

<b>For TEA Use Only</b> Adjustments and/or annotations made on this page have been confirmed with _____  by telephone/e-mail/FAX on _____ by _____  of TEA.	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System (SAS)</b>  <b>School Years 2010-2013</b>	Crystal City ISD	254-901
		Organization Name	County-District#
		Crystal City High School	254-901-001
		Campus Name	Campus Number
		74-6000638	20
		9-Digit Vendor ID#	ESC Region
		NOGA ID# (Assigned by TEA)	Amendment #

### Texas Title I Priority Schools Grant

#### Schedule #1 – General Information

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

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

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

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

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

Tier I ☐ Tier II ☐ Tier III ☒

#### Part 1: Index to the Application

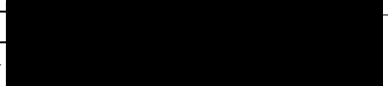
An X in the "New Application" column indicates those schedules that **must** be submitted as part of the application. The applicant must place an X in this column for each additional schedule submitted to complete the application. For amendments, the applicant must place an X in the Amendment Application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

Sch No.	Schedule Name	Application	
		New	Amend
1	General Information	X	X
3	Purpose of Amendment	NA	<input type="checkbox"/>
4	Program Requirements	X	<input type="checkbox"/>
4A	Program Abstract	X	<input type="checkbox"/>
4B	Program Description	X	<input type="checkbox"/>
4C	Performance Assessment and Evaluation	X	<input type="checkbox"/>
4D	Equitable Access and Participation	X	<input type="checkbox"/>
5	Program Budget Summary	X	X
5B	Payroll Costs 6100	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	<input type="checkbox"/>	<input type="checkbox"/>
6E	NCLB Provisions and Assurances	X	NA
6F	Program-Specific Provisions and Assurances	X	NA

#### Certification and Incorporation

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

#### Authorized Official

Typed First Name	Initial	Last Name	Title
Imelda		Allen	Assistant Superintendent for Instruction and Personnel
Phone	Fax	Email	Signature (Date Signed (blue ink preferred))
830-374-8021	830-374-8004	imelda.allen@crystalcityisd.org	

Only the legally responsible party may sign this application.

06/03/2010

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

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

TEA DOCUMENT CONTROL NO.

**701-10-112-345**

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<b>Texas Title I Priority Schools Grant</b> <b>Schedule #1—General Information</b>			
<b>Part 2: List of Required Fiscal-Related Attachments and Assurances</b>			
For competitive applications, the application will not be reviewed and scored if any of the required attachments do not accompany the application when it is submitted. Applicants will not be permitted to submit required attachments, or any revisions to those required attachments, after the closing date of the grant. Attach all required attachments to the <b>back</b> of the application as an appendix.			
<b>Proof of Nonprofit Status</b>			
1 <input type="checkbox"/>	<b>Required for all open-enrollment charter schools sponsored by a nonprofit organization:</b> <b>Check box to indicate that proof of nonprofit status is attached.</b> (See Part 1: General and Fiscal Guidelines and Part 3: Schedule Instructions for acceptable proof.)		
<b>Assurance of Financial Stability</b>			
2 [x]	<b>Required for all independent school districts, open-enrollment charter schools, and education service centers:</b> <b>Check box to indicate assurance that audit requirements have been met.</b> All public school districts, open-enrollment charter schools, and education service centers must be in compliance with submitting the required annual audit for the immediate prior fiscal year to TEA in the time and manner requested by TEA, and the audit must be determined by the TEA Division of Financial Audits to be in compliance with the applicable audit standards. TEA reserves the right to ensure that all applicants are deemed by TEA to be financially stable at the initial time of preliminary selection for funding to receive a grant award. The TEA Division of Financial Audits will determine financial stability based on the required annual audit for the immediate prior fiscal year.		
<b>Assurance of Submittal of Reviewer Information Form</b>			
3 [x]	<b>Required for all applicants:</b> <b>Check box to indicate assurance that reviewer information form will be submitted.</b> All applicants are required to complete the Reviewer Information Form and to submit it online by <b>Thursday, May 6, 2010</b> . (See Part 2: Program Guidelines, "Reviewer Information Form," for instructions on how to access and submit the form.)		

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by telephone/e-mail/FAX on _____ by _____ of TEA.					
<b>Texas Title I Priority Schools Grant</b> <b>Schedule #1—General Information</b>					
<b>Part 3: Applicant Information</b>					
<b>Local Educational Agency (LEA) Information</b>					
LEA Name					
<b>Crystal City ISD</b>					
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code	
805 E Crockett St.		Crystal City	TX	78839	
U.S. Congressional District Number	Primary DUNS Number	Central Contractor Registration (CCR) CAGE Code		NCES Identification Number	
TX 23	070477583	5F0W9		48159300161	
Campus Name			County-District Campus Number		
<b>Crystal City High School</b>			254-901-001		
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code	
P.O. Box 487		Crystal City	TX	79351-0487	
<b>Applicant Contacts</b>					
<b>Primary Contact</b>					
First Name	Initial	Last Name		Title	
Imelda		Allen		Assistant Superintendent for Instruction and Personnel	
Telephone	Fax	Email			
830-374-8021	830-374-8004	imelda.allen@crystalcityisd.org			
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code	
805 E Crockett St.		Crystal City	TX	78839	
<b>Secondary Contact</b>					
First Name	Initial	Last Name		Title	
Ana		Sulaica		Federal Programs/Curriculum Director	
Telephone	Fax	E-mail			
830-374-2367	830-374-8004	ana.sulaica@crystalcityisd.org			
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code	
805 E Crockett St.		Crystal City	TX	78839	

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

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

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

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

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



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

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25	The LEA <b>may</b> also implement other strategies for providing operational flexibility and intensive support, such as-- (A) Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or (B) Implement a per-pupil school-based budget formula that is weighted based on student needs.	Program Assurances	
26	An LEA that has nine or more Tier I and Tier II schools is prohibited from implementing the transformation model in more than 50% of those schools.	Program Assurances	
<b>By submitting the application and signing Schedule #1, the applicant is certifying that all requirements are met in these program narrative component descriptions and activities.</b>			
<b>Part 3: Statutory Assurances</b>			
<b>#</b>	<b>Statutory Assurance Description</b>		
1	Applicant provides assurance that financial assistance provided under the grant program will supplement, and not supplant, the amount of state and local funds allocated to the campus.		
2	Applicant provides assurance that it will use its TTIPS Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final federal requirements.		
3	Applicant provides assurance that it will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final federal requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the TEA) to hold accountable its Tier III schools that receive school improvement funds.		
4	Applicant provides assurance that it will, if it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final federal requirements.		
5	Applicant provides assurance that it will report to the TEA the school-level data required under section III of the final federal requirements.		
6	Applicant provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.		
<b>Part 4: TEA Program Assurances</b>			
<b>#</b>	<b>TEA Assurance Description</b>		
1	Before full implementation funds are made available, the grantee must demonstrate that all early implementation activities have been completed. Successful completion of the early implementation will be measured in the Quarterly Implementation Reports (QIR), the Model Selection and Description Report, and through participation in TEA technical assistance. <ul style="list-style-type: none"> <li>a. The Model Selection and Description Report must be submitted to TEA no later than <b>February 1, 2011</b>. This report may be submitted at any time prior to the deadline. Grantees must demonstrate successful completion of the following activities:             <ul style="list-style-type: none"> <li>i. Comprehensive Needs Assessment process.</li> <li>ii. Establish the grant budget by the required categories.</li> <li>iii. Identification and Selection of the intervention model.</li> <li>iv. Development of activities to implement selected intervention model.</li> <li>v. Development of Timeline of Grant Activities.</li> </ul> </li> </ul>		

