to completing a needs assessment as complete as possible.</p> <p>The process begins by forming a select group of individuals from our staff representing the different areas of responsibilities toward serving the students, parents, community, tutors, students, and including the finance department, curriculum director, campus principals, and director of special programs, different grade teachers, and members of other departments such as technicians, librarians, counselors, administrators, board of directors and the superintendent, parents, early childhood, adult education, and a representative of the custodial staff. This school-wide team had the task of overseeing the process and the progress of the needs assessment in a global and then in specific needs by students' needs. Teachers identified their student's needs in the specific subject matter they teach and included the input from everyone who added innovations to the overall recommendation to the group as whole. The team was prepared to undertake the task by informing them why they were selected, what their responsibilities were, and the overall expectations desired from the group. The select members were given an option to opt out should they desired to do so. Those remaining were given the divided in interest groups and ask to select a group leader that would carry on the responsibilities of delineating the plan that would be merged with the one produced by the other groups and finally create an instrument for soliciting input and information. Tools utilized were surveys, focus groups, town hall meeting, that helped create a school profile that would help everyone to better understand the needs of the students, parents, and community as well as what expected of the educational and other staff serving them.</p> <p>Third step was to create a profile that provided an understanding of the overall and individual needs of those we serve and to focus of the results of the student academic assessments and organize the data in a way that it conveyed and provide much needed information and form a basis from the research to conduct an in depth investigation as to the appropriateness of the materials (including curriculum) being used to address the educational needs of the students, teaching strategies, modalities as to the delivery of knowledge, and the approach utilized in the transfer of knowledge. Comparisons were made regarding the results of the teaching efforts and the results obtained in the TAKS assessments. This exercise produced some realities that we will address full measure in the delivery of the proposed and planned activities that this school will implement under this grant. Student success will be monitored, modified, and re-focused in this process.</p> <p>The process of eliciting, organizing, scrutinizing, student data in these important areas compelled the team to further gather qualitative data, face to face interviews classroom observations, and teacher preparedness, attitudes, and the student encouragement in class participation and the opportunities given to the students to take charge of their own learning with the assistance of the teacher(s).</p> <p>After the data was collected, organized, analyzed, studied, the team concentrated on the identification of gaps between (1) students' achievement; (2) Teachers' mode of operation, (3) disconnect between the school's vision and the reality of the educational attainment as a whole.</p> <p>The educational plan that will be developed, articulated, implemented, and through staff training and monitoring of the activities contained in this plan, make sure that all the educational stakeholders participate in all aspects of the development of the plan.</p>		

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Part 1: Comprehensive Needs Assessment Cont.			
Section D: Groups of Participants Contributing/to Contribute to Needs Assessment Process, ensuring Parents and Community Groups were involved in the process.			
1	School Superintendent and board members (not present all of the time).		
2	Curriculum Directors		
3	Campus principals		
4	Core subject area department chairpersons		
5	Elective teachers representatives		
6	Bilingual/ESL Director		
7	Special Education Coordinator		
8	Students, member of the advisory committee,		
9	Parent focus group team, and member of the janitorial staff		
10	Community Partnership Members (Stripes Region Mgr. Adelante Adult Center, Corpus Christi Del Mar Community College)		

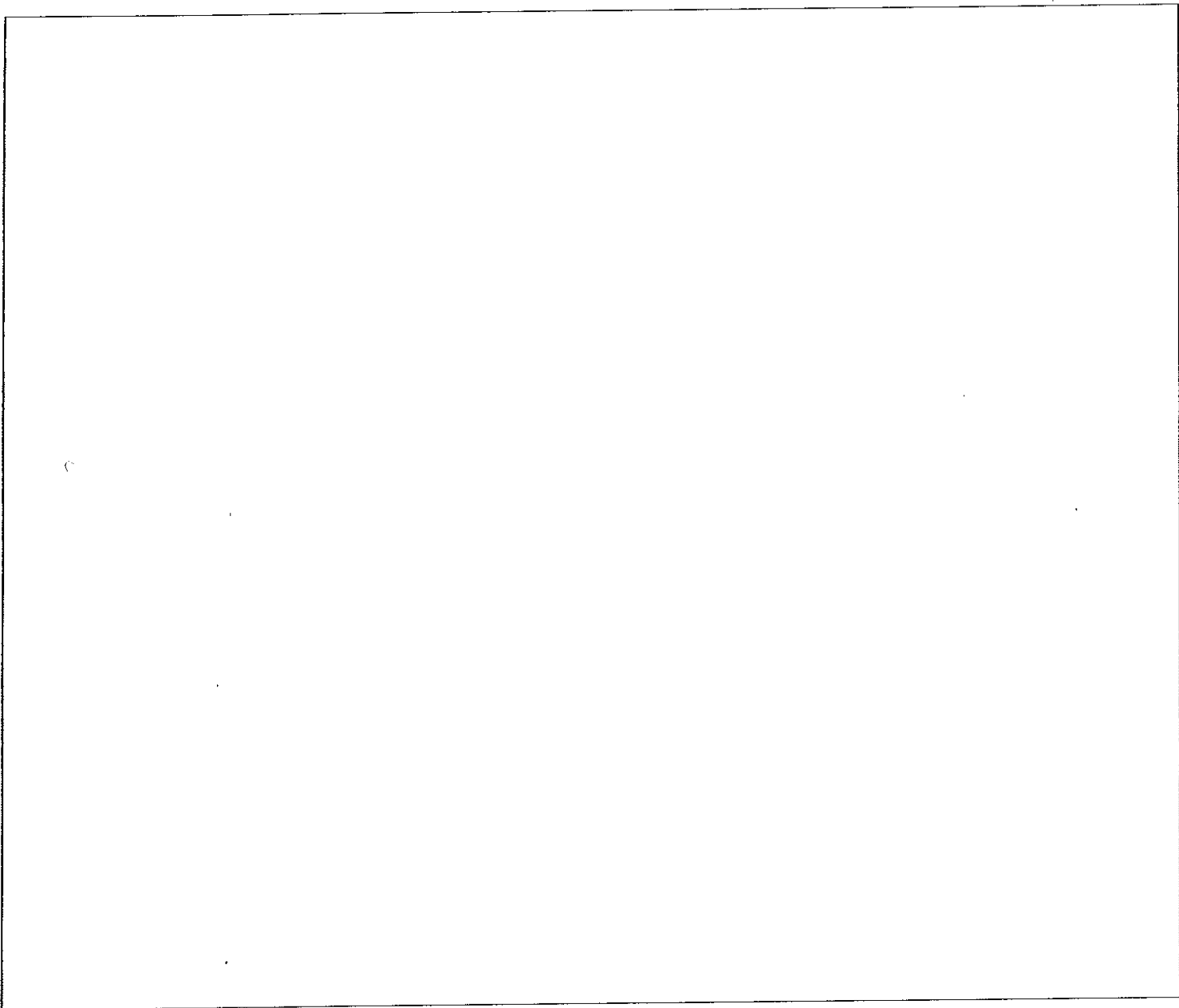
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Part 2: Project Management		
Section A: LEA (District) Capacity Responses are limited to <i>one page each</i> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Capacity -- Describe the LEA's capacity to use grant funds to provide adequate resources and related services/support to the campus to implement, fully and effectively, the required activities of the school intervention model.		
<p>This LEA has a solid and competent capacity to administer grant funds to adequately serve the participants of each program it operates. The Gulf Coast Council of La Raza, Inc. (GCCLR) is responsible for developing, and maintain strong and effective internal control and ensures that each and all of the compliances, rules, and regulations and that it stays current in any changes occurred from time to time. The director of Finance maintains takes advantage of all the finance training that is offered through the Education Service Center Region II and Education Service Center Region4 in Houston, Texas. Our audit reports have had very minor findings and for the past three years, we have filed with the Texas Education Agency audits with no findings at all. This organization budgets and manages \$ 3,342,620.00 annually in State and Federal Title funds that are utilized, as per contract, to serve the school population. The Dr. M.L. Garza-Gonzalez Charter School serves more than 500 students per year. Although our population of nomadic and many students come in to improve their academic records and then return to the sending school which is closer to their homes. Educational programs serve students ranging from pre-kindergarten (three and four year olds), kindergarten, first grades and sixth through twelve. A separate building houses the GED program for students who are court-ordered to attend classes as a condition of their court status. The Adelante Adult high school education program started this year to serve students who left school, are under the ages of 21 though 26, and did not complete their high school education.</p> <p>This program is growing and six students will be graduating with a high school diploma on June 2, 2010. This building also houses a GED program for adults that is becoming very popular for individuals who can come in either morning or evening to study toward the completion of their GED. Our cafeteria serves breakfast and lunch to our students Monday through Friday and on Saturdays only to the students participating in the 21st Century Learning Centers Program. The school also offers Latch Key services for children of working parents.</p> <p>The Gulf Coast Council of La Raza, Inc. have a comfortable facility of 48,500 square feet in which to serve our participants and one more campus facility with 3,056 to serve other special populations. The first campus sits on five acres of open land ready for the expansion of classrooms and a gymnasium. The schools provide counseling services to families seeking help and assistance for individual situations they may be experimenting at a given time. The staff is dedicated to serving the population who work and live in very economically depressed areas of the City of Corpus Christi. The schools are approved as 97% approved for free and reduced lunch by the National Child Nutrition Program.</p> <p>The schools, staff that are considered the core instructional group, meet weekly to discuss the efficacy of the strategies and activities utilized in teaching and focus on making changes if the strategies are not working toward the benefit of the students. The instructional staff use the DMAC data management tool to study generated data. The teaching and other staff are individuals who have the sensitivity and the comprehension as to the lives and daily sufferings of our student population and work hard toward ameliorating their situations. Thus counseling and leads of employment, assistance, housing, and food pantries is very important to them. This organization has been in the Corpus Christi community for 30 years and is known all over the City as the organization who helps, assists, links, and provides help to the population who asks for it. The needs that become evident in the needs assessment are utilized to look for funding opportunities in the school's State and Federal Title budgets. The Advisory Committee members are managers and administrators of Stripes Convenience Stores, State Farm Insurance, Individual business owners who help provide apprenticeships for our students and other kinds of support.</p>		

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Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Partnership/Involvement of Others – Describe how the LEA/campus consulted with relevant stakeholders (students, staff, parents, community) regarding this application and proposed implementation of a school intervention model.		
<p>The LEA/campus consulted with relevant stakeholders regarding this application and proposed implementation of a school intervention model through a variety of different methods. The LEA worked with and consulted with the personnel through a staff meeting with everybody who is a staff members in the LEA participating. The Business Advisory Committee participated in the decision making process parents, and community members were part of the process and were asked questions regarding the value (or lack of it) of implementing this program. Their responses were positive. They encouraged the LEA to develop an application and advised the school administration and educational team to propose the Tranformation Intervention model.</p> <p>The school superintendent then consulted with the school's focus groups—groups that consisted of staff, parents, teachers, administrators, and community members that were organized earlier in the school year—to inform stakeholders of the LEAs plans to apply for the grant and to use a school transformation model to address local issues regarding student achievement at one of its campuses.</p> <p>At a campus level, staff, parents, and community members were made aware of the application and the proposed school transformation model through the organization's web email portal; its Latino Network company home page; weekly staff meetings; face-to-face conversations; and videoconferencing. Parent conferences and workshops conducted by the school's parent liaison and Title I Coordinator were also effective ways of communicating the purpose of the grant and the means by which the campus intended to conduct its reform efforts to improve student achievement. Some parents commented that, "This is what our school needs". This type of involvement will continue to occur throughout the school year and in the summer in order to establish continuity and constant input from of those concerned.</p> <p>The LEA involved and met with the Board of Directors, the Advisory Board, the Parents Organization, and individually with and extensive discussions were held in regard to the benefits that this program will bring to our students. Each group and individuals of each group indicated that the implementation of this program will benefit and would salvage many youth from getting involved in the juvenile justice system. They contended that if they develop their sense of self worth and experience success, they would not be inclined to pursue gang-oriented "friends" that would pull them away from the educational path we all try to pursue for them. Members of the Education Service Center Region II were Very encouraging in our pursuing this grant which in their opinion, would be extremely beneficial to the students, the parents, business, and the community as a whole.</p>		

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Management of Grant Activities – Describe how the LEA and campus will modify its practices and/or policies, as necessary, to ensure its implementation of the intervention(s) fully and effectively.		
<p>The LEA two campuses will implement new and targeted strategies that will modify personnel policies regarding Staff's raises just because the school year is over and another one begins. The new LEA policy (Not get approved by the board), will feature salary increases according to the achievement increases obtained by their students. The increments will be consistent in the core subjects and the model will allow for lesser salary increments if the full and expected achievement increases are not obtained by the students. This will be part of the successful and faithful implementation of the objectives of the Transformation model. The teachers will also receive increments in salary if the students are encouraged and actually remain in school until graduation time. Other areas to be included in the incremental scale are those of student retention, student participation in human growth and development exercises provided to them in an assembly type of meetings directed by outside consultants with the reputation of having been tested and successful in addressing and providing leadership for students growth and development, and</p> <p>grade improvement . The LEA will also modify its incentive and retention policies to wholeheartedly reinforce the implementation of the Transformation Model. Outside facilitators will be hired to support, encourage, and guide the teachers The LEA will also modify its staff incentive and retention policies to fully and effectively implement the school transformation model. The LEA will establish a school performance payment system to reward school leaders, teachers, and other staff who have increased student achievement and high school graduation rates. Those who, after ample opportunities have been provided for them to improve their professional practice, will be identified and removed from their current positions. Staff development practices will be changed in a number of different ways. Workshops will concentrate on developing job-related expertise to ensure that staff is equipped to facilitate effective teaching and learning. Priority will be given to training that develops instructional capacity and effectiveness in differentiating instruction for students from different socio-economic, linguistic, and cultural backgrounds, as well as students needing intensive support based on diagnosed learning disabilities. The LEA will also institute a more effective system for measuring changes in instructional practices resulting from professional development. Three teacher facilitators will be hired to monitor and assist with the implementation of instructional best practices derived from professional development. Facilitators will report directly to the district's chief academic officer and campus principal.</p> <p>Comprehensive instructional reform strategies will concentrate on providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities and to ensure that limited English proficient students acquire language skills to master academic content. As part of this overall focus, the LEA will require campus department chairpersons to promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students. Departments heads will be required to complete a program needs assessment, a departmental improvement plan, and an annual program evaluation. Data will be used to measure progress of students identified as most highly at-risk and to create a school-wide "response to intervention" model that will effectively meet the needs of all learners in a timely manner. Other instructional reform strategies include a plan to add a gifted and talented program and to expand the number of course offerings provided through its Early College program for secondary students, in order to increase the level of rigor on campus. The LEA also plans on adding a summer freshman academy and a comprehensive credit recovery system.</p> <p>To address the need for additional learning time and increased community engagement, the LEA plans on adding another forty-five minute class period to the regular schedule: weekend classes for students needing intensive tutorials</p>		

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Resource Management – Describe how the LEA/campus will align other resources (federal, state, local, and community) with the school improvement intervention.		
<p>This LEA will make sure to align the monies obtained by this grant with other federal, state, and community (charter schools do not get local money) resources with the school improvement intervention plan. The foundation state program allotments such as High School, Career and Technology, Regular Compensatory Education/pregnancy-related, Bilingual Education, and FSP Regular. Furthermore, to the extent of other smaller grants revenues, monies will be aligned with those received by NCLB Consolidated funds, Title I Stimulus, IDEA B formula and Stimulus funds.</p> <p>Revenues from other sources such as private organizational partnerships that assist the campus in the implementation and purchase of materials and supplies teachers' desire above and beyond their allotments will be partially utilized for the improvement intervention model educational activities needs. In-kind services are beneficial to our overall functioning of the school specifically the students' needs in relationship to the services not provided by this LEA. Partnerships that provide in-kind assistance are Corpus Christi Del Mar College that has provided ---, Texas A&M University 21st Century After school program, The National Council of La Raza, Inc. which provide high quality professional development on different topics that directly and positively impact youth. The Gulf Coast Council of La Raza, Inc. which sponsors this LEA is an affiliate of the National Council of La Raza, Inc. and it is part of the South Texas Affiliates Organization that acts as a thinking tank and provides information, ideas, communicates and demonstrates what the specific communities needs are. Other community organizations which provide assistance to this LEA. The Nueces County and the City of Corpus Christi provide small grants that are utilized to enrich the educational and social activities of the students. Nueces County Health Department provided an HINI Immunization Clinic to inoculate our staff, students, parents and anyone else wishing to take the vaccine free of charge. This LEA works very closely with the five local Justices of the Peace in an effort to reduce the dropout rate in this community. The Police Officers Association are as guest speakers for our students and parents covering topics of drug abuse and gang participation consequences. Community businesses are active in supporting the LEA on a regular basis.</p> <p>The Texas WorkSource, provides our students with job leads, training in how to search for a job, and enhance their social graces and Stripes Convenience Stores, Del Mar College, State Farm Insurance, Coastal Bend Sports, will continue to provide apprenticeships to our students. The Gulf Coast Council of La Raza, Inc. will continue to partner with other community based organizations in a linkage to provide social services to our student and parent population as they have done for decades already. Our partnership with the Headstart feeds students into our pre-kindergarten, and kindergarten classes. The school districts who are in our area send students who are not able to adjust to attending a large campus. The majority of the time these students are up to four grades academically behind and according to their scores in the placement test they take, these students receive individualized training to help them, after appropriate scores in their tests, transition to the grade level they need to be attending chronologically. This LEA has enrichment programs in partnership with West Oso Independent School District with emphasis in enhancing the students' sense of self worth through sports, parental involvement, and teacher participation in teaching for achievement and social skills.</p>		

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Grant Project Manager Qualifications – Describe the qualifications of the person selected to be the project manager for this grant on the campus.		
<p>The LEA does not currently have a person in its staff that can be readily able to take this position until he/she can be remunerated for the position according to the person's education, experience, professional achievements, personal involvement with the target population, and readiness to assume the position full time. In the meantime, the Assistant Superintendent has been charged with the responsibility to implement and administer the program as an interim Program Director. The intention is to immediately begin the procurement process of identifying, and hiring someone that can, under the superintendent's and assistant superintendent's guidance may continue to develop the program.</p> <p>Qualifications sought on the person to assume this position are:</p> <ol style="list-style-type: none"> 1. Minimum of Master Degree in any one of the four core teaching areas. 2. Certification desired: Principal, Bilingual Education, Supervision and Curriculum. 3. Experience in educational leadership for at least three years. 4. Leadership qualities that would be demonstrated by his/her achievements in the profession in prior years. 5. Successful involvement experience in working with the at risk population and their parents. 6. Community involvement and involvement in professional organizations. 7. Good health and energy that can be transferred to the results of the program. <p>Upon identifying this person, the interview committee will follow the proper process for hiring the individual once the committee members agree that this would be the correct person to work in making this program successful.</p> <p>The Texas Title I Priority Schools Grant will be initiated as soon as the LEA gets positive information regarding the funding of this grant.</p>		



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LEA Support – Describe how the LEA will structure and implement an individual or office with responsibility for supporting the campus' school improvement efforts.		
<p>Dr. Maria Luisa Garza, Superintendent/CEO will be in charge of the initial implementation of the program together with the Educational Team while a Director is hired. Assisting will be the Superintendent will be Pete Fernandez, Director of Special programs. The Superintendent has been selected by the Educational Team to initially spearhead the implementation of this program until the appropriate person is hired to continue the implementation of the program . She will be the interim Project Manager. Dr. Garza has been part of the internal administrative group who has abstracted all of the pertinent generated data to form the basis for which this grant has been written. school improvement activities among key central office personnel. Dr. Garza is certified in Elementary and Secondary Education in is a certified Texas school principal, (EC-12); supervision and instruction, bilingual education, vocational education, ESL, and is certified Master Addiction Counselor. She has experience in teaching at the university level at Texas A & M University in Kingsville, and Texas A&M University in Corpus Christi, Texas. She has been a Teacher Trainer and, through the University in Kingsville, has trained professional teaching staff in over 25 Districts in South Texas including at the University of Houston, Victoria Campus; Bowling Green Ohio, and Southern State University in California. She served on the National Council of La Raza, Inc. Board of Directors in Washington, D.C. for 12 years and, founded, and successfully procured funding, nurtured, and developed programs to serve high risk youth and their families through the Gulf Coast Council of La Raza, Inc., a private non-profit organization was founded as an affiliate of the National Council of La Raza, Inc. in Corpus Christi, Texas in 1980. Through her exceptional qualities of working with people and through her leadership a 48,500 sq. ft. school building was constructed and is currently the school facility serving at risk youth and their families. Mr. Peter Fernandez, has a Bachelor's Degree in History, a Master's Degree in Educational Leadership, and has completed 24 college hours in educational administrator and is qualified to take the State Superintendent's Test anytime this year. Mrs. Ana G. Cater is the LEA's is the Finance Director who oversees the GCCLR's accounting and finance department. She earned a Bachelor's Degree in Business with emphasis in Accounting and 25 years of experience including three years of accounting experience with the Education Service Center Region 7. The administrative staff of this entity is highly qualified, dedicated, and committed to making the school programs succeed.</p> <p>This LEA is in the process of procuring a seasoned and experienced school principal for the 2010-2011 school year. The new principal will be one who has ample and varied experience working with at risk students and must understand the need to implement research-based, data-driven educational programs that can render remarkable success in student achievement. Isabel Cavazos, Counselor who has a Bachelor's Degree in Science in Elementary Education and a Master's Degree in Guidance and Counseling. She has a unique talent for working with our target population and has obtained nineteen college scholarships for current year's graduating students.</p> <p>The TTPS program will be nurtured and maintained by the efforts of the members of the educational team that will follow their job descriptions, and ensure the progress of the program. They will develop a marketing plan that will assist them in making sure that the stakeholders become, remain, and develop ownership to the faithful implementation of the objectives of the program.</p>		

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Program Continuation and Sustainability – Describe how the LEA will sustain the campus reforms after the funding period ends.		
<p>Programmatically, the model will be kept in place identically including the number of staff that will help develop and nurture its continuance. The administrative and educational groups that are in place now will remain and the benefits to the student populations will be continued as a trademark of the program and this schools. All policies and procedures that helped the program become an outstanding device to help children will be in force and open for modifications that the committee may seem optional to take in order to keep the model working for the benefit of the children. It would be considered a privilege to have been able to participate in the TTIPS program and have seen the turnaround of children educationally, emotionally, socially, and academically. The strong data-driven program will continue to make the same positive changes in the lives of our future students, parents and community stakeholders at large.</p> <p>The LEA has three years to make plans to financially be able to sustain the program in perpetuity or as long as the students and parents need the services. Each one of the constructs that shall have been used throughout the three years of the functioning of the program will stay in place through the pulling of the monies of FSP, Title I, other opportunities that will invariably be made available to the LEA to maintain the program. The LEA grant writer, who is part of the educational team, will be helping the committee develop a financial plan to enable the LEA to continue with the implementation of the Research-Based Intervention program.</p> <p>At the very incipency of this program, the LEA will begin a campaign of information and acceptance of this program in order to gain in the number of the partnerships that need to be acquired in order to ensure the financial support for the continuation of the program. Program data will be kept, organized, analyzed, and an annual report will be generated, distributed, and focus groups will be created in order to maintain the interest level of the community at large informed and to solidify the enhancement of financial support to ensure the continuation of this program.</p> <p>From the beginning of the program efforts will be made by the education team to connect and solidify the TTIPS program components into the curricular components as an integral part of the daily required teaching curriculum segments to ensure that at the end of the program most of the Transformation Model components may not need too much financial support to continue its use. The full integration of the components of this Transformation Model can and will become the basis for implementing a well thought out curriculum that should an integral part of any school's curriculum. However, those program components that cannot directly fit into the daily curriculum will be carried out with revenues mentioned above.</p> <p>This LEA has a TEA Waiver for Flex Time that will continue to be part of the dropout prevention program. The DMAC will be utilized every six weeks will provide insight into how the students are progressing. This observation will be the responsibility of the Education Team who will monitor each part of the program for implementation and student success. The different strategies that were used to obtain student achievement and compliance with acceptable behaviors will continue to be an integral part of the program. This program will continue and will be maintained full measure after the funding period is over. For the last thirty years, this entity has successfully kept several programs in full operation by obtaining grants, doing fundraisings, and thanking the community for varied ways of support including financial help.</p>		

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External Providers -- Describe how the LEA will recruit, screen, and select external providers to ensure their quality.		
<p>T</p> <p>To recruit, screen, and select an external provider, the LEA will use a three-step process to ensure quality. Staff training and external assistance is provided. The LEAs will seek assistance from the ESC 2 and will utilize the three-step process to measure program effectiveness. This process to ensure the quality of the program will include</p> <p>Step 1: Conducting Initial discussion asking for case management decisions made in certain circumstances. Evaluate each case.</p> <p><input type="checkbox"/> Frequent discussions for the purpose of selecting the criteria to be utilized with the potential provider.</p> <p><input type="checkbox"/> Evaluate the cost of services with the potential provider or providers</p> <p><input type="checkbox"/> Set criteria for the outcomes expected and a timetable in which the project will be completed</p> <p><input type="checkbox"/> Establish the privilege of providing input into the provider's scope of the work, completion time and the evaluation strategy.</p> <p>Step 2: Checking References :</p> <p><input type="checkbox"/> Ask to see samples of the work performed by the provider.</p> <p><input type="checkbox"/> Contact schools or districts similar to the campus that have worked with this provider and ask if they would re-hire provider.</p> <p>Step 3: Reaching an Agreement on Selecting a Provider</p> <p><input type="checkbox"/> Ask key stakeholders to review or formally approve the choice.</p> <p><input type="checkbox"/> Build support for the choice among the wider school community.</p>		

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Lack of Capacity -- If the LEA is not applying to serve each Tier I school (Is not applying for grant funding for each Tier I school), provide a detailed explanation of why the LEA lacks capacity to serve each Tier I school.		
<p style="text-align: center;">Not Applicable</p>		

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Intervention Model to be Implemented – Indicate the model(s) being <i>considered</i> by the LEA/campus for implementation. Indicate whether the LEA/campus will participate in the TEA Approved Model with Technical Assistance provided by the TEA-funded School Improvement Resource Center or the LEA/campus will implement its own intervention design within the requirements of the grant program.		
<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 checked="" type="checkbox"/> Transformation</div> <div style="margin-bottom: 10px;"><input 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 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>		
Schedule #4B—Program Description, Part 3, Intervention Model, continued on next page		

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Section B: Model Selection Process –Describe in detail: 1. The process the LEA and campus followed/will follow to select a school intervention model that aligns to the identified needs of the campus. 2. The timeline delineating the steps the campus will take to implement the selected intervention.		
Responses are limited to five pages , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<p>The six-Step Decision-Making Process to select a school intervention model to be aligned to the needs identified in made evident in the students and the campuses. The first decision was to establish a school-wide process including both campuses and discussing the tasks and core to be in target. Each individual's task was to oversee part of the program and integrate what is learned with the whole puzzle of the process and the goals to be attained. The committee was composed of one campus principal, schools and district's administrators, teachers representing varied curricular subjects and grade levels, special education director, professional staff, counselor, members of the advisory committee, parents, and the director of special programs. The committee was oriented toward the need for their involvement and their specific expertise and diverse experiences to be utilized in creating a vision that would accomplish a positive change in our schools. The new vision was compared to the existing vision on file identifying the differences and the existing gaps. Hours of discussion proved to be very engaging, enriching, and great discoveries were made regarding the setting high expectations for our student population. This process created the foundation for completing the second step.</p> <p>The third step in the process, was the core planning in which the collecting of data became imperative in order to create a profile for the schools. The demographics, students' test results, attendance records, graduation rates, dropout rates, enrollment, parental involvement, and the current knowledge of the parents regarding the effectiveness and achievement levels of their students. Surveys were given to staff regarding their perception and evident effort (or lack of it) in the district. Components such as professional development, staff commitment to establishing a positive atmosphere, and commitment to excellence in all areas of the school.</p> <p>The Fourth Step committee members agreed to gather all the quantitative data available such as achievement reports, dropout rates, enrollment counts, graduation rates, demographic employee data, and student admonishments for tardiness, court-ordered students. They also opted for looking into qualitative data that revealed employee perceptions, parents, and community citizens were also assessed via telephone, (or those wanting to fill out a survey)they conducted classroom observations, and teacher surveys regarding attitudes toward their profession and their career as schools teachers.</p> <p>Fifth Step Analyzing the Data. Having both types of data, the team analyzed data collected. The group divided the tasks of examining and analyzing and analyzing the data and making a report to the entire group. This exercise proved to be very useful, exciting, and revealing. Each focus area depicted a mini profile that became evident as the reports continued. Work ethic profile emerged, dispositions, orientations, and several other patterns that will be very helpful in utilizing when preparing for staff training.</p> <p>Creating a comprehensive summary report. The team, having developed a summary report to determine which school intervention model best suited current needs and the long term goals for the schools, selected the Transformation Model as the most appropriate for the development, articulation, implementation, and stewardship of its contents and begin the process of hiring the best possible staff that will be charged with the responsibilities of making this needed change in our schools. High in the list was to ensure a school reform to begin by establishing a supported school culture, teacher training with designed levels of performance, parental involvement, etc. The team has the full support of the board and administration to bring about this needed change.</p>		

The LEA delineated this time table identifying specifically the process from which to begin notwithstanding that flexibility will be exercised to modify, add, and delete items that may prove to be in needs of the massaging.

Time Table from May 2010 to Spring 2011:

May 2010:

- I. Review to make sure that the team understands the six-step process and re-affirm their commitment to the implementation of the Transition Model in our schools.
- II. The team schedule meetings at least three times per week, for two weeks, to discuss the development of the plan to be implemented using the Transformation Model.

June 2010:

LEA conducts a town hall meeting to explain to the community the contents and steps to be taken by the schools to implement the Transformation Model.

- II. LEA conducts the first staff training dedicated to convey to the staff the need for the faithful implementation of the Transformation Model and to elicit their leadership and support in the endeavor. The staff training will be focused on:
 1. Commitment to new models of best practices.
 2. Center all activities on teaching/learning focused on student deficiencies as identified through appropriate assessments.
 3. Introduce staff to the financial compensation incentives for student academic growth.
 4. The evaluation process to be used and the rigorous implications regarding time, effort, change.
 5. Opportunities within the program to obtain promotions in leadership positions.
- III. New staff will be oriented and introduced to the program expectations and expected leadership qualities to be exercised full measure.
 1. TIPPS Education Team meet with all staff.
 2. TIPPS Education Team explains the new-comers about their commitment to the success of the program.
- IV. Staff training introduces to the program staff the individual campus' needs assessments. Specific points are made re: commitment to the faithful implementation to the program' objectives, the assessments to be utilized, how to derive data, and meetings will be held as to how specifically this data will be used in the classrooms. Emphasis will be placed on the following points.
 1. Integration of the (Language Proficiency Standards (ELPS) training and expected outcomes.
 2. How to use the Eduphoria student management software system to guide teachers in making data-driven instructional decisions.
 3. Emphasis on extensively using technology to support effective instructional processes.
 4. Using specifically targeted instructional training (covering all subjects taught, with especially the core subjects).
- V. Implement summer school credit recovery program using tutors ;and technology assisted learning.
 1. extending the teaching time by 45 minutes daily.
 2. Aventa night school program.

July 2010:

1. Summer school will be held for eight graders who passed to ninth grade to promote and enhance their leadership qualities, orient them to the Transitional Model to be implemented and the expectations required.
2. A freshman Academy Camp will be held to welcome the students into the beginning of their high school career.