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<b>Texas Title I Priority Schools Grant</b> <b>Schedule #4—Program Requirements</b>			
<b>Part 4: TEA Program Assurances</b>			
<b>#</b>	<b>TEA Assurance Description</b>		
2	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant.		
3	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, the Texas School Improvement Conference, and sharing of best practices.		
4	For the LEAs selecting the TEA Designed Models the applicant provide assurances that it will participate in and make use of technical assistance and coaching support provided by TEA, SIRC, and/or its subcontractors.		
5	The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the effectiveness of the LEA's curriculum and its alignment with instruction occurring on the campus; assesses progress on student groups' academic achievement at the campus level; and guide instructional decisions by teachers for individual students.		
6	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.		
7	The applicant will provide access for onsite visits to the LEA and campus by TEA, SIRC and its contractors.		
8	The applicant, if selecting the Restart Model, agrees to contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.		
9	The applicant, if selecting the Turnaround Model or Transformation Model (Tiers I and Tiers II only) agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.		
10	If the LEA/Tier III campus selects to implement the <b>transformation model</b> , the campus assures That it will it implement the following federal requirements. 1. Develop and increase teacher and school leader effectiveness. A. Evaluate the effectiveness of the current principal and use the results of the evaluation to determine whether the principal should be replaced, be retained on the campus, or be provided leadership coaching or training. B. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so; C. Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and D. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school based on rigorous, transparent, and equitable evaluation systems for teachers and principals: 1. Takes into account data on student growth as a factor as well as other factors such as multiple observation-based assessments of student performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and 2. Are designed and developed and with teacher and principal involvement		

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

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

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<p><b>Texas Title I Priority Schools Grant</b> <b>Schedule #4A—Program Abstract</b></p>		
<p><b>Part 1: Grant Eligibility</b></p>		
<p><input type="checkbox"/> Tier I Eligible Campus    <input type="checkbox"/> Tier II Eligible Campus    <input checked="" type="checkbox"/> Tier III Eligible Campus</p>		
<p><b>Identify which timeline the LEA/Campus the applicant will implement.</b></p>		
<p><input checked="" type="checkbox"/> Option 1: LEA/campus currently engaged in aggressive reform  <input type="checkbox"/> Option 2: LEA/campus in need of foundational technical assistance</p>		
<p><b>Part 2: Grant Program Summary.</b> Provide a brief overview of the program you plan to implement on the campus.  Be sure to address fundamental issues such as your local program goals and objectives that align with the RFA purpose and goals, rationale for program design, etc. Address the specific gaps, barriers, or weaknesses to be addressed by the intervention model to be selected. A response to this question must be completed in the original submission regardless of whether the LEA/campus has selected an intervention model at this time or not.  Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).</p>		
<p>Crystal City ISD (CCISD) has begun the process of restructuring our district with the hiring of a new superintendent two years ago. The Crystal City High School (CCHS) CCISD hire a new principal later that year. CCISD also began a program for writing grants along with this restructuring which has gotten us grants that we will leverage and link to this grant. The Junior High received a Secondary School Redesign and Restructuring which used Making Middle Grades Work (MMGW). MMGW is the lower grade level form of High Schools That Work (HSTW) program which will be the model for CCHS. The Junior High also received an Algebra Readiness grant which is showing us that with very intense curriculum interventions students' performance improves. The upper elementary campus received an Investment Capital Fund grant which is showing the value of making strong bonds with the parents of the campus. Another factor in our design was the information we receive from staff, parents, students, and other community stakeholders when we surveyed the community for an unfunded 21st Century Community Learning Centers grant that we partnered with Lubbock-Cooper ISD (LCISD). We had over 500 surveys returned with the out-of-school-programs our community wanted developed and over 25 people stated they would serve on advisory committee. All of these grants, the desire to create a world class educational district at Crystal City, and the survey results lead to the creation of the programs that we are requesting. Two other LCISD consortium members' high schools qualify and will be applying for HSTW based model of restructuring - O'Donnell ISD and South Plains Academy. Though all of the programs are stand alone, if all the programs are funded we will use the information from the sites as a method to create a best practice model and to sustain the grant programs by continued leveraging of resources. From the 2009 AEIS: Grade level - 9th 180, 10th 123, 11th 136, and 12th 159; 2.2% African American, 95.7% Hispanic, 2.2% White; Economically Disadvantage 85.1%, Limited English Proficient (LEP) 7.4%, At-Risk 61.5%, and Mobility 14.9%. CCHS enrollment from snap shot to now drop by almost 50 students with many of them being leavers or true dropouts. This is why we are asking for the "Magic School Bus" program to take school to these students and neighborhoods we are losing. The AEIS data demonstrates the needs: 9th 50% All Tests passed, 10th 35% All Tests passed, and 11th grade only 69% All Tests passed. The TAKS Met 2009 Standards again showed only 51% All Tests passed. TAKS Commended Performance shows the lack in rigor of instruction with only 5% achieving this level. The dropout/completion data shows need for a major cultural change in that only 68.8% completed and CCISD's yearly dropout rate is 3.4%. This need for increased academic rigor can be seen in our College Readiness being at 31% and in the past rate for AP/Dual Credit courses at 0%. This shows a basic need for increasing the academic success of our students and for all increasing the "college going" culture at Crystal City. When staff talked to students another issue was HAWGS Pride in terms that student did not feel that there was not anything special about going to CCISD and they did not have that Fighting Javelinas spirit. To meet our high school and community needs we are focusing on the follows - 1) Increase the achievement of our students, 2) Increase the related services to promote positive life choices, 3) Implement comprehensive instructional reform strategies that address students' identified academic needs based on RTI, HSTW, A+, and CSCOPE programs, 4) Develop a cultural that promotes high school graduation with students continuing their post-secondary education, and 5) Provide opportunities for failing students to accelerate their learning to rejoin their age-peers. The overall focus will be to create a culture at CCHS that everyone is expected to graduate from high school and to continue with their post-secondary education to obtain certifications, licenses, and/or degrees that will increase their quality of life. The program will combine academic support with whole family services, through Families and Schools Together (FAST) Program so that all the needs of the students and their families can be address in an integrated fashion that blend school with other social service providers. We will combine IT (Information Technology) instruction, traditional instruction, counseling support, and life goals planning so that a culture of success is created that support the students in a manner that will lead to their life success.</p> <p><b>Strategies:</b> 1) Provide a principal, counselor, other CCISD staff, and FAST family intervention specialist / success coach, 2) Incorporate research based strategies (HSTW) where students can achieve necessary credits for graduation, 3) Have a system to accelerate obtaining graduation credits for students who are behind their age-peers, and 4) use the 40-Development Assets framework to create HAWGS Pride. <b>Treatment:</b> 1) Provide various IT supporting items to leverage technology to meet students' instruction needs, 2) Provide support services through FAST to the families of students, 3) Provide out-of-school-time programs, 4) Seek community partners to help link school to the real world and build HAWGS Pride, 5) Provide increased content support for students behind age-peers and accelerate instruction by providing subject area support for every core content area, and 6) Take the school into the neighborhoods on our Magic School Bus. Thus "Inspiring All Students to Achieve Their Dreams" and bring HAWGS Pride back to Crystal City.</p>		

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<b>Texas Title I Priority Schools Grant</b> <b>Schedule #4B—Program Description</b>															
<b>Part 1: Comprehensive Needs Assessment</b>															
<b>Section A: Campus Grade Levels</b>															
Type of School	Number of Students Enrolled in Grade Levels on the Campus to be Served with Grant														
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public School											155	123	119	143	540
Open-Enrollment Charter School															0
<b>Total Students:</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>155</b>	<b>123</b>	<b>119</b>	<b>143</b>	<b>540</b>
<b>Total Instructional Staff</b>														<b>38</b>	
<b>Total Support Staff</b>														<b>10</b>	
<b>Section B: Data Sources Reviewed or to be Reviewed in the Comprehensive Needs Assessment Process</b>															
1	AEIS reports to establish the current trends and showed that only Hispanic students had dropped out of school.														
2	The surveys, needs assessments, and general planning items for the 21st Century Community Learning Centers Grant, the High School Restructuring and Redesign Grant, Rural Technology Grant, and Investment Capital Grant														
3	State Assessment Data (TAKS/End of Course), Benchmark Data, and CCISD grade to track and predict academic success.														
4	Ongoing Survey Data (Administrator, Teachers, Students, Parents, and Community Members) to help build full understanding of the needs this program will address.														
5	Technology (Hardware/Software, Network, Infrastructure) surveys and program results to determine if IT is being used effectively to accelerate students.														
6	Scope/Sequence of curriculum to assure that the program matches CCISD and the TEA Recommended Graduation Plan items														
7	Community Businesses, Parent Organizations, and Community Partnerships methods to increase the linkage of the campus program to the community to leverage resources and promote sustainability of the program beyond this grants funding														
8	Feedback Data to assure that the high school program is having the desired effects and to allow formative day-to-day improvement to be made to the overall program.														
9	The information gained from the outside evaluation that will be used as an overall check of the needs responding to and provide a system														
10	Information from the current grants' evaluations that shows what is working and moving CCISD toward the goals that we have established.														