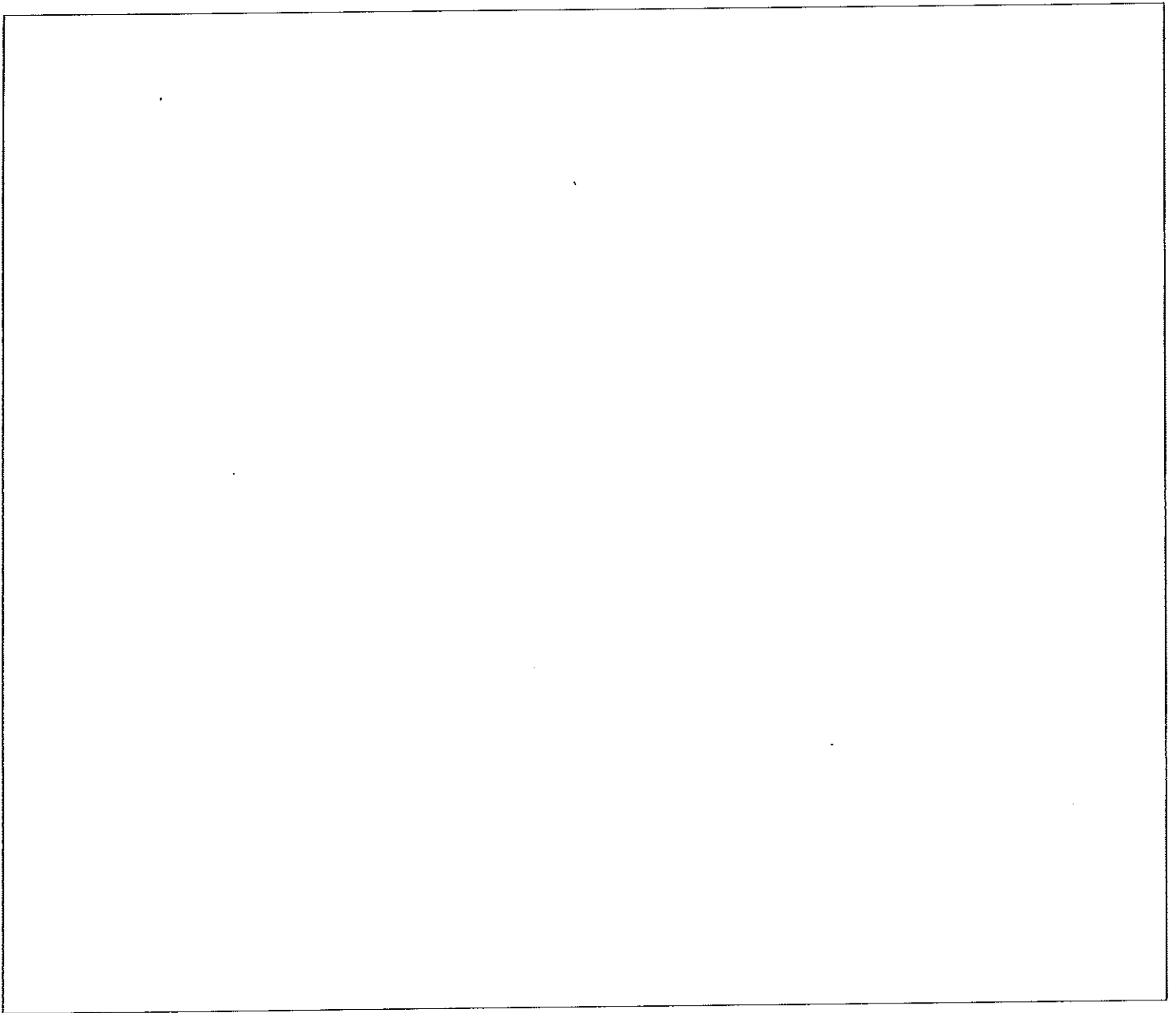
August 2010:

- I. Rigorous immersion staff training development in the Transitional Model and the program expectations.
 1. Discuss and practice teaching strategies, presentation modalities, teaching styles for students in special populations.
 2. Follow-up sessions from the previous staff training contents.
 3. Promethean board training utilizing the newly reviewed (learned) teaching strategies, modalities, etc.)
 4. Follow-up session for ELPS training
 5. Training in the use of DMAC and Eduphoria to strengthen the professional ability to obtain data in order to modify, change, enrich, etc. the curriculum.
 6. Using our Partnership with the Corpus Christi Police Department, implement training in gang and drug awareness.
 7. Attend ESC Region 2 staff training in the C-Scope curriculum.
 8. Attend ESC Region 2 staff training in classroom management.
 9. Provide session of assertive discipline training by hiring a consultant specializing in the subject.
 10. Training in "Best Practices" by hiring a consultant specializing in the subject.
- II. Professional Development in using formative and summative data to assess teacher capacity and flexibility in the instructional process in order to make appropriate changes, modifications, additions, deletions in curricular teaching and presentations to students.
- III. Train teachers and provide practice time in using the DMAC to disaggregate data in the different areas of instruction to allow teachers to identify students who may be at-risk, or creating an instructional and achievement gap. Monitor all students, especially seniors who need to pass each all their courses to stay on the graduation track.
- IV. The school day will be extended by 45 minutes and students will be required to attend classes on Saturdays (if they are absent from classes during the week) or if they need more reinforcement regarding their lesson.
- V. Continue to use the Flex Program for extra curricular help or for enrichment activities.
- VI. Establish learning communities starting with the ninth grade starting 2010-2011.
- VII. Establish human growth and development sessions for students and parents in an effort to provide a support system for students and parents. The following activities will be part of the process.
 1. Maintain and encourage teacher-parent-student conferences.
 2. Establish a Parent Board Room for them to meet and discuss school activities.
 3. Parents will participate in monthly sessions re: parenting, how to talk to their children, develop organization activities,
 4. Establish a mother-daughter and father and son school picnic every year.
 5. Continue with Open House and Report Card Nights celebrations.

Fall 2010 –Spring 2011

- I. Continuously monitor programs, hold meetings with the stakeholders and reach agreements re: changes, operational norms.
 1. Identify academic gaps, learning barriers, incipency of unacceptable behaviors on a daily basis.
 2. Teacher facilitators and consultants will meet with teachers to review data and work together to modify and enrich the curriculum. Principal will ensure the curriculum (and its appropriate delivery) is impacting student learning.
 3. Principal will overview student progress, make frequent walk-thrus to facilitate the gathering of summative and formative data to utilize in improving the learning process.
 4. The principal will hold meetings with teachers of specified discipline and know all the time how the groups are improving their subject matter.
 5. Principal and other administrators, consultants, facilitators, will utilize interim formative and summative data to impact student achievement.
- II. Continue to immerse the teaching staff and collateral assistants in their responsibilities to the program and to provide enriched staff training and development in a supportive manner. Provide supplies and materials required and requested by the teachers in a systematic manner.
- III. Maintain an open communication with the Texas Education Agency and the SIRC staff providing support to the program staff. Keep up with required reports and send them to the appropriate individuals on a timely manner.
- IV. Develop and distribute a monthly school/program newspaper and send it to all stakeholders and to the community at large.

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<p>The process used by this LEA and campuses to select a school intervention model that aligns to the identified needs of the students was achieved by following the Transformational Model Center on Innovation & Improvement. This depicts the steps to be followed in the Implementation of the School Improvement Grant and it is as follows:</p> <p style="text-align: center;">TRANSFORMATION MODEL Center for Innovation & Improvement List of Action Items :</p> <p>Strand A: Establishing and Orienting the District Transformation Team</p> <ol style="list-style-type: none"> 1. Appoint a district transformation team 2. Assess team and district capacity to support transformation 3. Provide team members with information on what districts can do to promote rapid improvement 4. Designate an internal lead partner for each transformation school. <p>Strand B: Moving Toward School Autonomy:</p> <ol style="list-style-type: none"> 1. Examine current state and district policies and structures related to central to central control and make modifications to fully support transformation . 2. Re-orient district culture toward shared responsibility and accountability. 3. Establish performance objectives for the school. 4. Align resource allocation (money, time, human resources) with the school's instructional priorities. 5. Consider establishing a turnaround office or zone (to also include transformations and other models). 6. Negotiate union waivers if needed. <p>Strand C: Selecting a Principal and Recruiting Teachers:</p> <ol style="list-style-type: none"> 1. Determine whether existing principal in position for two years or less has a necessary competencies to be a transformation leader. 2. Advertise for candidates in local newspapers, publications such as Education Week, regional education newsletters or web sites; alternatively, engage a search firm. 3. Screen candidates 4. Prepare to interview candidates 5. Interview candidates 6. Select and hire principal 7. Establish a pipeline of potential turnaround leaders 8. Recruit teachers to support the transformation. <p>Strand D: Working with Stakeholders and Building Support for Transformation:</p> <ol style="list-style-type: none"> 1. Assign transformation team members the task of creating a plan to work and communicate with stakeholders prior to and during implementation of the transformation. 2. Announce changes and anticipated actions publicly; communicate urgency of rapid improvement, and signal the need for rapid change. 3. Engage parents and community. 4. Build support for transformation. 5. Establish a positive organizational culture. 6. Help stakeholders overcome resistance to change. 7. Persist and persevere, but discontinue failing strategies. 		

Strand E: Contracting with External Providers:

1. Identify potential providers
2. Write and issue request for proposals
3. Develop transparent selection criteria
4. Review proposals, conduct due diligence, and select provider(s)
5. Negotiate contract with provider, including goals, benchmarks, and plan to manage assets
6. Initiate on-going cycle of continuous progress monitoring and adjustment.
7. Prepare to proactively deal with problems and drop strategies that do not work.
8. Plan for evaluation and clarify who is accountable for collecting data.

Strand F: Establishing and orienting the School Transformation Team

1. Appoint a school transformation team
2. Provide team members with information on what the school can do to promote rapid improvement.

Strand G: Leading Change (Especially for Principals)

1. Become a change leader.
2. Communicate the message of change.
3. Collect and act on data.
4. Seek quick wins.
5. Provide optimum conditions for school turnaround team.
6. Persist and persevere, but discontinue failing strategies.

Strand H: Evaluating, Rewarding, and Removing Staff: Evaluating Staff.

1. Establish a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing.
2. Evaluate a range of teacher skills and knowledge, using a variety of valid and reliable tools.
3. Include evaluation of student outcomes in teacher evaluation.
4. Make evaluation process transparent.
5. Provide training to those conducting evaluations to ensure that they are conducted with fidelity to standardized procedures.
6. Document the evaluation process.

7. Provide timely, clear, constructive feedback to teachers
8. Link the evaluation process with the district's collective and individualized professional development programs
9. Assess the evaluation process periodically to gauge its quality and utility. **B. Rewarding Staff:**
10. Create a system for making awards that is transparent and fair.
11. Work with teachers and teachers' union at each stage of development and implementation.
12. Implement a communication plan for building stakeholder support.
13. Secure sufficient funding for long-term program sustainability.
14. Provide performance-based incentives using valid data on whether performance indicators are met.
15. Use non-monetary incentives for performance.

c. Removing Staff

16. Create several exit points for employees (e.g., voluntary departure of those unwilling, unable to meet new goals, address identified problems).
17. Set clear goals and measures for employees' performance that reflect the established evaluation system and provide targeted training or assistance for an employee receiving an unsatisfactory evaluation or warning.
18. Reform tenure protections, seniority rights, and other job protections to enable quick performance-based dismissals.
19. Negotiate expedited processes for performance-based dismissals in transformation schools.
20. Form teams of specialists who are familiar with the rules and regulations that govern staff dismissals.
21. Make teams available to help principals as they deal with underperforming employees to minimize principal's time spent dismissing low performers.
22. Facilitate swift exits to minimize further damage caused by underperforming employees.

The plan incorporated as many items and feasible, at this time, with the above constructs. Full implementation will take place when the TTIPS is initiated.

Strand I: Providing Rigorous Staff Development:

1. Provide professional development that is appropriate for individual teachers with different experience and expertise.
2. Offer an induction program to support new teachers in their first years of teaching.
3. Align professional development with identified needs based on staff evaluation and student performance.
4. Provide all staff high quality, on-going, job-embedded, and differentiated professional development.
5. Structure professional development to provide adequate time for collaboration and active learning.
6. Provide sustained and embedded professional development related to implementation of new programs and strategies.
7. Set goals for professional development and monitor the extent to which it has changed practice.
8. Ensure that school leaders act as instructional leaders, providing regular feedback to teachers to help them improve their practice.
9. Directly align professional development with classroom observations (including peer observations (including peer observations) to build specific skills and knowledge of teachers.
10. Create a professional learning community that fosters a school culture of continuous learning.
11. Promote a school culture in which professional collaboration is valued and emphasized.

Strand J: Increasing Learning Time:

1. Become familiar with research and best practices associated with efforts to increase learning time.
2. Access areas of need, select programs/strategies to be implemented and identify potential community partners.
3. Create enthusiasm for extended learning programs and strategies among parents, teachers, students, civic leaders and faith-based organizations through information sharing, collaborative planning, and regular communication.
4. Allocate funds to support extended learning time, including innovative partnerships.
5. Assist school leaders in networking with potential partners and in developing partnerships.
6. Create and sustain partnerships, to support extended learning.
7. Ensure that teachers use extra time effectively when extended learning is implemented within the regular school program by providing targeted professional development.
8. Monitor progress of the extended learning time programs and strategies being implemented, using data to inform modifications.

Stand K: Reforming Instruction:

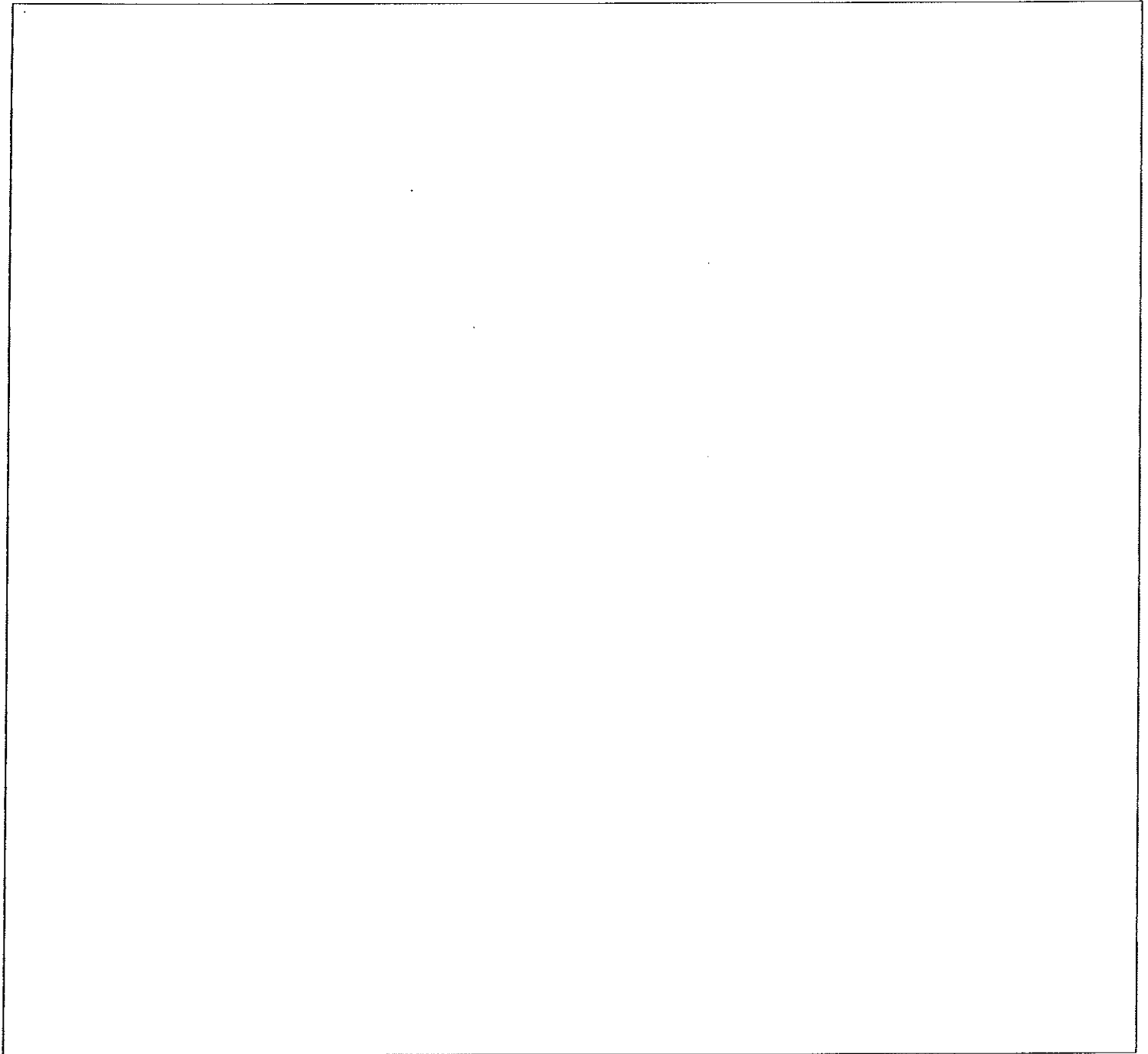
1. Establish a team structure among teachers with specific duties and time for instructional planning.
2. Focus principal's role on building leadership capacity, achieving learning goals, and improving instruction.
3. Align professional development with classroom observations and teacher evaluation criteria.
4. Ensure that teachers align instruction with standards and benchmarks.
5. Monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments.
6. Differentiate and align learning activities.
7. Assess student learning frequently using standards-based classroom assessments.
8. Prepare standards-aligned lessons and differentiated activities.
9. Provide sound instruction in a variety of modes: teacher-directed whole-class; teacher --directed small groups, independent work, computer assisted; homework.
10. Demonstrate sound homework practices and communication with parents.
11. Employ effective classroom management.