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

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

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

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

CCISD determined that the current high school methods of instruction and involving the community were not meeting the needs of the students from AEIS, AYP, CIP and DIP assessments. These initial evaluations left the central administration with the conclusion that basic change in the operation of high school was needed. The thought was that IT-base curriculum (from CSCOPE), a method of increasing community involvement (FAST staff), and increasing the extra programs beyond the normal school day would increase CCISD's ability to meet the needs of the all the stakeholders and align CCHS's to the needs expressed in the 21CCLC survey. These initial evaluations also showed that the culture of the campus need to be changed to promote a culture of success where extra support is given to the students and their families to accelerate these students' learning and develop greater HAWGS Pride. The blending of these programs provides the overall framework for impacting curriculum and staff development that is linked to an objective system of determining campus needs.

HAWGS Pride comes from the following CCISD's promise to our student, parent, staff, and community. Crystal City ISD will: Have positive and consistent student discipline strategies. Achieve an increase in awareness and community involvement in district initiatives. Work on continuing to improve technology services in facilitating instruction and effectiveness of district operations. Gain effective instructional delivery through on-going staff development. Sustain continued improvement in student performance. HAWGS Pride! These simple statements sum up what we want to do with these grant funds and will be used as a symbol of the change in culture that we will make. With this as the base for the program the staff of CCISD determined that an ongoing system of evaluation that blended formative and summative evaluations will be needed. Also, the staff determined that a combination of internal and external system would be needed to make these fundamental changes on this campus and promote a continuous improvement. The following system will be used to expand on the needs of our high school while determining the success of the overall program so that data driven determinations will be made to provide for continues improvement to the overall program. First, to provide a system to determine in objective manner the overall effects, CCISD will contract with Sigma Plus Research & Evaluation, Inc for outside evaluation services. They will provide summative evaluation services that are independent of CCISD system and will assist in the development of ongoing surveys and other measures of the effects of the program. They will also, because of the two principles investigators being professors at Colleges of Education at Texas Tech University and University of Texas at El Paso, develop scholarly articles for publication. This will allow CCISD to build a research base on this specific program with the goal of create a best practice model that we can seek funding from other sources to sustain the program.

At CCISD the current system of creation and updating the CIP and DIP will be used (Campus/District Improvement Plan). The CCISD staff with input from the outside evaluators and program consultant will define needs-assessment team members. This needs-assessment team will have CCISD staff, students, parents, community members, and others as needed. The needs-assessment team will assign duties/tasks to needs assessment team members (surveys, questionnaires, etc.) with guidance from the outside evaluators. Team members complete appropriate sections of needs assessment of the stakeholders. Team members will review data, make recommendation for changes to the CIP and track ongoing program outcomes if needs of stakeholders are met and the goal of creating life long learners who have positive life outcomes achieved. This needs-assessment team and Campus Improvement Committee convene to determine if the needs of the high school are effectively stated in a CIP and then integrated into DIP. Thus allowing all aspects of the program begun with these funds to be continued and integrated into the culture of CCISD. We will use the 6-weeks' grade report system to seek input and provide additional services to the families of students. This will be done in the form of programs for the parents, goals nights to establish a system of building a college going culture, celebrations of student success, and linkages to other social service providers in the community. This will promote ownership of the program by the community and give a method by which real-time input for the formative ongoing evaluation of the program. The role of the feeder campus will be integrated into this system so that their will be understanding of the vertical needs of the students

The staff will use all of this information to create a system of instruction that can keep our high school students on the Recommended Graduation plan or accelerate their earning of credits so that they move to this plan. This will be done with the PGP (Personal Graduation Plan). This is being done so that all students can "see themselves" attending some form of post-secondary. We will also support future planning by the students with their parents so that a culture of post-secondary education is created. The Magic School Bus will go into neighborhoods ever 3-weeks to bring the school to the students that have left and to build a sense of caring community that values education. The system of certification for careers will be combined with degree paths so that the students and their parents see the advantage of continuing their education. This is being building into the determination of needs because we believe that those goals of the students must be expanded to provide the best chance at assuring that graduation from high school and the real question becomes how will each student reach their life goals by attending some for of post secondary education for certification and/or degree.



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<b>Schedule #4B—Program Description</b>			
<b>Part 1: Comprehensive Needs Assessment Cont.</b>			
<b>Section D: Groups of Participants Contributing/to Contribute to Needs Assessment Process, ensuring Parents and Community Groups were involved in the process.</b>			
<b>1</b>	Central Office Administration to allow for the high school to be integrated into the DIP and align with ongoing funding considerations for sustainability.		
<b>2</b>	Curriculum Directors and Directors of Special Populations to allow for related district services to be linked with the high school		
<b>3</b>	Secondary and Elementary Principals to provide general information and to align the program vertically and horizontality to the general curriculum and other general population student needs.		
<b>4</b>	Technology Department to allow for full integration of the IT base instructional, support, and community involvement programs		
<b>5</b>	Program Teachers/Support Staff to allow for the day-to-day operation to be modified and the overall program design to align to the specific programs that will be done at high school		
<b>6</b>	Students to allow for them to have ownership of the overall high school program so that they will have a greater connection the overall success of the program and understand how their actions can affect their ongoing life outcomes		
<b>7</b>	Parents/Community Members so that they will bring needs that might be overlooked by school staff and help build a culture where the community will support the continuation of the program after this grant's funding has ended		
<b>8</b>	The CIP and DIP committees to determine ongoing needs and integrate these needs into the overall campus and district plans for improvement so that a culture of success is created and able to be maintained beyond any one grant's funding through access to CCISD normal budgeting system		
<b>9</b>	Collaboration with Middle Rio Grande Work Force to assure that CCHS is meeting the areas' education needs for a trained workforce and give our at-risk students a real world reason to see education benefits		
<b>10</b>	Collaborated with South West Texas Junior College and the GEAR UP College Readiness Program to help us create a "culture of college going" that shows students, former students, parents, and the community in general the value of becoming a Life Long Learner.		

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

**Part 2: Project Management**

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

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

CCISD High School will use these funds to expand the staff of the program and increase the services offered to the students. Our program will allow the hiring of staff with specialized skills to increase the rigor of instruction and provide more support services to the students and their families. The funding from this grant will allow an infrastructure to be created in terms of providing salaries and the "stuff" - computers, other IT items, teaching materials, curriculum, staff development, parental programs, etc - which will provide the base for the programs continuation. CCISD's ongoing grant writing program will be used as a system to sustain the parts of the program that cannot be funded from local funds. Currently CCISD has several grants and the three most closely aligned to the Title 1 grant are the Investment Capital Fund, the Algebra Readiness, and the Secondary School Redesign and Restructuring grants. Though none of these grants are at CCHS we can align the curriculum vertically to the efforts at these lower grade level campuses and use these grants' evaluations to inform our determination on what is needed at CCHS.

The Superintendent's Office will provide overall leadership and integrate the program into the DIP along with seeking funding to sustain the program when this grant's funding ends. The Business Manager with help from the Grant Manager will provide overall financial management of the program and help the Project Director/Campus Principal and Grant Manager meet all TEA reporting requirement. The Curriculum Directors will link the IT-base and other curriculum and instructional programs to the overall CCISD system. This will provide vertical and horizontal alignment of the curriculum so that the system of instruction aligns with all other CCISD programs. CCISD will hire teachers in new area of need so that the students can receive individualized instruction that uses regular, IT-base, and RTI-type instruction designed to accelerate each student's academic performance that is linked to building a "college going" culture where all students consider so form of post-secondary education.. This will allow the students to be accelerated so that they can rejoin their age-peers for graduation and/or have a broader range of educational experiences. The technology department will provide the training and support to staff so that the IT-base programs can be fully used and integrated into the overall high school system of learning. The general infrastructure of high school will be increased with these grant funds to purchase additional curriculum, technology, reference materials, other support programs, and the other items that the needs-assessment committee will be determining so that all students and their families can have their needs met.

The HSTW, Gallup, A+, CSCOPE, and FAST programs will provide the framework for the restructuring model. The blending of these programs will allow CCHS to develop a system of services that we believe will allow for the acceleration of students academic progress while building a system that meets the whole families needs. This is a system that we see as one of the few ways we can create a college-going culture where post-secondary education is common. This will allow these at-risk students to have increase positive life outcomes.