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Section B: Model Selection Process Cont. Responses are limited to <i>five pages</i> , front side only, with a font size no smaller than 9 point (Arial or Verdana). Responses are limited to <i>five pages</i> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
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Section C: Groups of Participants – List the groups of participants who will actively assist in the process to select a school intervention model that aligns to the identified needs of the campus.			
1	Superintendent		
2	Campus Principal and assistant principals		
3	Special populations coordinators (Special Education, LEP/ESL, Special Entry)		
4	Core subject area teachers		
5	Elective teachers		
6	Parent Focus Groups		
7	Student Focus Groups		
8	Community Partnership Members		
9	Del Mar Community College program coordinators		
10	Support staff		

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Section D: Improvement Activities and Timeline		
On the following pages of charts applicants should describe all other school improvement activities that will be incorporated with the model to be selected.		
For each additional improvement activity entered, enter the Critical Success Factor Code(s) from this table, enter the LEA/campus' rationale for including the activity, provide the supporting research that indicates the activity will be effective, and indicate the beginning and ending date of the activity.		
<div style="margin-left: 20px;"> <p>I. Improve Academic Performance, including (but not limited to the core subjects).</p> <ul style="list-style-type: none"> A. Data-driven instruction B. Curriculum Alignment (both horizontal and vertical) C. On-going Monitoring of Instruction <p>II. Generate and increase the Use of Quality Data to use in data-driven Instruction</p> <ul style="list-style-type: none"> A. Data Disaggregation/Training B. Data-driven Decisions C. On-going Communication <p>III.– Increase Leadership Effectiveness</p> <ul style="list-style-type: none"> A. On-going Professional Development Immersed and Integrated to Program Responsibilities. B. Operational Flexibility C. Internal and External Resource/Data Utilization <p>IV. Increase Learning Time</p> <ul style="list-style-type: none"> A. Flexible Scheduling B. Instructionally-focused Calendar C. Staff Collaborative Planning <p>V. Increase Parent/Community Involvement</p> <ul style="list-style-type: none"> A. Increased Opportunities for Input B. Effective and Open Communication C. Accessible and On-Going Community Services Through Collaboration and Communication. <p>VI. Improve School Climate</p> <ul style="list-style-type: none"> A. Increased Attendance B. Decreased Discipline Referrals C. Increased Involvement in Extra/Co-Curricular Activities <p>VII. Increase Teacher Quality</p> <ul style="list-style-type: none"> A. Locally Developed Appraisal Instruments B. On-going Job Immerse Professional Development C. Recruitment/Retention Strategies </div>		



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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
1	Improve Student Achievement in Reading/ELA	<p>Teaching with purpose. Identifying instructional gaps by using classroom data to target individual student deficiencies.</p> <p>Continue training and practice of Eduphoria in order to generate student data AND utilize it to enrich the curriculum.</p>	<p>ACT research shows that emphasis in rigorosity in teaching reading when the student's support system is in place (teacher encouragement, dedication, targeted curriculum) positively impacts students. Research point out to a study of approximately 400 schools currently implementing rigorous core courses to all the students, produced superior achievement levels that surpassed national averages in colleges and across the board. (Eric ED506507).</p>	August 2010	June 2013
1	Improve Student Achievement in Mathematics and Science.	<p>Achievement in Science Mathematics for at-risk students is a priority to successfully accomplish to enable them to prepare for End-of-Course exams and to prepared them for a successful college career.</p>	<p>Students who are successful in mathematics science and technology, are in superior condition to cope and advance at a higher pace in college than if they are just marginally prepared. The ACT College benchmarks in Mathematics and Science are superior as compared to students who only take the regular required courses. (ERIC ED 506507).</p>	August 2010	June 2013
IA-C	Utilize technology in every occasion as an intervention strategy to assist students to during school time in a continuous basis and help them become proficient in technology .	<p>Make use of technology a daily routine in the classroom in all areas of instruction. Specifically with at-risk students who may lack use of computer a home.</p>	<p>Students must be encouraged and guided to access advanced courses. Teachers who realize that those students who come from an economically depressed area are behind in technology uses as compared to their more</p>		

			advanced peers. With few exceptions, students who have no home access to technology are over-represented minority students who need different approaches in and teaching strategies that fit the learning styles of these studies. ERIC ED 508019		
IB	Procure and maintain linkages with community colleges and universities to introduce students to higher education and/or technical training.	Students who have a vision of their immediate and long-term future are much better equipped to come with the demands of challenging educational situations.	" Providing high school students access to advanced coursework has long been considered an important means of preparing students for success after high school...Low-income students are consistently lagging behind more advantaged peers. Although there has been some success in introducing the AP program into diverse schools, there continues to be a lack of underrepresented minorities among AP examinees. Identifying and providing the educational experiences that students need in order to be prepared for advanced coursework; policies student placement, into academic tracks or programs; ways to encourage students to prepare for and participate in advanced; ways to encourage students to prepare the AP courses are available for all students who wish to take them. for and participate in advanced academic programs, particularly underrepresented students, providing the resources necessary to ensure that AP courses are available for all students who wish to take their instruction" (ERIC ED 499838)	August 2010	June 2013

IB	Establish a warning system to detect behaviors that would render students at risk of not graduating.	Most students who enroll in this school are already three and four years academically behind, are unable to read, and their math and science scores are very low.	<p>"An early-warning data system can signal which students are most in need of interventions. Specifically, this report summarizes the research of the factors that put students at greater risk of dropping out, the relative success of methods of predicting which students will drop out, and proposes a two-phase process for building an effective and efficient early warning data system. If policymakers heed the most current research, avoid the mistakes of the past, and invest sufficient up-front "research and development dollars" they can build data systems to identify those students on the path to dropping out early enough to make a difference.</p> <p>(ERIC ED499838)</p>	July 2010	August 2010
IC	Hire high quality instructional consultants to monitor, assist, and guide the teachers to generate classroom/students data to, together, construct a specific instructional plan (data-driven instruction).	A well designed and planned change in how to develop specific and appropriate techniques to improve attendance, study habits and learning behavior must be elicited from the teachers together with the Education Team. Outside help will be accessed to help develop implementation of developed, accepted, and appropriate techniques to seek student success.	<p>"Behavior and Attendance (B&A) consultants are beginning work across the country, supporting (mostly) mainstream. Secondary schools. They are part of an extensive advisory team which is instrumental in improving standards in schools through the Government's Secondary National Strategy. Their brief was to develop and improve the systems, strategies and approaches for managing and improving behavior and attendance, and thereby have a positive impact on learning and attainment. This approach has been confirmed in the fourth Steer Report which highlights improving behavior and attainment via better understanding and provision of special educational needs in mainstream schools This article provides an illustration of the role of such consultants</p>	July 2010	August 2010

			<p>specifically in relation to training and professional development in special development in special educational needs or additional needs. It covers areas such as staff support, school management and systems, use of data and, of course, the social and emotional aspects of learning.” (ERIC EJ862851)</p> <p>“Mathematics consultants From the United States provide ongoing professional development founded on the National Council of Teachers of Mathematics’ Principles and Standards for School Mathematics (2000). Consultants provide teachers with sustained, hands-on opportunities to expand their abilities to teach mathematics more effectively. Readers will learn how to create their own culturally relevant lessons, ensure that they maintain high expectations of their students, and provide students with worthwhile learning experiences.” (ERIC EJ853610).</p>		
IC	Implement a dropout recovery strategic plan to reduce dropout rate.	Monitoring students’ attendance and providing support in most areas will engage the students to want to attend school. Assistance must be given to students who had been identified “at risk” in order for them to experience success.	<p>“Ninth grade marks a critical juncture in American schooling. Students who (are helped) to manage the academic demands of the transition to high school have a high probability of graduating four years later. ..Those who fail to earn as many credits as they should during ninth grade face a substantially elevated risk of dropping out of high school. (ERIC EJ863924).</p>		
IC	Increase the odds among seniors that they desire and enroll I in college thus increasing college enrollment rates.	Students who experience success in high school feel ready and express a desire to attend college.	<p>Purpose of Study: To identify factors that increase the likelihood that high school seniors will plan to attend a four-</p>		

			<p>year college, paying particular attention to variables that are associated with college attendance by low-income students. Logistic regression was applied to data from three sources: Telephone interview of high school seniors who took the SAT; Reasoning Test, a paper and pencil survey that students completed when they registered for the SAT, and students' combined SAT scores. This study evaluated how effectively eight factors or variables predicted if students were planning to attend a four year college. Variables were: personal background, high school characteristics, family expectations, personal expectations, high school course work, financial concerns, academic achievement, and college counseling. Findings: ... previously interested variables that prove to be important predictors were Number of years students spent taking college preparatory courses, nurturing idea and planned to attend a 4-year college, The findings also suggested that counselors play a more important role that had previously been identified.</p> <p>Jacqueline E. King, (Improving the Odds: Factors that increase that high school seniors pursue a four-year college degree). Jan.1,1996.</p>		
IC	Reducing teacher absenteeism	Continuity of the transfer of knowledge process should be pursued. Teacher absenteeism proves detrimental to learning.	"To the extent that less learning occurs when regular teachers are absent and student motivation to attend school is also reduced, student academic performance may suffer. This surely may be an unintended side effect of	August 2010	June 2013

			absenteeism" (HTTP://SSRN.COM/ABSTRACT =236672).		
Add additional pages as needed.					

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Critical Success Factor 2: Increase the use of Quality Data to Drive Instruction					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
2A	Training all teaching staff in the use of DMAC and Eduphoria student data software management system.	Teaching must be performed with a purpose. The aim should be to always assess, modify, enrich, use all data-driven curriculum for individual student growth. Use DMAC to generate student data on an ongoing basis. Data-driven instruction produces success.	"Data warehousing technology allows schools to collect, store, and analyze data more effectively[,] [which] support a culture of inquiry, continuous improvement, accountability, and purposeful data-driven decision-making-- cornerstones of efforts to ensure the success of all students" (ERIC EJ767092).	June 2010	June 2013
2B	Use data generated from Eduphoria (data management system) to make group decisions based on student data.	Student achievement is solidified and strengthen when teachers generate, disaggregate, and manage data and apply it to make decisions in targeting student deficiencies when teaching. The classroom quality of instruction increases, achievement level is higher.	"Data can make improvements in teaching, learning and the organization. For data to lead to improvement, it is important to further research the concept data-driven decision making and by stressing the importance of developing teachers' competence in the use of data. (ERIC EJ 872951).	August 2010	August 2013

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Critical Success Factor 3: Increase Leadership Effectiveness					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
3A	Generate, disaggregate data AND use of Data. Maintain training on Eduphoria data software management system to generate student and guide teachers to utilize each student's data in modifying the curriculum. Tutoring may be necessary and learning reinforcement to be emphasized.	Utilization of data is the key to address individual students' deficiencies. Teachers must be proficient in the use of the Eduphoria and the DMAC systems and be able to disaggregate data, and use it effectively.	Data warehousing technology allows schools to collect, store, and analyze data more effectively[,] [which] support a culture of inquiry, continuous improvement, accountability, and purposeful data-driven decision-making-- cornerstones of efforts to ensure the success of all students" (ERIC EJ767092).	June 2010	June 2013
3A	Provide Differentiated Instruction to teachers.	Teachers must be able to Adapt and enrich daily lesson plans for the students covering specific areas of curricular need as made evident by the data.	Using differentiated instruction, students made gains on all areas assessed (vocabulary, emergent reading, alphabet knowledge, print concepts, phonological awareness, emergent math). S subgroup of higher risk children was defined as those who scored in the bottom 5 th percentile on English vocabulary at the start of the school year. This higher risk group comprised 26%of the sample. Higher risk children made much larger gains on vocabulary over the course of the year than did their lower risk classmates and showed similar or slightly lower rates of change on other measures of early academic skills (ERIC EJ865816	August 2010	August 2013

3A	Provide Teacher Facilitators with training to build leadership capacity in our teachers.	The development of teacher leadership will enable them to more readily identify students' strengths and help the students to use them in extending their work quality and their potential.	"Front-line advice from a consultant or the principle and an instructional coach helps you increase your faculties' instructional effectiveness by implementing the principles of strength-based school: (1) Why a partnership among three elements—the building administrator, the instructional coach, and professional learning community—virtually assures that teacher professional development will be personal, meaningful, and effective; (2) How an instructional coach can help teachers move through a Continuum of Self-Reflection directly linked to classroom effectiveness; and (3) What building administrators do to inspire, encourage, and activate the potential output of every teacher" (ERIC EDT509132)	August 2010	June 2013
3A	Hold professional trainings with the stakeholders and the teachers to develop team-building and a strong sense of professionalism that will reflect in effective teaching.	A well implemented, individualized and collective curriculum compels the stakeholders to develop a professional culture and a warm school climate conducive to academic achievement.	"It is important for the school leaser to build trust and respect among his/her teachers. A positive school climate leads to high academic achievement for all students. (ERIC ED 507577).	July 2010	July 2013
3A	Early Childhood Education based on data-driven information	The C-Scope and Circle curricula will be utilized in approaching early childhood education for three and four year-old.	"Some of the long-term benefits of early childhood education in quality preschools include: greater parental involvement, fewer referrals to special education or remedial services, higher grades, better social skills, and greater ability to focus. Some studies show that children attending pre-school are more likely to graduate and pursue higher education, and be well integrated socially as an adult. It is also said that children with an early childhood education		

			are less likely to commit illegal acts, and tend to earn more money.” Http://www.wisegeek.com/what-is-early-childhood-education.htm		
Add additional pages as needed.					

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Critical Success Factor 4: Improve Learning Time					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
4A	Utilize the Talent Development Model to implement evening school programs.	Working students may need to attend school in the evening to accommodate their work schedules. Credit recovery evening program will be helpful for students who have already passed their TAKS and lack few credits	<p>"For the first time in the ninth grade students in Talent Development schools, students produced substantial gains in academic course credits and promotion rates and modest improvements in attendance. The percentage of ninth-graders completing a core academic curriculum increase from 43 percent on average before the implementation of Talent Development 56 percent after implementation began. This increase is about three times the level of increase in similar schools. Promotion rates in the Talent Development schools increased by just over 6 percentage points, while they fell by 4 percentage points in the comparison schools. Improvements in ninth grade course credits earned, promotion, and attendance were strongest in the first three schools to begin using the Talent Development, and these schools sustained improvements into the second and third years of implementation. (http://www.mdrc.org/publications/388).</p>	June 2010	June 2013

4A	Utilize technology in way of assisting students with their credit recovery.	Students who are in the middle school or high school and are in need of credits due to not having passed some courses will be assisted with technology whenever possible.	"Districts driven by government requirements to produce better results are using credit recovery programs to help students in trouble get back on track and boost achievement levels for the students and districts alike. Many are implementing programs that blend face-to-face and online instruction." (ERIC EJ860581)	June 2010	June 2013
4A	Extended School Day will be available for the students who need help in doing their homework or additional explanation on a given problem.	Some students need more time to capture concepts than others. After school help will be available to all students who wish to get extra help for homework or for getting tutoring.	"...this new body of evidence suggests that extending time in school would in fact likely raise student achievement." ERIC EJ879337).	August 2010	June 2013
4A	The LEA will change to block scheduling for Math and Science classes	The amount of time students potentially need will be provided to them in classroom settings by implementing block scheduling for mathematics and science.	"Results indicate that students in 4x4 block scheduling had greater gains in scores on reading and mathematics tests than did students in both traditional scheduling and A/B block scheduling." (ERIC EJ747991).	August 2010	June 2013
4A	Establish Saturday classes for students who need to attend credit recovery classes and for those students in middle school who wish to begin earning credits.	There are students who have their parent or parents working on week-ends. Students will be encouraged to come to school to enhance their studies or to play sports.	"Several studies on linking Saturday school programs to student achievement show that students who are behind in reading and math. Can catch up to grade level with additional instruction and tutoring. Data on Saturday school programs also show that lead better grades, higher academic achievement, and increased interest in schools" (ERIC ED 480536.	August 2010	June 2013
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Critical Success Factor 5: Increase Parent/Community Involvement					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
5A	Provide a Parent Conference Room for parents to meet as they need and work on projects. The Education Team will meet for project approval before beginning on it.	Parents need to feel that they are an integral part of the overall school functioning. Parents' training needs to be part of the parents' development process so they will be an integral part of the school climate.	"Districts incorporating parent centers as a means of increasing parent involvement in schools have achieved more success than districts that rely solely on community outreach efforts (ERIC ED505025)	2010	2013
5B	Gang and drug awareness training for parents and students will be conducted and scheduled throughout the school year.	Parents must be informed re: the existing perils some students are exposed in the process of "making friends" Information and collaboration with the police department will make a huge impact at the trainings.	Quantitative analysis of gang and drug awareness training programs such as SHAID known as "Shady Characters") found a direct correlation between length of involvement in the program and a decrease in incidents of homelessness, mental health problems, poor educational attainment, and frequent contact with the criminal justice system. (ERIC ED393058).	August 2010	June 2013
5C	Parents and students will be encouraged to participate in Family Counseling whenever needs. Students may be referred by the teachers and parents invited to participate in the counseling process.	For many students and families counseling becomes a parental guide as to how to talk to their children, how to resolve disputes, arguments, and conflicts between parent and student, and school and students.	Psychologists and counselors know that there is a relationship between family behavioral parents and a child's school performance. Family counselors in schools can help families make changes, including establishing behavioral norms, setting family goals, assisting with understanding family roles, and developing family conflict resolution strategies" (ERIC ED383958).	August 2010	June 2013

5C	A consultant will be hired with knowledge and training in drug and substance abuse counseling for students and families.	On campus drug and substance abuse counselor will be readily available to provide family counseling to the entire family for support and mental health. The elimination of drug use will be manifested in students staying in school and increase achievement levels.	"According to the U.S. Departments of Health and Human Services counseling/education programs help students and families value and maintain sound personal health; respect laws and rules prohibiting drugs; resist pressure toward drug use; and promote student activities that are drug free" (ERIC ED389668).	August 2010	June 2013
5D	Provide a parent liaison to coordinate parent involvement activities on the campus.	A parent liaison will help the campus better coordinate parent activities and increase parental involvement.	"Parent liaison positions have helped many school districts increase parent involvement."(ERIC ED378300)	June 2010	June 2013
Add additional pages as needed.					

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Texas Title I Priority Schools Grant					
Schedule #4B—Program Description					
Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 6: Improve School Climate					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
6A	Make individual, group, and family available everyday and during the evenings by appointment.	Individual counseling assists the student to look into his/her problems in relationship with the entire family. Appropriate role and behavior can help the student to develop positive patterns that can reconcile the family into a healthy and positive family unit.	According to researchers. Students who receive counseling exhibited improvements in attitudes, behaviors, and academic performance in both the short term (first six months) and long term. (http://www.ablongman.com/helpingprofession/coun/ppt/school).	August 2010	June 2013
6AB	Establish support groups on campus.	Counselors can use support groups to make the students part of the group and the school by fomenting social activities, and exercises in human growth and development.	"Student-support groups increase the sense of security and self worth on students. Support groups also provide students with a viable problem-solving mechanism, and enable students to polish various social and communication skills while improved their sense of responsibility and feelings of worth." (ERIC ED340986).	August 2010	June 2013
6AB	Students who are involved in the criminal justice system will be assigned a mentor.	These students are at an increased risk of staying the Justice System and proceed into deeper consequences. A mentor can provide positive role model and interventions to help student stay out of the situation.	"Impact evaluations of school-based student mentoring efforts suggest that school-based programs have the potential to improve students; academic performance, behavior in school, and school attendance (Herrera et al., 2007. Two experimental studies of the Across Ages mentoring program. Taylor et al. 1999; Aseltine et al., 2000).	August 2010	June 2013

6AB 6AB 6AB	Students in middle school will participate in a summer transition program or orientation re: expectations of the middle school student. Ninth grade students will be oriented: re: High school expectations.	Student retention is very important for the school and for the students. Retention strategies such as academic achievement, looking forward to graduation, creates a vision of themselves and make them feel encouraged to Fulfill their goals.	"Administrators and teachers who use summer transition programs middle school students in eight grade can make students' ninth grade experience a successful one. Students participating in transition programs have lower dropout rates, enhanced student achievement, feel safer and more confident. (www.eyeeoneducation.com/).	July 2010	July 2013
6ABC	Freshman high school students will have available a learning community academy.	The learning academy will foster in the students a sense of professionalism and self-importance that will come from the fact that, those attending the learning community academy will get more knowledge than their counterparts not attending the program.	"Changes in academic outcomes, as measured by APR data, indicate modest to significant change. Where there is evidence of change, trends appear to be moving in the right direction. Specifically, trends in APR data suggest upward trends in student extracurricular participation, night-grade promotion rates and downward trends in incidence of school violence, disciplinary action and alcohol and drug use. In addition, trends in outcomes such as increases in the percentage of students taking the SAT and the percentage of students intending to continue to postsecondary education suggest a possible greater interest by students in SLC schools in post secondary education. (ERIC ED501287).	June 2010	August 2013
7A	Provide staff with gang awareness and knowledge to detect drug use.	Teacher knowledge of drug use will help them with management techniques.	"Omaha Police Chief Alex Hayes. Who was also on hand, says his force has already started to notice a difference. He says people tired of violence are speaking out, providing valuable tips to law enforcement as they work to solve assaults and burglaries. There have been 14 homicides this year. Part of the answer is consistent and meaningful drug and gang training, awareness, and	June 2010	August 2013

			redirection". http://www.kptm.com/global/story.asp?s=12473416&Clienttype=prin...		
7B	Provide staff with differentiated instruction training.	Capacity training will provide teachers and staff with techniques and strategies for tailoring instruction for students.	Using differentiated instruction, students made gains on all areas assessed (vocabulary, reading, alphabet knowledge, print concepts, phonological awareness, emergent math). A subgroup of higher risk children was defined as those who scores in the bottom 5 th percentile on English vocabulary at the start of the school year. This higher risk group comprised 26% of the sample. Higher risk children made much larger gains on vocabulary over the course of the years than did their lower risk classmates. ERIC EJ865816).	August 2010	June 2013
7B	Provide staff with effective classroom management strategies training.	Teachers' capacity to motivate students and engage them in school attendance and academic achievement will help students."	"Instructores trained in effective classroom management techniques...improved student motivation, attendance, and achievement" (ERICED291700).		
Add additional pages as needed.					

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Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 7: Increase Teacher Quality					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
7C	Develop a monetary incentive system considering diligence in staff training, application of the program objectives, and results in achievement, participation, added responsibilities, and overall faithful implementation of the program's objectives.	The recruitment process must be re-habilitated and teachers need to feel comfortable and strong about the expectations placed upon them in terms of increasing levels in student achievement, graduation rate, and decreasing the dropout rate.	According to students from the National Governors Association teacher pay design today works <i>against</i> quality teaching. Encouraging lower performers to enter the profession and stay disproportionately while compelling higher performers to stay away and leave disproportionately. Moreover, those in the top quartile are twice as likely to leave teaching after five years as those in the bottom quartile. One key reason is that more capable teachers earn little more than less capable ones. In cross-industry surveys that break out the attitudes of high performers from those of the rest, high performers are the ones who leave primarily for higher pay. They also are more likely than other employees to leave for lack of advancement opportunity. Economic analysis of teacher pay has shown that high ability teachers leave the profession in disproportionate droves. Due in, in part, to the extreme "pay compression" between high and low performers. Between the mid-1960s and 2000, the difference in compensation paid to	August 2010	2013

			teachers with the highest and lowest college admissions aptitude (www.nga.org)		
7C	Develop a monetary incentives system.	Emphasis in teacher retention, training, and personal growth as well as professional excellence needs to be rewarded.	In several research studies, teachers were significantly more satisfied with incentive pay systems that single salary system. In contrast to common beliefs, the program did not lead to counterproductive competition among staff members. Also, the school environment is more positive with pay incentive systems and positive results on student were found. (www.rark.edu/ua/oe p).	June 2010	August 2013
7B	Implement staff training on research-based instructional models.	Teacher quality improves when they are knowledgeable of research-based instruction models and are allowed to select one or more to try in their classrooms. ELLs show more gains under these circumstances.	"Sheltered instruction is a research-based instructional framework that provides clear and accessible content and academic language to ELLs in pre K – 12 grade level classes. Data indicate that instructors who have been trained and implemented the instructional framework have higher student achievement rates for their ELL students than instructors not implementing it. (ERIC EJ 97289).	June 2010	August 2010
7B	Staff will be provided with differentiated instruction training.	Staff training that is tailored to met the academic needs of students and are trained to select appropriate techniques for instruction, generally, obtain higher achievement levels form their students.	Using differentiated instruction, students made gains on all areas assessed (vocabulary, emergent reading, alphabet knowledge, print concepts, phonological awareness, emergent math(. A subgroup of higher risk children was defined as those who scored in the bottom 5 th percentile on English vocabulary at the start of the school year. This higher risk group comprised of 26% of the sample. Higher risk children made much larger gains on vocabulary		

			over the course of the year than did their lower risk classmates and showed similar or slightly lower rates of change on other measures of early academic skills. (ERIC EJ865816).		
7B	Implement a staff training with effective classroom management strategies and techniques.	Strive to obtain teachers' capacity to obtain higher levels of motivation, attendance, and academic achievement.	Instructors trained in effective classroom management techniques had improved student motivation, attendance and achievement ..." (ERIC ED291700).	June 2010	August 2013
7B	Prepare staff training with professional and appropriate responses to Intervention Training (RTI).	Provide teacher seminar utilizing a multilevel research-based intervention system for addressing the needs of students having difficulties in meeting high academic standards and to graduate.	Although RTI will continue to evolve, core characteristics of RTI that form the basis of state initiatives are well founded in intervention and instructional research and practice. These core characteristics (i.e. data-based decision making, evidence-based intervention, teaming, and problem solving) represent skills immediately needed by professionals-in-0training. (ERIC EJ809093)		
7B	Make available for staff instructional best practices training.	Best practices are instrumental in providing teachers with the ability to help their students increase achievement levels on State criterion-Referenced tests.	Schools that design research-based professional development programs based on effective schools research and instructional best practices resulted in real achievement gains state criterion-referenced tests determining high school graduation. (ED434875).	June 2010	August 2013
7B	Utilize teacher facilitator, and instructional coach	Instructional facilitators model, coach, monitor, and support instruction best practices for classroom teachers. Instructional coaches guide teachers in aligning the curriculum, enhance, and increase student participation in learning. Teachers have a support system with facilitators and instructional coaches.	"Front-line advice from a principal and an instructional coach helps you increase your faculties' instructional effectiveness by implementing the principles of a strength-based school: (1) Why a partnership among three elements—the building administrator, the instructional coach, and professional learning community--virtually assures that teacher professional development	June 2010	August 2013

			would be personal, meaningful and effective; (2) How an instructional coach can help teachers move through a Continuum of Self-Reflection directly linked to classroom effectiveness; and (3) What building administrators can do to inspire, encourage, and activate the potential output of every teacher.” (ERIC ED509132).		
Add additional pages as needed.					

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TEXAS EDUCATION AGENCY
Standard Application System (SAS)

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Amendment No.

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

Part 3: Intervention Model

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

[illegible]

Additional Improvement Activity

Rationale

Supporting Research

**Timeline
Begin
Date**

**Timeline
End
Date**

Add additional pages as needed.

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Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 4: Waiver Requests		
Applicants must check the waivers in which the LEA/campus intends to implement.		
<p>X Extending the period of availability of school improvement funds. <i>This waiver extends the "life" of the funds for two additional years; allowing the state to fund the grant period for three years to the LEA on behalf of the eligible campus, as long as the campus meets the requirements of implementation of the grant program.</i></p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Note: Since TEA has requested and received a waiver of the period of availability of these school improvement grant funds, this waiver automatically applies to all LEAs in the State and <i>must</i> be checked.</p> </div> <p><input type="checkbox"/> "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model. <i>Under this waiver, the LEA with an eligible Tier I or Tier II campus implementing the turnaround model or restart model may have their School Improvement status reset regardless of the actual AYP status and other school improvement interventions, such as School Choice and Supplemental Education Services (SES) would not be applicable. This waiver allows the campus two years to effectively implement the selected turnaround or restart model of reform without additional statutory school improvement interventions being required.</i></p> <p><input type="checkbox"/> Implementing a school wide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold. <i>This waiver allows a Tier I Title I campus that otherwise does not qualify to operate a Schoolwide program to do so in order to implement the Tier I reform model selected.</i></p>		

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Texas Title I Priority Schools Grant		
Schedule #4C—Performance Assessment and Evaluation		
Part 1: Component Description. By submitting this application, the applicant agrees to comply with any reporting and evaluation requirements that TEA may establish and to submit the reports in the format TEA requests. (Response limited to one page each, font size no smaller than 9 pt, Arial or Verdana)		
Section A: Ongoing Monitoring/Continuous Improvement - Describe the LEA/campus' process for providing on-going monitoring of grant activities to ensure continuous improvement		
<p>This LEA will use the Continuous Improvement Cycle to monitor grant activities and make sure that student achievement results show continuous improvement.</p>		

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Section B: Formative Evaluation- Describe the LEA/campus' process for formative evaluation, including how the results of the evaluation will be used to improve the grant program		
<p>The LEA plans to use a five-step process to monitor grant activities to ensure that student achievement results show continuous improvement. The TTIPS Educational team who assisted in the initiation and planning to write this grant will continue to act as the TTIPS Educational Team that will conduct the program monitoring process. Monthly meetings will be held dividing the tasks by small groups. Each group will have an assignment as follows: All data collected will be analyzed, and utilized to modify curriculum, assign tutoring, perform the monitoring of students related to the goals set to increase student achievement.</p> <p>The focused data analysis disaggregation and analysis will be the bases for measuring student achievement. Each component of the gap in achievement level will be identified and specific curriculum will be identified to address each situation. Templates to analyze formative assessment data such as teacher lesson plans, principal walkthroughs, staff, student, parent, and professional development training surveys, attendance reports and mini benchmark assessments will be aligned to the State TEKS objectives, the summative assessments that include PDAS evaluations, Eduphoria student management reports, student benchmark data, AEIS, TTELPAS, PBMAS, AYP accountability data, and-of-the-year grant program evaluations from a national program evaluator. The team will use these student performance results to identify factors contributing to any program concerns relation to program design, instructional placement, planning, and materials and student support, acquisition and retention, development of staff, parental involvement and support; and program evaluation.</p> <p>Resources will be evaluated and determinations made regarding needs in human, fiscal, and material assistance needed for the implementation of the activities targeted to the desired results. The team will document all resources to be implemented in the improvement activities and record them in the Resources Column of CIP template. Moreover, the core analysis team will document all timelines for initiation aof activities as well as future interim evaluations (formative) benchmarks and final evaluation (summative) timelines that relate to each desired result. The core analysis team will also detail any additional activities or adjustments to planned activities which will be implementation and evaluation. The LEA will continue to conduct ongoing monitoring to determine progress of implementation of CIP activities and evaluate completed activities to determine results related to student performance.</p>		

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Section C: Qualitative and Quantitative Data Collection Methods- Describe the LEA/campus' process for data collection methods to be implemented and 1) how the data will be disaggregated; 2) used to improve instruction; and 3) obtain continuous improvement results		
<p>The TTIPS committee members (The Educational Team), will collect qualitative and quantitative program data through a variety of data collection methods. The Educational Team will obtain relevant quantitative data from several student management systems, Eduphoria, Webcat, PEIMS, AEIS, PBMAS AMAO, TELPAS, and the NCLB homepage. The team will administer staff, student, and parent satisfaction surveys with closed-ended questions on a regular basis in order to gauge perceive satisfaction level with the grant implementation. To collect an array of campus-level data (e.g. student discipline referral data, attendance reports, leaver data, graduation cohort reports, benchmark reports, principal walkthrough observations) a data entry specialist will be responsible for inputting, managing, and disseminating data to the TTIPS team members upon request. Qualitative data collection methods include in-depth interviews, one-on-one interviews that provide rich unbiased information; student-staff parent focus groups to generate convergence and consensus among stakeholders impacted by grant activities; and field studies, such as classroom observations, department chair walkthroughs, home visits, parent conferences, and staff meetings to gain a sense of the overall level of satisfaction in how grant activities may be progressing.</p>		
<p>The Educational Team will abstract the core issues, and use a focused data analysis process to collect, analyze, and disaggregate student achievement data that relates to this program. Study of the data will allow the Educational Team to learn if there are continuous series of improvement, planning, and materials and student support; acquisition and retention, development of staff, parental involvement and support; and program evaluation.</p>		
<p>TTIPS participants will use a focused data analysis process to collect, analyze, and disaggregate same to ascertain student achievement. The team's analysis and goal-setting activities will reflect the desired goals and the results obtained will determine if progress is occurring. These results will be transferred to the CIP template. The Team will plan for activities and strategies to be introduced subsequently after each monthly meeting. Evidence of positive changes will be documented and studied so that the replication of findings for better practices is developed sequentially.</p>		
<p>An overall determination will be made regarding the program needs in terms of human, fiscal, and material input. The results of the students' improvement will be:</p>		
<ol style="list-style-type: none"> 1. Documented and entered in the Resources Column on the CIP template. 2. Document all timelines for initiating of activities for future interim evaluations (formative data). 3. The core analysis team will document all timelines for the start up of activities together with future interim desired results will be aligned with activities targeted and the interim evaluations (formative data). 4. The most important factor is to discover what kinds of activities, strategies, approaches work and continue to reinforce the process to make it more rigorous and applicable for the specific student population. 		