HSTW is a federal recognized restructuring program that provides an overall framework for effective change on a campus. The Gallup program is a system to training staff on the 40-Developmental assets. CSCOPE is a comprehensive, customizable, user-friendly curriculum management system built on the most current research-based practices in the field. Its primary focus is to impact instructional practices in the classroom to improve student performance. This multi-faceted system includes three key components that operate seamlessly: Professional Development, Curriculum & Assessment, and Innovative Technology. A+ is a IT-base system of obtaining graduation credits in an accelerated manner. FAST is a system of working students, their parents, and community members that links them to other social service providers while build a support system that promotes success. The Magic School Bus will be a converted CCISD school bus that can take the school into neighborhoods. The bus will have computers, books, web-based online materials, etc. that can drive into areas to help the community see what the school can do for them. This bus will be used to attempt to get our dropout's to drop back in.

CCISD will use its current system of general management to oversee the purchase of the items for high school. This will allow for accounting that meets new stimulus level auditing requirements. The grant will provide for staff that in addition to their program duties can help with the TEA reporting requirements. This will allow effective operations and management of the program.

The funds requested are to staff the program, provide all the needed instructional items, obtain the staff training related to the restructuring models, and provide all the related service for the restructured high school. This will be a major infusion of funds into the program - \$6 million over the three years of the program - but given community-wide effects, a needed expense that cannot be made by CCISD without grant funds. Over the three years of the program will expect to build the community base of support so that voters will support continued funding of the program and given that the needs of the students will be more effectively met. CCISD expects that the ADA (Average Daily Attendance) percentage rates for these students will increase and the extra programs offer may promote students from other rural districts to transfer into our district. This will provide the funding to maintain the staff and the general CCISD's local budget should allow the replacement costs of the IT and software to be met. CCISD is looking at these grant funds as the seed money to prove that our program will have the desired outcomes for the targeted students. With the research that should be published on the program, we believe that we can also use this program as a best practice to seek other grants funds. All of these items will allow this program to be sustained and provide a program that can be effective beyond the three years of this grant.

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<b>Partnership/Involvement of Others</b> – Describe how the LEA/campus consulted with relevant stakeholders (students, staff, parents, community) regarding this application and proposed implementation of a school intervention model.		
<p>The CCHS will build several systems to engage all the stakeholders. The more traditional methods of involvement will be to surveys of students, staff, parents, and other community members to create a general base of what these stakeholder see as needs that we can fill while increasing their awareness that CCISD is attempting to build a program to better meet the needs of the all students. Within this the review of CIP and DIP (Campus / District Improvement Plans) will be used to establish goals/objectives for campus and provide a system that uses current CCISD procedures to update these plans. To align the program with CCISD's other programs and campuses input from feeder campuses CIP Committees will be obtained to align goals/objectives for the campus. Inputs from FAST staff on family/community involvement will be used to assure that the program meet the non-academic related needs of these stakeholders. This will be done in the 6-weeks programs design to celebrate the success for our students. The Magic School Bus will be placed into operation once the bus is modified. We will be in the community with all the resources to allow for real instruction to occur and will attempt to inspirer leavers to return to school.</p>		
<p>CCHS will integrate the HSTW, Gallup, FAST, CSCAPE, and other programs in a manner that community members are trained and understand the effects of these programs. Stakeholders, where possible, will be taken to trainings. The outside evaluators will develop system of objective determining the linkages that program makes with these various stakeholders. This will allow the non-school stakeholders to see that their involvement with the program is being sought and used in a manner that promotes their "ownership" of the program at high school. This will increase our ability to respond to the needs that the community seeing and build a base of support to sustain the program. The evaluators, if multi-grants are funded, will use the expanded data to see if best practice model can be developed and research published on the effects that we will obtain.</p>		
<p>The program will work with an additional outside consultant who has built community coalitions that include FBCO's (Faith-Base and Community Organizations) in an area. He has published on how to form community non-profits to meet the needs in a area that coordinates and leverages resources so that all community needs can be met. This will give CCISD another system of building large non-partisan constituency to hold the school accountable for high academic standards for all students while bring more stakeholders into the program to determine the needs that they see for the community. He also holds 14 teaching and 5 professional certifications from TEA which allows him to help stakeholders understand high academic standards in all areas of instruction at a high school campus.</p>		
<p>These various systems of integration will allow the voices of the maximum number of stakeholders to be heard. This will increase the general input and promote real community ownership of the program. This will allow CCISD to gain the insight into what the community sees as needs and design a program that bring stakeholders together in a manner that can solve problems.</p>		
<p>The related ICF (Investment Capital Fund) and Restructuring grants will be blend into this program because each of these programs has a community involvement component. This will show the community that CCISD is attempting to find the non-traditional resources to expand the offering at this campus. This will also give the community a greater understanding of why their direct involvement with the campus is so important - we use involvement to get other grants. All of this, the greater understanding of the community of the educational needs of our students, CCISD attempting to become a community resources, and the general attempt to create a more positive culture of high expectations, should promote greater links of the community to the school.</p>		
<p>CCHS will approach area business so that they are made aware of the "new" thing we are doing with grant funds. We will seek donation and owners to given their time to this restructuring program.</p>		

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<b>Management of Grant Activities</b> – Describe how the LEA and campus will modify its practices and/or policies, as necessary, to ensure its implementation of the intervention(s) fully and effectively.		
<p>CCHS will use the HSTW, FAST, A+, Gallup and other programs to restructure the high school so that it better meets the needs of all students and supports their families. Many of these programs have systems in place to track their effects and this information will be used to guide the development of the CIP. These teachers will receive higher pay because they will engage the students for more time in the regular instructional day and work with the students in what would be "off-contract" times as before, after, Saturday, and summer school settings. To support the non-academic needs of the targeted students will add support staff and use the CIS staff with specialized training to provide increase support services to the families. This total restructuring of the staffing will allow CCISD to use the HSTW, Gallup, and TEA-transformational programs in the most effective manner because the staffing infrastructure will be established with a combination of teachers, licensed professional support staff, and paraprofessionals. The increases that we expect in ADA attendance and number of students served at high school will allow these salaries to be sustained in the normal CCISD budget once this grant has shown the effectiveness of the restructuring. We are also going to use the community involvement to build a group of supports of the program so that CCISD will be able to seek funding from the community for aspects of the program once this grant's funding ends. Last, we will continue - at no cost to this grant - our system at CCISD program for grant writing. This will allow CCISD to maintain grant began programs while seeking additional services to respond to the CIP and DIP needs.</p> <p>The CCISD will use the follow general systems of management that mirrors and is integrated into the normal manage procedures. The overall program will be overseen by the Superintendent. He will link the high school program to the normal CCISD operations and funding. To assist the Superintendent's Office in managing the program a new position of Title 1 Grant Coordinator will be funded from the grant. This person will be CCISD central collection point for all information on the program in terms of finical, programmatic, and evaluative items. This will allow CCISD to have a single location that all information concerning the grant so that all TEA reporting will be done in timely manner. The outside evaluator will work with the CCISD and community members on the evaluation committee to assure that the programs being done for the students and their families are effective at meeting the needs of these stakeholders. This system will also be used to make day-to-day changes to the program in response to ongoing needs of the stakeholders. To bring the regular campus staff, central office staff, and community stakeholders together to have continuous input into the program monthly meeting will be held. At these meeting concerns, successes, additional needs, etc. will be addressed so that there is a continuing improvement system in place. Also, at the high school campus a weekly system of meeting with just these staff members will be done initially so that any problems with the implementation of the program can be addressed in a timely manner. Additionally, the program will have "celebration nights" where students and their families are bought in each 6-week to showcase positive results. This system will allow all family members and students to provide ongoing input that can be used to improve the programs. To assure that the there is vertical and horizontal alignment of the curriculum, a Curriculum Director will be funded from this grant. Their role will be to assist in implementation and development of program curriculum at high school and its alignment to the other campuses. The high school hired a new principal approximately six weeks ago. The interview process included questions centered around the candidates' understanding of the principal's role in raising achievement through questions that explore the value they place on their own learning. Their ability to work in the HSTW restructuring model was obtained. The principal was from this area and played CCISD when he was in high school and understood the former HAWGS Pride. He is committed to bring this pride back to CCISD. The selection of the other positions will be done in a similar manner.</p> <p>The staffing of central office will be increased so that there is an expand system of general management for the Title 1 program. If both campuses are funded under this program their will be a blend of the budgets so that the resources can be better leveraged to provide for more direct services to the students.</p>		