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Schedule # 4C—Performance Assessment and Evaluation		
Part 2: Process for Development of Performance Goals		
Describe the process to be implemented to develop the campus' performance goals. Include the groups participating in the development of the goals. Responses are limited to two pages , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Empty response area		

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<div style="margin-left: 40px;"> <p>Step 1. The Education Team will be involved in establishing and monitoring the campuses' performance goals. Students will be given a criterion-referenced test that will be graded in order to find out the achievement of individual students. Students will then be grouped according to a range of achievement gaps and assigned to a tutor.</p> <p>Step 2. The tutor will design a specific curriculum containing instructional items that will address the specific Troublesome areas in the specific subject in question. The Facilitator will participate in the planning, selection of the materials, tools, and educational accessories including technology use and then be present at the initial delivery of the subject matter.</p> <p>Step 3. The facilitator will work closely with the teacher monitor student progress in order to escalate the Curricular contents and allow the student to start experiencing success. The prescribe curriculum should be covered and mastered before proceeding evaluate and repeat the process described in on step number one above.</p> <p>Step 4. The students' learning modalities, learning styles, knowledge level, and any other barriers will be taken into consideration when designing specific lesson plans for the students. Very crucial is to ascertain whether the student is an independent learner or a sensitive learner (learns easily in group settings).</p> <p>Step 5. The student will be evaluated and presented with enrichment activities</p> <p>Student goals will be abstracted by pre-testing students and ascertaining to what extent the academic level they can start learning. Once these results are obtained, the students, teacher, parent, should assist in setting the goals. Instructional goals must be derived from the key areas of instruction to be attained considering time, effort, specific academic areas needing attention. There will be a maintained effort to monitor the accomplishments made so that students move on to the next level. Students must be part of forging their own education and goal attainment.</p> </div>		

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Part 3: Annual Performance Goals						
Improve Academic Performance – Enter the annual goals for student achievement, on both the State's assessments and other measures identified by the LEA, to which the LEA is holding the campus accountable						
#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Improve Student Achievement in Reading/ELA	TAKS	70%	85%	90%	100%
2	Improve Student Achievement in Mathematics	TAKS	35%	70%	73%	80%
3	Improve Student Achievement in Science	TAKS	59%	70%	58%	65%
4	Improve Student Achievement in Social Studies	TAKS	89%	98%	100%	100%
5						
Increase the Use of Quality Data to Drive Instruction – Enter the annual goals for increasing the use of quality data to drive instruction, to which the LEA is holding the campus accountable.						
#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase the percentage of teachers using data to improve instruction	Eduphoria AEIS-It	90%	95%	100%	100%
2	Improve ongoing data communication within departments	PDAS Domain VIII (mastery) Meeting Minutes	90%	100%	100%	100%
3	Increase the percentage of teachers and staff trained on data disaggregation techniques	Professional Development Sign-in sheets	90%	95%	100%	100%
4						
5						

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Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase the number of teachers and staff attending high-quality, job-embedded professional development.	Sign-in sheets Walkthroughs PDAS	90%	100%	100%	100%
2	Increase the number of teachers and staff changing instructional practices resulting from professional development	Sign-in sheets Walkthroughs PDAS	80%	90%	95%	100%
3	Increase the amount of compensation to attract and retain teachers	Performance Payments	1,500-2,700 Stipends	2,000-2,700 Stipends	2100-2900 Stipends	2200-3000 Stipends
4	Increase the amount of compensation to attract and retain campus principals	Performance Payments	0	2,000-3,000 Stipends	2,500-3,500 Stipends	2,700-4,000 Stipends
5						

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase the number of partnerships with parent organizations and other state and local agencies	Partnership agreements	4	6	8	10
2	Increase the total number of school hours during the day to include additional time for instruction in core academic subjects	Tutorial sign-in sheets and attendance records	4.5	6.5	6.5	6.5
3	Increase the total number of students attending Saturday school for credit recovery, tutoring, and enrichment	Saturday school attendance records	11 (average)	13 (average)	15 (average)	17 (average)
4	Increase the total number of students attending night school credit recovery, tutoring, or enrichment	Night school attendance records	10	15	25	30
5	Increase the total number of students participating in positive behavior support services	Support service attendance records	40	50	60	80

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Part 3: Annual Performance Goals						
Increase Parent/Stakeholder Involvement – Enter the annual goals for increasing parent and community involvement, to which the LEA is holding the campus accountable.						
#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase the number of partnerships with parent organizations and other state, local, and private agencies	Partnership agreements	3	5	7	10
2	Increase the total number of parents participating in positive behavior support services	Support service attendance records	10	30	50	55
3	Increase the total number of parents participating in school sponsored activities and organizations	PTA membership/ School activity/ parent conference sign-in sheets	40 (average)	50 (average)	60 (average)	80 (average)
4	Increase the total number of full-time staff in the campus' parent liason office	Human Resource Records	0	2	3	3
5						
Improve School Climate – Enter the annual goals for improving the school climate, to which the LEA is holding the campus accountable.						
#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase the total number of students participating in positive behavior support services	Support service attendance records	40	70	90	100
2	Increase the total number of students participating in extracurricular school activities	Extracurricular attendance records	100	150	200	250
3	Increase the total number of students enrolled in advanced academic programs, such as gifted and talented and the Early College Program	GT and Early College Class Enrollment Data	30	40	50	65
4						
5						

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Schedule # 4C—Performance Assessment and Evaluation						
Part 3: Annual Performance Goals						
Increase Teacher Quality – Enter the annual goals for increasing teacher quality by measures identified by the LEA, to which the LEA is holding the campus accountable.						
#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase the percentage of teachers using data to improve instruction	Eduphoria AEIS-It	90%	95%	100%	100%
2	Increase the percentage of teachers and staff trained on data disaggregation techniques	Professional Development Sign-in sheets	85%	95%	100%	100%
3	Increase the number of teachers and staff attending high-quality, job-embedded professional development.	Sign-in sheets Walkthroughs PDAS	90%	100%	100%	100%
4	Increase the amount of compensation to attract and retain teachers	Performance Payments	1,500-2,700 Stipends	2,000-2,700 Stipends	2100-2900 Stipends	2200-3000 Stipends
5	Increase the number of teachers and staff changing instructional practices resulting from professional development	Sign-in sheets Walkthroughs PDAS	80%	90%	95%	100%
Other – Enter any other annual goals for improvement to which the LEA is holding the campus accountable.						
#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Recruit more business and organizational partnerships to collaborate with the LEA.	Memoranda of Understanding	4	6	7	9
2	Lengthening the instructional day for reinforcement of core subjects.	Sign in sheets on all students attending tutorials.	6	7	8	8
3	Saturday classes for students wishing to obtain credit recovery or tutoring.	Attendance Records	Approx. 100	Approx. 120	Approx. 135	Approx. 150
4	High school recruitment for credit recovery and /or tutoring will have more students.	Night school sign-in sheet (student)	10	30	40	50
5	Increase number of families attending counseling sessions.	Counselor's Intake forms.	15	22	30	35

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Schedule # 4D—Equitable Access and Participation: Barriers and Strategies				
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	x	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	x	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	x	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	x	<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"/>	x	x
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"/>	x	x
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	x	x	x
B02	Provide interpreter/translator at program activities	x	<input type="checkbox"/>	x
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	x	<input type="checkbox"/>	x
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	x	<input type="checkbox"/>	x
B05	Develop/maintain community involvement/participation in program activities	x	<input type="checkbox"/>	x
B06	Provide staff development on effective teaching strategies for diverse populations	x	x	x
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	x	<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"/>	x	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	x
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	x
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	x
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"/>	x
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	x
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	x
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	x

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

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Schedule # 4D—Equitable Access and Participation: Barriers and Strategies				
Barrier: Drug-Related Activities (cont.)				
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	x	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	x	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs.	x	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences.	x	<input type="checkbox"/>	x
D10	Establish school/parent compacts.	x	<input type="checkbox"/>	x
D11	Develop/maintain community partnerships.	<input type="checkbox"/>	<input type="checkbox"/>	x
D12	Provide conflict resolution/peer mediation strategies/programs.	x	<input type="checkbox"/>	x
D13	Seek collaboration/assistance from business, industry, or institution of higher education.	x	<input type="checkbox"/>	x
D14	Provide training/information to teachers, school staff, & parents to deal with drug-related issues.	<input type="checkbox"/>	x	<input type="checkbox"/>
D15	Seek Collaboration/assistance from business, industry, or institution of higher education.	x	<input type="checkbox"/>	x
D99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Visual Impairments				
#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide Program materials/information in Braille.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E03	Provide program materials/information in large type.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information on tape.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Hearing Impairments				
#	Strategies for Hearing Impairments	Students	Teachers	Others
F01	Provide early identification and intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide Interpreters at program activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Learning Disabilities				
#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and Intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs.	x	x	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies.	<input type="checkbox"/>	x	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Other Physical Disabilities or Constraints				
#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Texas Title I Priority Schools Grant Schedule # 4D—Equitable Access and Participation: Barriers and Strategies				
Barrier: Absenteeism/Truancy				
#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention.	x	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan.	x	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff.	x	<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.	x	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities.	x	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences.	x	<input type="checkbox"/>	x
K08	Strengthen school/parent compacts.	<input type="checkbox"/>	x	x
K09	Develop/maintain community partnerships.	<input type="checkbox"/>	<input type="checkbox"/>	x
K10	Coordinate with health and social services agencies.	<input type="checkbox"/>	<input type="checkbox"/>	x
K11	Coordinate with the juvenile justice system.	<input type="checkbox"/>	<input type="checkbox"/>	x
K12	Seek collaboration/assistance from business, industry, or institution of higher education.	<input type="checkbox"/>	<input type="checkbox"/>	x
K99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: High Mobility Rates				
#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	x
L02	Establish partnerships with parents of highly mobile families.	<input type="checkbox"/>	<input type="checkbox"/>	x
L03	Establish/maintain timely record transferal system.	<input type="checkbox"/>	<input type="checkbox"/>	x
L99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Lack of Support from Parents				
#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents.	<input type="checkbox"/>	<input type="checkbox"/>	x
M02	Conduct home visits by staff.	<input type="checkbox"/>	x	<input type="checkbox"/>
M03	Recruit volunteers to actively participate in school activities.	<input type="checkbox"/>	<input type="checkbox"/>	x
M04	Conduct parent/teacher conferences.	<input type="checkbox"/>	x	x
M05	Establish school/parent compacts.	<input type="checkbox"/>	<input type="checkbox"/>	x
M06	Provide parenting training.	<input type="checkbox"/>	<input type="checkbox"/>	x
M07	Provide a parent/family center.	<input type="checkbox"/>	<input type="checkbox"/>	x
M08	Provide program materials/information in home language.	<input type="checkbox"/>	<input type="checkbox"/>	x
M09	Involve parents from a variety of backgrounds in school decision making.	<input type="checkbox"/>	<input type="checkbox"/>	x
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"/>	x
M12	Acknowledge and include family members' diverse skills, talents, acknowledge in school activities.	<input type="checkbox"/>	<input type="checkbox"/>	x
M13	Provide adult education, including GED and/or ESL classes, or family literacy program.	<input type="checkbox"/>	<input type="checkbox"/>	x
M14	Conduct an outreach program for traditionally "hard to reach" parents.	<input type="checkbox"/>	<input type="checkbox"/>	x
M99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule # 4D—Equitable Access and Participation: Barriers and Strategies				
Barrier: Shortage of Qualified Personnel				
#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel.	<input type="checkbox"/>	x	<input type="checkbox"/>
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups.	<input type="checkbox"/>	x	<input type="checkbox"/>
N03	Provide mentor program for new teachers.	<input type="checkbox"/>	x	<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"/>	x	<input type="checkbox"/>
N06	Collaborate with colleges/universities with teacher preparation programs.	<input type="checkbox"/>	x	<input type="checkbox"/>
N99	Other (Specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Lack of Knowledge Regarding Program Benefits				
#	Strategies for Lack of Knowledge regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities & benefits.	<input type="checkbox"/>	<input type="checkbox"/>	x
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits.	<input type="checkbox"/>	<input type="checkbox"/>	x
P03	Provide announcements to local radio stations & newspapers about program activities/benefits.	<input type="checkbox"/>	<input type="checkbox"/>	x
P99	Other (Specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Lack of Transportation to Program Activities				
#	Strategies for Lack of Transportation to Program Activities	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q04	Other (Specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Other Barrier				
#	Strategies for Other Barrier	Students	Teachers	Others
Z99	Other Barrier: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other Strategy: _____			

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Texas Title I Priority Schools Grant Schedule #5—Program Budget Summary				
Program Authority: P.L. 107-110, Section 1003(g), as amended by ARRA, P.L. 111-5 CFDA # 84.388A & 84.377A		Fund Code ARRA (CFDA# 84.388A): 286 Regular (CFDA# 84.377A): 276		
Project Period: August 1, 2010 through June 30, 2013				
Class/Object Code and Description	Campus Grant Costs	LEA Admin Grant Costs	Pre-Award Cost	Total Grant Funds Budgeted
Payroll Costs	5B 6100	\$ 856,789	\$ 0	\$ 0
Professional and Contracted Services	5C 6200	40,302	47,619	0
Supplies and Materials	5D 6300	33,790	0	0
Other Operating Costs	5E 6400	21,500	0	0
Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only)	5G 6600/15XX	0	0	0
Total Direct Costs		952,381	0	0
% Indirect Costs			0	0
Grand Total				
Total Budgeted Costs:		\$ 952,381	47,619	\$ 0
\$ 1,000,000				
Administrative Cost Calculation				
Enter total amount from Schedule #5 Budget Summary, Last Column, Total Budgeted Costs				1,000,000
Multiply by .05 (5% limit)				X .05
Enter Maximum Allowable for Administration, including Indirect Costs				\$ 47,619

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

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Texas Title I Priority Schools Grant Schedule #5B—Payroll Costs (6100)						
Budgeted Costs						
Employee Position Titles		Justification	# Full-Time Effort	# Part-Time Effort	Pre-Award	Amount Budgeted
Instruction						
1	Teacher	Sheltered Instruction teachers for LEP/ESL students	3		\$	\$ 135,000
2	Educational Aide	Provide support to sheltered instruction teachers	3			75,000
3	Tutor	Provide intensive, small group instruction for pull-out, afterschool, and weekend tutorial program	4			112,000
Program Management and Administration						
4	Project Director					
5	Project Coordinator					
6	Teacher Facilitator	Responsible for training, evaluating, mentoring, and improving classroom teachers' skills	1			45,000
7	Teacher Supervisor					
8	Secretary/Administrative Assistant					
9	Data Entry Clerk	Responsible for inputting program data	1			25,000
10	Grant Accountant/Bookkeeper		1			35,000
11	Evaluator/Evaluation Specialist		1			55,000
Auxiliary						
12	Counselors	Reduce counselor to student ratio; counsel students on career and college options; manage behavior support programs	2			90,000
13	Social Worker					
14	Child Care Provider					
15	Community Liaison/Parent Coordinator	Organize parent groups; increase frequency of communication between parents and campus staff	1			25,000
16	Bus Driver					
17	Cafeteria Staff					
18	Librarian					
19	School Nurse					
Other Employee Positions						
22	Title:	Dropout Prevention Officer	1			30,000
23	Title:	Family/Substance Abuse Counselors	2			60,000
24	Title:					
25	Title:					
26	Subtotal Employee Costs				\$	\$
Substitute, Extra-Duty, Benefits						
27	6112	Substitute Pay			\$	\$
28	6119	Professional Staff Extra-Duty Pay				30,000
29	6121	Support Staff Extra-Duty Pay				
30	6140	Employee Benefits				139,789
31	Subtotal Substitute, Extra-Duty, Benefits Costs				\$	\$
32	Grand Total Payroll Budget (line 26 + line 31)				\$	\$856,789

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Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval					
Expense Item Description				Pre-Award	Total Amount Budgeted
621	Audit Costs (other than audits required under OMB Circular A-133)			\$	\$ 3,500
2	Specify purpose	Single Audit			
626	Rental or Lease of Buildings, Space in Buildings, or Land				
9	Specify purpose and provide calculation:				
629	Contracted Publication and Printing Costs (specific approval required only for nonprofit charter schools)				3,600
9	Specify purpose:	Rental of Copier \$300x12			
629	Scholarships and Fellowships (not allowed for nonprofit charter schools)				
9	Specify purpose:				
Subtotal					\$7100
6200 – Professional and Contracted Services Cost Requiring Specific Approval					\$7100
Professional and Consulting Services (6219/6239) Less than \$10,000					
#	Topic/Purpose/Service			Total Contracted Amount	Pre-Award
1.	ESC2 Regional Coop-Guidance & Counseling Academy			\$ 300	\$
2.	ESC2 –Instructional Coaching for Leaders			\$ 1500	
3.	ESC2-Principal Leadership			\$625	
4.	ESC2-Response to Intervention –Student Behavior			\$4500	
5.	ESC2-Response to Intervention-Academic Focus			\$4500	
6.	ESC2 Staff Training			\$3000	
7.	Consultant-Staff Training			\$5000	
8.	Evaluator-200 hrs			\$9500	
9.	Utilities- (\$356x12 mo)			\$4277	
10.					
Subtotal					\$ 40,302
Professional and Consulting Services Less than \$10,000				\$	\$ 40,302
Professional and Consulting Services (6219) Greater than or Equal to \$10,000					
1. Description of Professional or Consulting Service (Topic/Purpose/Service):					
Contractor's Cost Breakdown of Service to be Provided				# Positions	Total Contracted Amount
Contractor's Payroll Costs					\$
Title: _____					\$
Subgrants, Subcontracts, Subcontracted Services					
Supplies and Materials					
Other Operating Costs					
Capital Outlay (Subgrants Only)					
Indirect Cost (_____ %)					
Total Payment:				\$	\$

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Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval (cont.)				
Professional and Consulting Services (6219) Greater than or Equal to \$10,000 (cont.)				
2. Description of Professional or Consulting Service (Topic/Purpose/Service): 				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs Title: _____ Sub-grants, Subcontracts, Subcontracted Services Supplies and Materials Other Operating Costs Capital Outlay (Sub-grants Only) Indirect Cost (%)		\$	\$	\$
Total Payment:		\$	\$	\$
3. Description of Professional or Consulting Service (Topic/Purpose/Service): 				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs Title: _____ Sub-grants, Subcontracts, Subcontracted Services Supplies and Materials Other Operating Costs Capital Outlay (Sub-grants Only) Indirect Cost (%)		\$	\$	\$
Total Payment:		\$	\$	\$
4. Description of Professional or Consulting Service (Topic/Purpose/Service): 				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs Title: _____ Sub-grants, Subcontracts, Subcontracted Services Supplies and Materials Other Operating Costs Capital Outlay (Sub-grants Only) Indirect Cost (%)		\$	\$	\$
Total Payment:		\$	\$	\$
Subtotal: Professional and Consulting Services Greater Than or Equal to \$10,000:		\$	\$	\$
Subtotal of Professional and Contracted Services Costs Requiring Specific Approval:				\$7100
Subtotal of Professional and Consulting Services or Subgrants Less than \$10,000:				\$33,202
Subtotal of Professional and Consulting Services Greater than or Equal to \$10,000:				
Remaining 6200- Professional and Contracted Services that do not require specific approval:				
Grand Total:				\$40,302

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with		TEXAS EDUCATION AGENCY Standard Application System (SAS)		178801 County-District No.		
by telephone/e-mail/FAX on _____ by _____ of TEA.		School Years 2010-2013		Amendment No. _____		
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Schedule #5D - Itemized 6300 Supplies and Materials Costs Requiring Specific Approval						
Expense Item Description				Pre-Award	Total Budgeted	
6399	Technology Hardware- Not Capitalized			\$	\$ 18,190	
	#	Type	Purpose			Quantity
	1	Computers-	Additional staff			10
	2	Printers	Additional staff			10
	3	Eduphoria	Technical Assistance-software			2
	4					
6399	Technology Software- Not Capitalized					
6399	Supplies and Materials Associated with Advisory Council or Committee					
Total Supplies and Materials Requiring Specific Approval:					\$18,190	
Remaining 6300- Supplies and Materials that do not require specific approval:					\$15,600	
Grand Total				\$	\$ \$33,790	

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____		TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013		178801 County-District No. Amendment No.	
by telephone/e-mail/FAX on _____ by _____ of TEA.					
Texas Title I Priority Schools Grant					
Schedule #5E - Itemized 6400 Other Operating Costs Requiring Specific Approval					
Expense Item Description				Pre-Award	Total Budgeted
6411	Out of State Travel for Employees (includes registration fees)			\$	\$ 7500
	Specify purpose: Conference for Staff				
6412	Travel for Students (Includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools)				
	Specify purpose:				
6413	Stipends for Non-Employees (specific approval required only for nonprofit charter schools)				
	Specify purpose:				
6419	Travel for Non-Employees (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools)				
	Specify purpose:				
6411/ 6419	Travel Costs for Executive Director (6411), Superintendents (6411), or Board Members (6419) (includes registration fees)				
	Specify purpose:				
6429	Actual losses which could have been covered by permissible insurance				
6490	Indemnification Compensation for Loss or Damage				
6490	Advisory Council/Committee Travel or Other Expenses (explain purpose of Committee on Schedule #4B-Program Description: Project Management)				
	Membership Dues in Civic or Community Organizations (Not allowable for University applicants)				
	Specify name and purpose of organization:				
6499	Publication and Printing Costs- If reimbursed (specific approval required only for nonprofit charter schools)				
	Specify purpose:				
Total 64XX- Operating Costs Requiring specific approval:					\$7500
Remaining 6400 - Other Operating Costs that do not require specific approval:					\$14000
Grand Total				\$	\$ 21,500

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____ by telephone/e-mail/FAX on _____ by _____ of TEA.	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	178801 County-District No. _____ Amendment No.			
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Schedule #5G - Itemized 6600/15XX Capital Outlay- Capitalized Assets Regardless of Unit Cost (15XX is for use by Charter Schools sponsored by a nonprofit organization)					
	Description/Purpose	Unit Cost	Quantity	Pre-Award	Total Budgeted
6699/15XX- Library Books and Media (capitalized and controlled by library)					
1					
66XX/15XX- Technology Hardware – Capitalized					
2	Eduphoria (data management system)				
3					
4					
5					
6					
7					
8					
9					
10					
11					
66XX/15XX- Technology Software- Capitalized					
12	Eduphoria (Software management system)for above Hardware.				
13					
14					
15					
16					
17					
18					
66XX/15XX- Equipment and Furniture					
19					
20					
21					
22					
23					
24					
25					
26					
27					
28					
Capital expenditures for improvements to land, buildings, or equipment which materially increase their value or useful life.					
29					
Grand Total					
Total 6600/15XX- Capital Outlay Costs:					

SCHEDULE #6A GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	178801 County-District No.
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Statement of provisions and assurances for the program(s) in this application:

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

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

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

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

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

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>178801</u> County-District No.
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- E. Signature Authority; Final Expression; Superseding Document:** Applicant certifies that the person signing this application has been properly delegated this authority. The Contract represents the final and complete expression of the terms of agreement between the parties. The Contract supersedes any previous understandings or negotiations between the parties. Any representations, oral statements, promises or warranties that differ from the Contract shall have no force or effect. The Contract may be modified, amended or extended only by formal written amendment properly executed by both TEA and Contractor.
- F. State of Texas Laws:** In the conduct of the contract project, Contractor shall be subject to Texas State Board of Education and Commissioner rules pertaining to this contract and the contract project and to the laws of the State of Texas governing this contract and the contract project. This contract constitutes the entire agreement between Agency and Contractor for the accomplishment of the contract project. This contract shall be interpreted according to the laws of the State of Texas except as may be otherwise provided for in this contract.
- G. Monitoring:** Desk reviews or on-site monitoring reviews may be conducted by Agency to determine compliance with the approved application and the applicable statute(s), law(s), regulations, and guidelines.
- H. Sanctions for Failure to Perform or for Noncompliance:** If Contractor, in Agency's sole determination, fails or refuses for any reason to comply with or perform any of its obligations under this contract, Agency may impose such sanctions as it may deem appropriate. This includes but is not limited to the withholding of payments to Contractor until Contractor complies; the cancellation, termination, or suspension of this contract in whole or in part; and the seeking of other remedies as may be provided by this contract or by law. Any cancellation, termination, or suspension of this contract, if imposed, shall become effective at the close of business on the day of Contractor's receipt of written notice thereof from Agency.
- I. Contract Cancellation, etc.:** If this contract is canceled, terminated, or suspended by Agency prior to its expiration date, the reasonable monetary value of services properly performed by Contractor pursuant to this contract prior to such cancellation, termination or suspension shall be determined by Agency and paid to Contractor as soon as reasonably possible.
- J. Indemnification:**
For local educational agencies (LEAs), regional education service centers (ESCs), and institutions of higher education (IHEs) and state agencies: Contractor, to the extent permitted by law, shall hold Agency harmless from and shall indemnify Agency against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising from, or in connection with, any acts of Contractor, its agents, employees, and subcontractors, done in the conduct of the contract project.
For all other grantees, sub-grantees, 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	178801 County-District No.
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- L. Financial Management and Accounting:** Grantee assures it will maintain a financial management system that complies with federal standards established in 34 CFR 80.20 and 74.21 and that provides for accurate, current, and complete disclosure of the financial results of each grant project. The financial management system records will identify adequately the source and application of funds and will contain information pertaining to grant awards, authorizations, obligations, unobligated balances, assets, outlays (i.e., expenditures), income, and interest. Fiscal control and accounting procedures will permit the tracing of funds to a level of expenditure adequate to establish that funds have been used in accordance with the approved grant application. The applicant agrees to maintain effective control over and accountability for all funds, property, and other assets. Public school districts, open enrollment charter schools, and regional education service centers in Texas must comply with the accounting requirements in the Financial Accounting and Reporting (FAR) module of the *Financial Accountability System Resource Guide*, Texas Education Agency (34 CFR 74.21; 34 CFR 80.20; TEA *Financial Accountability System Resource Guide*).
- M. Expenditure Reports:** Contractor shall submit expenditure reports in the time and manner requested by Agency as specified in the instructions to the Standard Application System (SAS) which are incorporated by reference. Unless otherwise specified, interim reports are due to TEA within 15 days after the end of each reporting period. Unless otherwise specified, the final expenditure report is due within 30 days after the ending date of the grant. Revised expenditure reports, where the grantee is claiming additional expenditures beyond that originally requested, must be submitted within 60 days after the ending date of the grant, or as specified in the applicable Program Guidelines.
- N. Refunds Due to TEA:** If Agency determines that Agency is due a refund of money paid to Contractor pursuant to this contract, Contractor shall pay the money due to Agency within 30 days of Contractor's receipt of written notice that such money is due to Agency. If Contractor fails to make timely payment, Agency may obtain such money from Contractor by any means permitted by law, including but not limited to offset, counterclaim, cancellation, termination, suspension, total withholding, and/or disapproval of all or any subsequent applications for said funds.
- O. Records Retention:** Contractor shall maintain its records and accounts in a manner which shall assure a full accounting for all funds received and expended by Contractor in connection with the contract project. These records and accounts shall be retained by Contractor and made available for programmatic or financial audit by Agency and by others authorized by law or regulation to make such an audit for a period of not less than five years from the date of completion of the contract project or the date of the receipt by Agency of Contractor's final claim for payment or final expenditure report in connection with this contract, whichever is later. If an audit has been announced, the records shall be retained until such audit has been completed.
- Contractor understands that acceptance of funds under this contract acts as acceptance of the authority of the State Auditor's office, or any successor agency, to conduct an audit or investigation in connection with those funds. Contractor further agrees to cooperate fully with the State Auditor's Office or its successor in the conduct of the audit or investigation, including providing all records requested. Contractor will ensure that this clause concerning the authority to audit funds received indirectly by subcontractors through Contractor and the requirements to cooperate is included in any subcontract it awards.
- P. Time and Effort Recordkeeping:** For those personnel whose salaries are prorated between or among different funding sources, time and effort records will be maintained by Applicant that will confirm the services provided within each funding source. Applicant must adjust payroll records and expenditures based on this documentation. This requirement applies to all projects, regardless of funding source, unless otherwise specified. For federally funded projects, time and effort records must be in accordance with the requirements in the applicable OMB cost principles.
- Q. Forms, Assurances, and Reports:** Contractor shall timely make and file with the proper authorities all forms, assurances and reports required by federal laws and regulations. Agency shall be responsible for reporting to the proper authorities any failure by Contractor to comply with the foregoing laws and regulations coming to Agency's attention, and may deny payment or recover payments made by Agency to Contractor in the event of Contractor's failure so to comply.
- R. Intellectual Property Ownership:** Contractor agrees that all Works are, upon creation, works made for hire and the sole property of TEA. If the Works are, under applicable law, not considered works made for hire, Contractor hereby assigns to TEA all worldwide ownership of all rights, including the Intellectual Property Rights, in the Works, without the necessity of any further consideration, and TEA can obtain and hold in its own name all such rights to the Works. Contractor agrees to maintain written agreements with all officers, directors, employees, agents, representatives and subcontractors engaged by Contractor for the Contract Project, granting Contractor rights sufficient to support the performance and grant of rights to TEA by Contractor. Copies of such agreements shall be provided to TEA promptly upon request.

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	178801 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.