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<b>Resource Management</b> – Describe how the LEA/campus will align other resources (federal, state, local, and community) with the school improvement intervention.		
<p>We at CCHS are looking at this change in structure to leverage resources and to extend the future planning of attending post-secondary programs into the lower grade levels. Also, the physical location of the grade levels being in one building lends itself to this restructuring based on the HSTW (High Schools That Work) and Making Middle Grades Work (MMGW). The current physical plant items of general building items and services, desks, chairs, IT-infrastructure, central office support, etc. are in place and will be maintained from CCISD current budget. The Title 1, other grants, and local funding associated with students will be linked to the program. The ADA associated with the students will be used to sustain the program when this grant's funding ends. CCISD will continue its program for grant writing at no cost to this grant. This will allow additional non-traditional resources to be sought and continued to be leveraged. The funds that are being requested from this grant will establish the program in terms of staffing and the instruction materials. We are looking at fully integrating IT into all aspect of instruction where supportive IT items and computers are ultimately available at the 1:1 level so that the unique needs of these at-risk students can be met. These Title 1 funds will provide major "buys" in technology, curriculum, and other instructional items that can be maintain with CCISD local funding. The access to these items would not be possible without these funds.</p> <p>CCISD will also link the following current district resources to the program. CCISD will provide for the coordination of curriculum/instruction so that all current resources are leveraged. This grant will provide additional curriculum/instruction materials both IT-based and traditional so that the missing skill sets of the students can be filled in an accelerated manner. We will create PGP (Personal Graduation Plan) that build on the extra resources that students will be able to access. We will use current district extended day and summer program to allow for high school students to have even greater access to this extra instruction. The current CCISD staff development program will be integrated into the overall extra staff development specific to this program. This will allow the staff to understand how the "normal" programs at CCISD can be leveraged by having this program funded and be able to build instructional plans that will allow students to be served in more effective manners. The CCISD Title, Federal, and other local programs will be linked so that extra services are available and can be sustained. The technology department at CCISD will fully support the program and provide training to better allow the staff to fully integrate the IT-programs into day-to-day instruction for acceleration. CCISD will support the physical plant items of the campus through district funds. CCISD will provide transportation for the program and food services to these students. The campus CIP's will be fully integrated into the CCISD DIP so that when this grant ends all of the successful programs can be maintained from other funding sources.</p> <p>CCISD is also developing a system at no cost to this grant of non-traditional funding. This is being done through our ongoing program for grant writing. This will allow CCISD once research is published on the program to seek other funds from other state agencies, federal programs, and foundations to fund this and other needed programs. We will seek to link this campus to community businesses that might "adopt" parts of the program and provide additional non-traditional funds to this campus. We will use the three years of this grant's funding to build a system by which with local CCISD funds, other grants and donations, and linkages to the local stakeholders' resources we will be able to continue the successfully aspects of program.</p>		

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<b>Grant Project Manager Qualifications</b> – Describe the qualifications of the person selected to be the project manager for this grant on the campus.		
<p>The program will be managed by two persons at the campus. The first will be the new principal/program director of CCISD high school. This person has mid-management certification with additional teaching areas along with a Masters Degree. He is experienced in working the targeted population and understands the concept of HAWGS Pride. This person is the instructional leader of the high school and has a full understanding of the various programmatic items. The second position, because of the high level of funding of this program, will be a new split-funded position of Grant Coordinator. Because of the \$6 million three year budget CCISD felt that a person who could help the principal with the programmatic items while being in charge of the fiscal items was needed to effectively manage all aspect of the program. A Masters Degreeed person with experience in grants management and general knowledge of school district structures, resources, and accept practices is preferred. Previous grant writing experience and development activities are a plus. This Grant Coordinator will be spilt funded so that any of the development work will not be funded with grant funds.</p> <p>This system of having dual management roles of programmatic and fiscal will allow both of these aspects of an effective grant to be done. CCISD felt that with the new accounting procedures associated with stimulus funds and the need for having an expert in academic programming two people needed to be in charge of these two dissimilar items of the grant. This sharing of management duties will allow the program to have great campus level control of the program because instruction and access to resources start at the campus level. This will allow the various committees' input to be translated into real world improvements to the program. This will increase the stakeholders' sense of ownership of the program.</p> <p>The overall management of the program is tied to CCISD mission. This mission statement is "Learning Is Life Long." This mission holds true across all campuses. Preparation for life long learning includes both academic and personal development with the idea that graduation though based on strong academic preparation does not end ones learning. The making ethical choices that result in positive life outcomes and the knowledge that post-secondary studies helps in giving one the skills to obtain ones goals is key to becoming a life long learner. The high school will incorporate character education and a college going culture as a part of the daily regimen of preparation. We provide these items to provide the framework for another aspect of the management of the program - we believe that all stakeholders of CCISD will be a part of the management team. With the population of students that we are targeted we must inspire them to take ownership of their education with the goal of having positive life outcomes by becoming a life long learner which will lead to a prosperous life. The HSTW and Gallup systems that we will be using as the restructuring model align with this concept and help establish methods for the effective management of the overall program.</p>		

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<b>LEA Support</b> – Describe how the LEA will structure and implement an individual or office with responsibility for supporting the campus' school improvement efforts.		
<p>The high school management team will report directly to the Office of the Superintendent. This will allow the needs of this campus' program to be fully integrated with all other aspects of CCISD. The central office management team will have initially weekly meeting with the high school management team to assure that the grant resources are effectively targeted to the needs of the students and their families. Also, the central office staff will be able to coordinate other CCISD resource to the program so that leveraging of resources is achieved. This system will be built around the program and fiscal management needs.</p> <p>This system will also allow the various day-to-day program items to be aligned. The out-of-school-time programs of high school will be linked to the overall CCISD system of extended services. The system of for linking families to additional social services will use this system to extend contacted within the community through the CIS staff. The system of linking the CIP to the DIP and the various evaluations of program will be blended so that data driven determinations of needed programs can be done in an effective manner.</p> <p>The system of TEA reporting that comes from the Office of the Superintendent will be used to assure that all needed TEA reports are done in a timely manner. This system of fiscal controls will also be used to manage the grant funds in a manner that uses best accounting practices.</p> <p>The ongoing grant writing efforts at no charge to this grant will be integrated to the campus' CIP. This will allow new needs to be met by seeking other funding sources. This will also allow for more programs to provide direct services to students and their families to be found. All of these items will be linked back to the restructuring HSTW model.</p>		

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<b>Program Continuation and Sustainability</b> – Describe how the LEA will sustain the campus reforms after the funding period ends.		
<p>CCISD is building sustainability into this grant program from the development of this proposal with a combination of infrastructure items purchased with grant funds that can be used passed the three years of this grant, the increase in funding that will come from potential increases ADA from areas students transferring into CCISD because of the increased programs which will be used for the ongoing staffing costs, the grant writing system, at no cost to this grant, of seeking non-traditional funds, and the linking of the high school CIP to the CCISD DIP. The DIP drives the funding of programs at CCISD and thus program will have access to the traditional tax-base funding streams. The use of many community stakeholders on various committees will also build support if an increase in tax-based funding is needed. All of these provide a basic framework for the sustaining of the program.</p> <p>Another specific item in CCISD's ability to sustain the program will be from the grant coordinator position. The split funded nature of the position will allow this person to learn how to develop grant proposals and seek other non-traditional funding sources. This is because part of their salary will come from local sources which allow them the freedom to seek additional funds from non-traditional sources. Because of CCISD's superintendent's connection to Lubbock-Cooper ISD's Development Office, he has obtained a commitment from its Director of Development and Grants to mentor this person and work with them to help in their understanding of the grant application and development process.</p> <p>The combination of increased local resources by increasing the high school student's attendance and the increased number of students who could be served by the program, the increased local funds available along with the system of seek non-traditional funding sources should provide CCISD with multi-methods of continuing the funding of high school program. The linkage of the high school's CIP to the CCISD DIP will provide direct integration of this program to the overall funding of CCISD which will help in sustainability. The three-year funding of the program by the grant will allow CCISD to provide proof to the community that this is an effective method of meeting the educational and related needs of these targeted students. With this proof we believe that our stakeholders will be willing to support the program.</p>		



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<b>External Providers --</b> Describe how the LEA will recruit, screen, and select external providers to ensure their quality.		
<p>CCISD is using current working relationships that have shown vendors ability to provide services in timely and effective manner as a basis for selection. Where vendors are not known to CCISD staff we have used a system of contacting references and seeking input from other school districts who have worked with the vendor. The selection of the vendors used in the high school program is outlined below.</p> <p>HSTW program from SREB (Southern Regional Education Board) and its staff development programs were chosen because CCISD has been working with them as a framework for restructuring the district. Our work with the HSTW provided the conceptual framework that the interventions were not occurring in a timely manner and to provide staffing with the additional skills to effectively integrate the various curriculum programs. This grant is allow the district to be able to have three-years of programming to determine the effectiveness of this concept of earlier interventions, PGP that given more individualized instruction, and general increased rigor base program.</p> <p>The Gallup program is another system CCISD believes will be effective at CCISD because it can be used to operationalize the HAWGS Pride concept. The program help determines the best people to be in various roles while providing a system of staff development to increase stuff's ability to provide effective services. The Gallup program will allow for the staff to increase their skills in a manner that aligns with the overall goals of CCISD from the DIP and create a campus CIP that allows alignment.</p> <p>The PLATO program - credit acceleration and supplemental instruction - is currently being used at CCISD and has demonstrated ability to help many at-risk students obtain graduation credits in an accelerated manner.</p> <p>The continued use of the outside vendor who has helped CCISD select these various programs for this grant will allow a continuity of design to be maintained. This will allow the various programs currently in operation at high school to be seamlessly blend with the HSTW overall restructuring program.</p> <p>Sigma Plus Research &amp; Evaluation is not a current vender. The two principles partners who will be doing the major of the evaluation are current professors at the College of Education at Texas Tech University and the University of Texas at El Paso. This IHE (Institution of Higher Education) connect provides a unique benefit of they can publish information about the program which will build a base for presenting the program as a best practice if positive results are found. LCISD's Development Office has worked with this organization and found them to be a great asset in forming the IHE link.</p> <p>If it is determined that other vendors are needed by the various committees the following system of selection will be use. An RFP will be developed that shows the scope of the services that are needed. This RFP will be published in e-form and e-mailed to various vendors. Proposal from the vendors will be received and a determination will be made by the committee seeking the services to the best proposal.</p>		

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<b>Site Visits</b> – If the intervention program includes site visits to other campuses successfully implementing the intervention model, describe the process for selecting the locations and the expected outcomes of the site visit.		
<p>CCISD is planning visits LCISD because of it being one of five mentoring sites for the HSTW program. The location of LCISD is approximately 45 miles north of Crystal City. LCISD is a Recognized 3-A district which will allow the CISD staff to gain insight to serving our at-risk students.</p>		

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<b>Section A: LEA (District) Capacity</b> Responses are limited to <i>one page each</i> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<b>Lack of Capacity --</b> If the LEA is not applying to serve each Tier I school (is not applying for grant funding for each Tier I school), provide a detailed explanation of why the LEA lacks capacity to serve each Tier I school.		
<p>CCISD is applying for Title 1 grants for the elementary and high school campuses which are the all of the campuses at CCISD that qualify.</p>		

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

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

**Part 3: Intervention Model**

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

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

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

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.*

**General Background Information:**

CCISD through the current CIP/DIP process had been planning for the restructuring of the whole school district. The evaluation of the results of student achievement from the old system led to a major rethinking of the methods by which this campus engaged students and their families. These demographic statistic from www.city-data.com for the population of Crystal City 25 years and over on education levels support this - Did not Complete High School: 44.8%, High school or higher: 43.3%, Bachelor's degree or higher: 8.0%, Graduate or professional degree: 3.9%. This shows the community need to increase the cultural focusing on post-secondary education so that there are role models for our students. The staff agreed that with most of the students intellectual was not the issue but one of positive role model and belief in themselves were the real limiting factors. Information on the 40-Development Assets form the Search Institute (2010) confirmed that these students lack of access to positive messages greatly lowered their ability to "show what they could do" because these students expected to fail. CCISD central administration determined that a major change was needed if the mission of CCISD - Inspiring All Students to Achieve Their Dreams - was to be met.

We are looking at major changes and restructuring of CCHS. These grants (Investment Capital Fund and High School Redesign and Restructuring) are designed to restructure campuses and CCISD has determined that in large change is going to occur in our culture we need to make similar large changes. CCHS staff initially looked for systems to use as the framework for an intervention before this grant was announced. Information on several programs were obtained but the combination of the HSTW model of restructuring and community involvement along with the Gallup program to operationalized the 40-Developmental Assets with its system of bring hopefulness seemed to be the best match for an integrated system that best met local Crystal City school and community needs. The committee developing this initial framework felt that the lack of HAWGS Pride was the major item that was preventing the students from excelling academically. Last, the committee strongly suggested that there was a need for specialized staff to allow for direct instruction by qualified teachers and counseling support for the students and their families to end the lack of HAWGS Pride. These suggestions were greatly beyond CCHS's ability to fund a new program but while this discussion of "what we can settle for" from the three grants related to restructuring that had been funded the Title 1 grant was announced which provided a funding source at would allow a world class program that CCISD to be developed. Several groups of stakeholders were asked to provide informal and formal input into the development of the initial plan and asked to serve on future committees. Most of these stakeholders gave input and many agreed to serve on committees. The consensus was that these non-CCISD staff wanted a basic frame work to guide them in the selection of specific programs that they felt would meet the needs of the community and the students. They felt the HSTW and Gallup combination of programs gave them a good overall framework. They did feel that the non-academic programs were very important and agreed with the stakeholders having a greater role in the ongoing planning of the program. The Magic School Bus aligned with CCISD's goal of including the community and these larger grant funds allows for this major item to be purchased and used in the community which would not be possible without this grant.

The overview of the framework for the high school is as follows. The High School That Works (HSTW) is a growing network of Texas districts designed to strengthen student achievement. The work is focused on strengthening the capacity of leaders and teachers to implement a research-based Instructional Support Model to continuously improve teaching and learning in the classroom. CCISD's received a HSTW Restructuring grant which laid the foundation for this Title 1 grant programs. The model integrates leadership development for department, campus, and district leaders with support for classroom teacher development. The leadership and teacher work is driven by the state's education standards, the Texas Essential Knowledge and Skills (TEKS), and is designed to support student learning and success on the Texas Assessment of Knowledge and Skills (TAKS). This work includes strategies for analyzing the gap between current and target levels of achievement and is aimed at all levels of the system - district, campus, department/grade, and classroom. Additionally, HSTW brings its content expertise in mathematics, science, and instructional leadership, and our Partnership work includes ongoing, in-district, on-site support as well as ongoing expert support and technical assistance. The Gallup program is based on affective items that link the students, parents, staff, and other stakeholders to the campus.

Being engaged promotes productivity and retention (Harter, Schmidt, & Hayes, 2002). This research on employee engagement is clear, and the latest research on student engagement (Gallup, 2009; Gordon, 2006) and student achievement makes a strong case for building engaged schools. Engagement data provides school leaders with information about the conditions that keep students and staff involved in and enthusiastic about school. These data provide a leading indicator of future performance. In a series of studies, Gallup research has demonstrated that student and teacher engagement is associated with future performance on high-stakes tests. For example, engaged students are more than twice as likely to outperform a comparison group of randomly selected students on standardized tests (Gallup, 2009). The combination of these two programs will provide CCISD with the research based system for