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	178801 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:
- 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 & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	178801 County-District No.
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5. the **Age Discrimination Act of 1975**, as amended (prohibition of discrimination on basis of age), and any regulations issued thereunder, including the provisions contained in 34 CFR Part 110;
6. the **Family Educational Rights and Privacy Act (FERPA) of 1975**, as amended (ensures access to educational records for students and parents while protecting the privacy of such records), and any regulations issued thereunder, including **Privacy Rights of Parents and Students** (34 CFR Part 99), if Contractor is an educational institution (20 USC 1232g);
7. Section 509 of H.R. 5233 as incorporated by reference in P. L. 99-500 and P. L. 99-591 (**prohibition against the use of federal grant funds to influence legislation pending before Congress**);
8. **Pro-Children Act of 2001**, which states that no person shall permit smoking within any indoor facility owned or leased or contracted and utilized for the provision of routine or regular kindergarten, elementary, or secondary education or library services to children [P. L. 107-110, Section 4303(a)]. In addition, no person shall permit smoking within any indoor facility (or portion of such a facility) owned or leased or contracted and utilized for the provision of regular or routine health care or day care or early childhood development (Head Start) services [P. L. 107-110, Section 4303(b)(1)]. Any failure to comply with a prohibition in this Act shall be considered to be a violation of this Act and any person subject to such prohibition who commits such violation may be liable to the United States for a civil penalty, as determined by the Secretary of Education (P. L. 107-110, Section 4303(e)(1)).
9. **Fair Labor Standards Act (29 USC 207), Davis Bacon Act (40 USC 276(a), and Contract Work Hours and Safety Standards Act (40 USC 327 et seq.)**, as applicable, and their implementing regulations in 29 CFR 500-899, 29 CFR Parts 1,3,5, and 7, and 29 CFR Parts 5 and 1926, respectively.
10. **Buy America Act:** Contractor certifies that it is in compliance with the Buy America Act in that each end product purchased under any federally funded supply contract exceeding \$2,500 is considered to have been substantially produced or manufactured in the United States. End products exempt from this requirement are those for which the cost would be unreasonable, products manufactured in the U. S. that are not of satisfactory quality, or products for which the agency head determines that domestic preference would be inconsistent with the public interest. Contractor also certifies that documentation will be maintained that documents compliance with this requirement (FAR 25.1-.2).
11. P.L. 103-227, Title X, Miscellaneous Provisions of the GOALS 2000: Educate America Act; P.L. 103-382, Title XIV, General Provisions of the Elementary and Secondary Education Act, as amended; and General Education Provisions Act, as amended.

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)).

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	178801 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	<u>178801</u> County-District No.
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LL. High-Risk Status, Special Conditions, and Enforcement Actions: Pursuant to the provisions in 34 CFR 80.12 and 74.14, a grantee may be identified by TEA as high-risk if the grantee has a history of unsatisfactory performance; is not financially stable; has a financial management system that does not meet federal financial management standards or the requirements in TEA's Financial Accounting and Reporting (FAR) module; has not conformed to terms and conditions of previous awards; or is otherwise not responsible. TEA may impose one or more special conditions or restrictions on a high-risk grantee, including payment on a reimbursement basis; withholding authority to proceed to the next phase until receipt of evidence of acceptable performance within a given funding period; requiring additional, more detailed financial reports; additional project monitoring; requiring the grantee to obtain technical or management assistance; establishing additional prior approvals; or other conditions that may be legally available. A grantee identified as high-risk will be notified in writing by TEA of the special conditions imposed and the process for removing the high-risk status and special conditions.

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

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

Rev. 03/2010

The signing of Schedule #1 - General Information by applicant indicates acceptance of and compliance with all requirements described on this schedule.
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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	<div style="text-align: right;"> <u>178801</u> County-District No. </div>
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This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.11.

Terms defined: As used in these Provisions and Assurances

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

SCHEDULE #6B Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 Required for all federal grants regardless of the dollar amount	<u>178801</u> County-District No.
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6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled ***Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions***, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Non-procurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

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

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

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

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

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

SCHEDULE #6C. Lobbying Certification	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 Required for all federally funded grants greater than \$100,000.	<u>178801</u> County-District No.
Texas Title I Priority Schools Grant		

Submission of this certification covers all federal programs in this application, is required by the U. S. Department of Education and Section 1352, Title 31, of the United States Code, and is a prerequisite for making or entering into a subgrant or subcontract over \$100,000 with any organization. (Read instructions for this schedule for further information.)

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

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

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

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

11/89
 03/90

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

SCHEDULE #6D - Disclosure of Lobbying Activities	TEXAS EDUCATION AGENCY	
	Standard Application System	
	School Years 2010-2013	<u>178801</u> County-District No.
Texas Title I Priority Schools Grant		

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

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

(Attach Continuation Sheet(s), if necessary)

[ITEMS 11-15 REMOVED]

16. Information requested through this form is authorized by Title 31 U.S.C. Section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Signature:			
	Name:			
	Title:			
	Telephone#	:	Date:	:
Federal Use Only:				

Standard Form LLL

SCHEDULE #6E NCLB ACT PROVISIONS & ASSURANCES	Standard Application System School Years 2010-2013	 <u>101-804</u> County-District No. 178801
Texas Title I Priority Schools Grant		

The following special provisions apply to all programs funded under the Elementary and Secondary Education Act, as amended by P. L. 107-110, No Child Left Behind (NCLB) Act of 2001. By signing Schedule #1 of this SAS, the applicant is assuring it is in compliance with the following provisions:

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

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	178801 County-District No.
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- N. School Prayer:** The local educational agency certifies that it is in compliance with Section 25.901 of the Texas Education Code. In addition, as a condition of receiving funds under the No Child Left Behind Act, the local educational agency certifies that no policy of the local educational agency prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools, as detailed in the guidance provided by the U. S. Secretary of Education pertaining to such. The state educational agency shall report to the Secretary of Education each year a list of those local educational agencies that have not filed this assurance or against which complaints have been made to the State educational agency that the local educational agencies are not in compliance with this requirement (P. L. 107-110, section 9524(b)).
- O. Equal Access to Public Schools Facilities – Boy Scouts of America Equal Access Act:** No public elementary school, public secondary school or local educational agency that has a designated open forum or a limited public forum and that receives funds made available from the U. S. Department of Education shall deny equal access or a fair opportunity to meet, or to discriminate against, any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code (as a patriotic society), that wishes to conduct a meeting within that designated open forum or limited public forum, including denying such access or opportunity or discriminating for reasons based on the membership or leadership criteria or oath of allegiance to God and country of the Boy Scouts of America or of the youth group listed in Title 36 of the United States Code (as a patriotic society). For the purposes of this section, an elementary school or secondary school has a limited public forum whenever the school involved grants an offering to, or opportunity for, one or more outside youth or community groups to meet on school premises or in school facilities before or after the hours during which attendance at the school is compulsory. Nothing in this section shall be construed to require any school, agency, or a school served by an agency to sponsor any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code (as a patriotic society). Compliance with this provision will be enforced through rules and orders issued by the Office for Civil Rights. If the public school or agency does not comply with the rules or orders, no funds made available through the Department of Education shall be provided by a school that fails to comply with such rules or orders or to any agency or school served by an agency that fails to comply with such rules or orders (P. L. 107-110, section 9525).
- P. General Prohibitions:** None of the funds authorized under the No Child Left Behind Act shall be used to develop or distribute materials, or operate programs or courses of instruction directed at youth, that are designed to promote or encourage sexual activity, whether homosexual or heterosexual; to distribute or to aid in the distribution by any organization of legally obscene materials to minors on school grounds; to provide sex education or HIV-prevention education in schools that instruction is age appropriate and includes the health benefits of abstinence; or to operate a program of contraceptive distribution in schools (P. L. 107-110, section 9526).
- Q. Armed Forces Recruiter Access to Students and Student Recruiting Information:** In accordance with guidance issued by the U. S. Department of Education, each local educational agency receiving assistance under the No Child Left Behind Act shall provide, on a request made by military recruiters or an institution of higher education, access to secondary school students names, address, and telephone listings, upon prior written consent of a student or the parent of a student. A secondary school student or the parent of the student may request that the student's name, address, and telephone listing not be released without prior written parental consent, and the local educational or private nonprofit school shall notify parents of the option to make a request and shall comply with any request. Each local educational agency receiving assistance under the No Child Left Behind Act shall provide military recruiters the same access to secondary school students as is provided generally to post secondary educational institutions or to prospective employers of those students (P. L. 107-110, section 9528).
- R. Unsafe School Choice Option:** The local educational agency certifies that it shall establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the Texas Education Agency, or who becomes a victim of a violent criminal offense, while in or on the grounds of a public elementary or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school (P. L. 107-110, section 9532).
- S. Civil Rights:** Nothing in the No Child Left Behind Act shall be construed to permit discrimination on the basis of race, color, religion, sex (except as otherwise permitted under Title IX of the Education Amendments of 1972), national origin, or disability in any program funded under the No Child Left Behind Act (P. L. 107-110, section 9534).

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<div style="text-align: right;"> 178801 County-District No. </div>
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- T. Student Privacy, Parental Access to Information, and Administration of Certain Physical Examinations to Minors:** The local educational agency assures that it is in compliance with Chapter 26 of the Texas Education Code concerning parental rights and responsibilities. In addition, the local educational agency receiving funds under the No Child Left Behind Act certifies that it shall develop and adopt policies, in consultation with parents, regarding certain rights of a parent to access and inspect information; student privacy; the administration of physical examinations or screenings (except for examinations or screenings required by state law); and the collection, disclosure, or use of personal information collected from students for the purpose of marketing or selling that information. The local educational agency also assures that it is in compliance with the requirements for annually notifying parents of such policies and specific events (P. L. 107-110, Title X, Part F, section 1061).
- U. Assurances related to the education of homeless children and youths:**
- (1) The LEA assures that each child of a homeless individual and each homeless youth shall have equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youth.
 - (2) The LEA assures that homeless children and youth are afforded the same free, appropriate public education as provided to other children and youth.
 - (3) The LEA assures that it will review and undertake steps to revise any laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youth.
 - (4) The LEA assures that it will not separate students from the mainstream school environment on the basis of homelessness alone.
 - (5) The LEA assures that homeless children and youth have access to the education and other services that they need to in order to meet the same challenging State student academic achievement standards to which all students are held.
- V. Definitions:** The following terms shall be defined as follows for programs authorized and carried out under the No Child Left Behind Act of 2001:
1. **Charter School:** An open enrollment charter school receiving federal funds of any type must meet the federal definition of a charter school as provided in P. L. 107-110, Section 5210(1). The term "charter school" means a school that:
 - (A) is created by a developer as a public school, or is adapted by a developer from an existing public school, and is **operated under public supervision and control;**
 - (B) operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency [i.e., the State Board of Education (SBOE)];
 - (C) provides a program of elementary or secondary education, or both;
 - (D) **is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious instruction;**
 - (E) **does not charge tuition;**
 - (F) **complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act;**
 - (G) is a school to which parents choose to send their children, and that **admits students on the basis of a lottery, if more students apply for admission than can be accommodated;**
 - (H) **agrees to comply with the same Federal and State audit requirements** as do other elementary schools and secondary schools in the State, unless such requirements are specifically waived for the purpose of this program;
 - (I) **meets all applicable Federal, State, and local health and safety requirements;**
 - (J) operates in accordance with State law; and
 - (K) has a written performance contract with the authorized public chartering agency in the State (i.e., SBOE) that includes a description of how student performance will be measured pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the SBOE.
 2. **Community-Based Organization:** A public or private nonprofit organization of demonstrated effectiveness that is representative of a community or significant segment of a community and that provides educational or related services to individuals in the community.
 3. **Core Academic Subjects:** English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, art, history, and geography.

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4. Highly Qualified:

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

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

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6. Professional Development includes activities that:

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

7. Scientifically Based Research:

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

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

8. Teacher Mentoring: Activities that–

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

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

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

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

Revised 03/03

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

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Federal Statutory Requirements

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

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

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- individual students.
3. Increasing learning time and creating community-oriented schools.
 - (A) Establish schedules and strategies that provide increased learning time; and
 - (B) Provide ongoing mechanisms for family and community engagement.
 4. Providing operational flexibility and sustained support.
 - (A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and
 - (B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).
- 22) An LEA **may** also implement other strategies to develop teachers' and school leaders' effectiveness, such as--
- (A) Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;
 - (B) Institute a system for measuring changes in instructional practices resulting from professional development; or
 - (C) Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.
- 23) An LEA **may** also implement comprehensive instructional reform strategies, such as--
- (A) Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;
 - (B) Implement a 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.
- 24) An LEA **may** also implement other strategies that extend learning time and create community-oriented schools, such as--

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

Statutory Program Assurances

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

TEA Program Assurances

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

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- 4) For LEAs selecting the TEA Designed Model, the applicant must participate in and make use of technical assistance and coaching support provided by TEA, SIRC, and/or its subcontractors.
- 5) The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the effectiveness of the LEA's curriculum and its alignment with instruction occurring on the campus; assesses progress on student groups' academic achievement at the campus level; and guide instructional decisions by teachers for individual students.
- 6) The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
- 7) The applicant will provide access for onsite visits to the LEA and campus by TEA, SIRC and its contractors.
- 8) The applicant, if selecting the Restart Model, agrees to contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.
- 9) The applicant, if selecting the Turnaround Model or Transformation Model (Tiers I and Tiers II only) agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.
- 10) If the LEA/Tier III campus selects to implement the **transformation model**, the campus assures that it will 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

SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013	<u>178801</u> County-District No.
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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 on file)
- b. The total award (aggregate) amount for all grants less than \$25,000 (TEA will have this information on file)
- c. The total (aggregate) amount paid to grantees for all grants less than \$25,000 as of date of report (TEA will have this information on file)

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

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

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

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

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

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

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

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

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

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

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

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

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

Internal Revenue Service
District Director

57-167-020200-0
Department of the Treasury

Date: OCT 30 1981

Rec'd
11/5/81

Gulf Coast Council Of La Raza, Inc.
2203 Baldwin
Corpus Christi, Texas 78415

Employer Identification Number:
74-2140472

Accounting Period Ending:
December 31

Form 990 Required: ☒ Yes ☐ No

Person to Contact:

Contact Telephone Number:

(214) 767-2728

EO:7215:713:WHJ

DAL:EO:81-6095

Dear Applicant:

Based on information supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code.

We have further determined that you are not a private foundation within the meaning of section 509(a) of the Code, because you are an organization described in section 170(b)(1)(A)(vi) and 509(a)(1).

If your sources of support, or your purposes, character, or method of operation change, please let us know so we can consider the effect of the change on your exempt status and foundation status. Also, you should inform us of all changes in your name or address.

Generally, you are not liable for social security (FICA) taxes unless you file a waiver of exemption certificate as provided in the Federal Insurance Contributions Act. If you have paid FICA taxes without filing the waiver, you should contact us. You are not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

Since you are not a private foundation, you are not subject to the excise taxes under Chapter 42 of the Code. However, you are not automatically exempt from other Federal excise taxes. If you have any questions about excise, employment, or other Federal taxes, please let us know.

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for Federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2512 of the Code.

The box checked in the heading of this letter shows whether you must file Form 990, Return of Organization Exempt from Income tax. If Yes is checked, you are required to file Form 990 only if your gross receipts each year are normally more than \$10,000. If a return is required, it must be filed by the 15th day of the fifth month after the end of your annual accounting period. The law imposes a penalty of \$10 a day, up to a maximum of \$5,000, when a return is filed late, unless there is reasonable cause for the delay.

You are not required to file Federal income tax returns unless you are subject to the tax on unrelated business income under section 511 of the Code. If you are subject to this tax, you must file an income tax return on Form 990-T. In this letter, we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

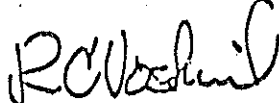
You need an employer identification number, even if you have no employees.

If an employer identification number was not entered on your application, a number will be assigned to you and you will be advised of it. Please use that number on all returns you file and in all correspondence with the Internal Revenue Service.

Because this letter could help resolve any questions about your exempt status and foundation status, you should keep it in your permanent records.

If you have any questions, please contact the person whose name and telephone number are shown in the heading of this letter.

Sincerely yours,



R. C. Voskuil
District Director

GULF COAST COUNCIL OF LA RAZA
4129 GREENWOOD DR
CRP CHRISTI TX 78416-1841



000901

Employer Identification Number: 74-2140472
Person to Contact: Mr. Kammerer
Toll Free Telephone Number: 1-877-829-5500

Dear Taxpayer:

This is in response to your request of Aug. 12, 2009, regarding your tax-exempt status.

Our records indicate that a determination letter was issued in October 1981, that recognized you as exempt from Federal income tax, and discloses that you are currently exempt under section 501(c)(3) of the Internal Revenue Code.

Our records also indicate you are not a private foundation within the meaning of section 509(a) of the Code because you are described in section(s) 509(a)(1) and 170(b)(1)(A)(vi).

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for Federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.

If you have any questions, please call us at the telephone number shown in the heading of this letter.

Sincerely yours,

A handwritten signature in cursive script that reads "Michele M. Sullivan".

Michele M. Sullivan, Oper. Mgr.
Accounts Management Operations I