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change while giving the students and their families the "heart" for believing that they can be a part of this change.		
<b>Measurable Goals:</b> CCHS will use several measures of academic and social progress to determine the effectiveness of the program. Students' 3- and 6-weeks grades will be used to track progress in gaining graduation credits in a more traditional manner. Students' obtaining extra credits for graduation from the A+ acceleration IT-based system will show if they are on track for obtaining 2-years of credits for each year working with this program. The PEIMS discipline and the Home Liaison reports of linking families to other social service will be tracked as measures of involvement of the community with high school. We are tracking these items because CCHS views school/community partnerships as an essential component of school organizations that influence student development and learning, rather than as an optimal activity or matter of public relations (Epstein, Coates, Salinas, Sanders, and Simon, 1997) we are using the Gallup program. Other current an historical research shows that effective school-community partnerships can: 1) Extend learning opportunities for students and staff (Otterbourg, 1986); 2) Assist students to succeed in school and life, support staff in their work, and improve school programs and school climate (Institute for Responsive Education, 1996); 3) Positively impact student attendance, aspirations for post-secondary education, enrollment in challenging high school curriculum, and successful transitions from special education to regular classes (Jordan, Orazco, and Averett, 2002); 4) Provide mutually beneficial resources to schools and community partners (U.S. Department of Education, 1993); and 5) Enable schools to become assets for community and economic development (Cahill, 1996). The campus' staff will work with various community stakeholders to form the programs that are presented in this proposal. At several points in the process of developing this proposal various groups had input into the design of the program. In "Help at Last: Developing Effective School-Community Partnerships" a basic roadmap is given for methods of teaming the community and the school that was used in the creation of the centers and the obtaining of the input (RMC Research Corporation, 2002). The curriculum and other program items selected are designed to promote community involvement while giving the staff the extra materials needed to effectively teacher the targeted population of students. The total integration of community involvement with curriculum development and staff / stakeholder training will let the campus develop a program that can be maintained after this grant's funding ends. In addition to these items, the evaluator and the various evaluation committees will be adding items to these measures.		
<b>Organizational Structure and Resources:</b> The CCHS will have grant funding that will allow for the full operations of the program for three years. During this three year period the CIP of the campus will be integrated into the DIP so that access to CCISD resources assures the sustainability of the program. The High School Principal/Program Director will work with central office staff in budgeting these grant resources and developing a sustainability plan along with working to fully integrate the program into the culture of CCHS. The Principal/Program Director will oversee the total program. She will have a leadership team of grant coordinator, counselor, home liaison - FAST (Families and Schools Together), and lead teacher. This group will work with the community and site-base committee to integrate these stakeholders opinion into the overall operations of the program. The outside evaluators will provide a system to determine in formative and summative manners the effects of the program. The HSTW, A+, and Gallup programs will be integrated into the staff and community trainings so that all stakeholders have a greater understanding of the restructuring model being used. The students will have input into the day-to-day methods of instruction so that they take ownership of their learning. The general community will be invited to "celebrations" where the successes of students and ways for the whole community to "own" the program will be provided with the goal of creating a large non-partisan constituency that will hold the school accountable to high academic standards for all students. A way to look at this is one of an Academic/Social Skills SWAT team who will do whatever it takes to provide the students and their families with resources to be successful. All of these items - the high level of grant resources and the building of community ownership of the program - will help us meet the needs of the targeted students while building the base to sustain the program beyond any one grant's funding.		
<b>Instructional Alignment:</b> The Curriculum Director will align the various IT-based, paper and pencil, traditional text book, and other forms of instruction at high school to the general CCISD curriculum and state standards. This wide variety of instructional methods is being use to allow for all the different learning styles of the students to be accommodated (Dunn and Dunn, 1990). The Curriculum Director will also work with the other campuses to assure vertical and horizontal alignment of the curriculum across all of the grade levels. The A+ program is aligned to the TEKS. All of the other IT and traditional curriculum items are also aligned to the TEKS. The staff development trainings on curriculum items will allow for the full integration of these methods with the TEKS.		
<b>Summative and Formative Use of Assessments and Evaluations:</b> The various methods of determining the effects of the program on the students, parents, and staff will drive day-to-day and long-term improvements to the program. TEA standards for Recommended Graduation Plan and the TAKS will be used to guide the determination of the effectiveness of the program against these objective standards. The staff will monitor the PGP's of each student to assure that they are track for graduation along with the acceleration system. The outside evaluators will work with the current technical assistance provider to assure the progress that has been made in turning around the campus is continued.		
<b>Data Management and Directed Develone:</b>		

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

**Part 3: Intervention Model**

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

Review formative assessment data as an essential tool to gather the necessary information to make data driven decisions. The various IT-base curriculums provide real-time information on the progress of the students. The teacher graded classes will be monitored using the 3- and 6-weeks system of grade reporting. The various extra program items directed towards families and community members will be assessed using social work type measures align with best practices in these fields. Students will be benchmarked throughout the year and this information will be used in their academic acceleration.

**Professional Growth, Development, and Evaluation:**

Provide job-embedded professional development and coaching aligned with the HSTW, A+, CSCOPE, and Gallup programs along with ESC 20 standard staff development. Transfer methodologies to each school through workshops, practicum, and mentoring. Build long-term sustainability through development of instructional leadership teams as well as professional learning communities for administrators, coaches, and teachers supported by web-based and other IT-type tools. The combination of affect and academic trainings will allow the staff and other stakeholders to build a working relationship that extends beyond the normal school-type to one where all the needs of the student and their family are addressed with the goals of creating positive life outcomes. All of the standard CCISD methods of tracking staff development will be integrated into the program.

**School Culture:**

The major change from the Gallup Program is to establish a "hopeful" culture that is designed to increase the linking of all stakeholders to the campus model on the 40-Developmental Assets. The HSTW program also focuses on developing a positive culture that promotes life success. These programs provide a system of general classroom and campus management that promotes positive outcomes for the staff, students, and parents while linking other community stakeholders to the campus. The FAST program will link the most at-risk families to other social service providers. All of this will build the culture of CCHS into one where the community see us as a great partner.

**Student, Family, and Community Support:**

As developed in the section on Measureable Goals CCISD believes that for the program we must have linkage of these stakeholders to the campus because learning does not occur in a vacuum. The major item the CCISD determined was as issue with our former method of operating high school was that we waited to long to provide these students with an Academic/Social Skills SWAT team approach to helping them accelerate their progress to rejoin their age-peers while building additional skill-sets for all of our high school students. This is one of the reasons that we believe the funding of this grant will allow CCISD to show a system of best practices for positively effecting this type of at-risk students because they will be receiving the "best education" that using IT-base instruction, latest methods of instruction, a system of promoting all stakeholders involvement, and a general positive mind-set for what our students will achieve that we believe will rival private academy academics. (Another reason that we believe we can have this impact is that two other consortium members - O'Donnell ISD and South Plains Academy - are applying for this grant using the same overall framework of programs. Data from all three site - if all are funded - will greatly increase are ability to research the effects of this type of program in multi-locations with different populations.) We believe that this is needed with these students because they are the hardest to "reach" but those that can have the most amazing progress, as seen from the stories of that one teacher that turned around that one student. This grant's high level of funding will allow CCHS to prove that this type of investment in a child's future who is this at-risk is worth the cost.

**2. The timeline delineating the steps the campus will take to implement the selected intervention.**

**Steps in the Development of this Proposal and Ongoing Implementation Plan**

**Pre-RFP Announcement:**

CCISD campus had receive lower rating for TEA which caused the central office staff with the high school staff to look for the reasons that the campus was not effective at meeting the students' needs who were two or more years behind. Informal interviews with the students showed their hopeless feeling towards school - lack of HAWGS Pride. This evaluation lead to the HSTW and Gallup programs to increase the ability of the staff to effectively deal with these students. CCISD received for high school a HSTW Restructuring grant and Junior High received an Investment Capital Fund grant. Both of these grants provided initial information used in the development of this program. The initial finding from these grant convinced CCISD central administration that a single secondary campus will be beneficial to CCISD's restructuring.

**RFP Announcement:**

When the Title 1 program was announced and we saw that high school and elementary campuses were Tier III, CCISD staff began planning to apply for this grant. The current students and their families were informally surveyed to determine problems that they saw with the current operations. This information was blended with the general CCISD work to date and a basic framework for campus change was developed that is the base for this proposal. Because of the time from announcement to due date of the proposal CCISD staff provided almost all of the input. This system was used to create the framework for the programs at the two campuses that aligned to the current CIP/DIP along with integrating information from the currently funded grants.

**Post Proposal Submission Timelines:**

The proposal will be submitted for reviewer to TEA on June 3,

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<p>June 4 until announcement of selected proposals CCISD will continue with the limited CCISD funds the development of a new system of providing services to the at-risk sub-populations and the remaining students at high school. Input from the students and families who currently attend this campus will be sought and from this group a core will be selected to help with this local program. During this review time CCISD staff will develop job descriptions of the new positions that will needed to staff the new programs at high school.</p> <p>Announcement of the selections of CCISD's high school program will have the following items done to have the program announced to the community and establish the various program items. Within 3 days of announcement the jobs will be posted using CCISD current system. The Principal/Project Director will begin the interviewing process for fill the grant positions. Within 7 days the various venders will be contacted and bid/purchasing procedures of CCISD will followed to purchase the various items. Within 10 days of announcement a press release to the local media will be given to begin the promotion of the new high school program and letters will be sent to students' families of high school students announcing the new programs and seeking information about what needs they would like the program to address and announcing that community members are needed for the various committees. The letter to the families that have a brief overview of the new methods of instruction, the desire to build a family/school partnership, the extra services that will be available to the families/students, and an overview of the new commitments of the families that CCISD would like to be able to develop by having this grant</p> <p>August 1 employment contracts and pre-award PO's that can be made will be issued (assuming NOGA received since Tier III may have October 1 start date and CCISD will hire these staff members with local funds until the grant funding begins). The staff will begin scheduling the staff development trainings for the 2010/11 school year. The parents of the students will receive information on the new program and survey to help establish the extra needs that they wished to have address. In this survey parents will be asked to serve on committees and if they would be able to attend staff development trainings. The program will be in position to offer basic courses for the selected students the first day of classes in August. Using the 3- and 6-weeks grade reporting methods the staff will interact with the students and their parents in Goals Nights. During the first 10 weeks of school each student will have an update PGP created. This will serve as a roadmap for the goal of obtaining two years of credits for each year. With the first 12 weeks of school the system of home visits and linkage of the families to other social services will be established. In December the campus will schedule a "celebration" of the progress that has been made and invite the community to see the "new campus." During each week of the first semester the staff will meet for staff development and to address concerns related to any student's performance. The benchmark data and student grades/performance on the academic programs will be use to modify day-to-day instruction for the students.</p> <p>In the spring semester the staff will meet to perform a semi-summative evaluation to determine the items that are working for the first semester and determine if any additional programs are needed. Representatives from the parents and other stakeholders will be included in this evaluation. Information from this will be use to modify the program. The benchmarking of students will be continued along with the tracking of grades and credits already received. The out-of-school-time programs will be expanded based on input from the students on enrichment programs that they feel would allow them to have real world methods to show what they have learned in regular classes. The formative evaluations of the progress of the campus will be continued with a goal of having the information to provide a major re-write of the CIP and provide for the first year's summative evaluation. The staff will develop in the last half of this semester offerings for a summer program. At the end of the first regular year the progress of students in meeting the two years credits for each year at the campus will be assess. The use of the extra services and there affects on the families will determined. The campus will use the Site Based Management System of CCISD to engage community members, students, parents, and staff in an evaluation of the full program to determine improvements that can be made.</p> <p>Over the summer enrichment programs will be done with an August Freshman Introduction Academy planned so that 8th graders can have an introduction to the concept of what the high school has become. Staff will work with these new students. We are doing this so that the students and staff have a greater ownership and pride in what this campus can do. The outside evaluators will provide data on the successes, failures, and general effects of the program. This will be used to create the final CIP which will be integrated into CCISD's DIP. At the start of the 2011/12 school year this information will be shared to the families and students. This process of formative and summative data driven evaluations using the continuous improvement model will be used in the 2011/12 school year to improve the program.</p> <p>In the 2011/12 school year the outside evaluators will begin the process of publishing information on campus with the goal of creating a Best Practice (all other funded consortium campuses will be included in this research). This and the general campus meeting will be used to build support in the community for the campus. This will be part of the sustainability planning. The processes developed in the first year of the program will improved and set of procedures developed that reflects the changing nature of the campus. This cycle will be repeated in the third year of the program with the addition that non-traditional funding sources will be sought at no charge to this grant to assure that the program is able to be sustained. In the 2012/13 school year everything learning in the first two years of the program will be used to improve the services to the students and their families. Research on the program will be published. The effects of changing</p>		



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<p>the culture of these at-risk students to one of going on for post-secondary education will be determined. CCISD DIP process will provide the base to maintain the program along with ongoing efforts to find non-traditional funding sources.</p> <p>We know that information gained in the course of the three years will modify the over program but we wished to have an end in mind before the process begins. We believe that this will allow the program to have the greatest effects on our most at-risk students and families. This will help us achieve our vision of Inspiring All Students to Achieve Their Dreams because we will have empowered these students and their families to achieve at the highest levels.</p>		

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<b>Section C: Groups of Participants</b> – List the groups of participants who will actively assist in the process to select a school intervention model that aligns to the identified needs of the campus.			
1	Central Office Administration to provide linkage of the program to overall CCISD goals and have a method to coordinate this campus' efforts into an integrated overall plan for the district		
2	Curriculum Director and Special Populations staff to provide linkage of the program to overall academic instructional plan while including all special populations within the RTI system		
3	Other Campuses Principal so that there is vertical and horizontal alignment of the program to the other campuses and secondary instructional methods		
4	Technology Department so that there is a system of integration and effective use of the IT-base learning items purchased from this grant		
5	Program Teachers/Support Staff so that the direct service providers of programs have full understanding and buy-in to the programs of high school.		
6	Parent and students of high school so that they have ownership of the program and can express their needs first hand to assure that the programs selected meet these needs		
7	Community members so that other needs of the community are expressed and that this group of stakeholders is represented at high school.		
8			
9			
10			

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<b>Section D: Improvement Activities and Timeline</b>		
<p>On the following pages of charts applicants should describe all other school improvement activities that will be incorporated with the model to be selected.</p> <p>For each additional improvement activity entered, enter the Critical Success Factor Code(s) from this table, enter the LEA/campus' rationale for including the activity, provide the supporting research that indicates the activity will be effective, and indicate the beginning and ending date of the activity.</p>		
<ol style="list-style-type: none"> <li>1 – Improve Academic Performance, including (but not limited to) Reading/ELA and Math           <ol style="list-style-type: none"> <li>A. Data-driven instruction</li> <li>B. Curriculum Alignment (both horizontal and vertical)</li> <li>C. On-going Monitoring of Instruction</li> </ol> </li> <li>2 – Increase the Use of Quality Data to Drive Instruction           <ol style="list-style-type: none"> <li>A. Data Disaggregation/Training</li> <li>B. Data-driven Decisions</li> <li>C. On-going Communication</li> </ol> </li> <li>3 – Increase Leadership Effectiveness           <ol style="list-style-type: none"> <li>A. On-going Job Embedded Professional Development</li> <li>B. Operational Flexibility</li> <li>C. Resource/Data Utilization</li> </ol> </li> <li>4 – Increase Learning Time           <ol style="list-style-type: none"> <li>A. Flexible Scheduling</li> <li>B. Instructionally-focused Calendar</li> <li>C. Staff Collaborative Planning</li> </ol> </li> <li>5 – Increase Parent/Community Involvement           <ol style="list-style-type: none"> <li>A. Increased Opportunities for Input</li> <li>B. Effective Communication</li> <li>C. Accessible Community Services</li> </ol> </li> <li>6 – Improve School Climate           <ol style="list-style-type: none"> <li>A. Increased Attendance</li> <li>B. Decreased Discipline Referrals</li> <li>C. Increased Involvement in Extra/Co-Curricular Activities</li> </ol> </li> <li>7 – Increase Teacher Quality           <ol style="list-style-type: none"> <li>A. Locally Developed Appraisal Instruments</li> <li>B. On-going Job Embedded Professional Development</li> <li>C. Recruitment/Retention Strategies</li> </ol> </li> </ol>		

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<b>Part 3: Intervention Model</b>					
<b>Section D: Improvement Activities and Timeline (cont.)</b>					
<b>Critical Success Factor 1: Improve Academic Performance including (but not limited to) Reading/ELA and Math</b>					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1A	Improve Student Achievement in Reading/ELA	Pass State Assessment Required for Graduation	Utilize funding and program to support high quality instruction	8-23-10	6-30-13
1A	Improve Student Achievement in Mathematics	Pass State Assessment Required for Graduation	Utilize funding and program to support high quality instruction as well as strategies developed by the HSTW and other vendors	8-23-10	6-30-13
1A	Improve Student Achievement in Science	Pass State Assessment Required for Graduation	Utilize funding and program to support high quality instruction as well as strategies developed by the HSTW and other vendors	8-23-10	6-30-13
1A	Improve Student Achievement in Social Studies	Pass State Assessment Required for Graduation	Utilize funding and program to support high quality instruction	8-23-10	6-30-13
1 A, B, & C	Alignment of the curriculum across the grade levels	Linkage of the instruction so that one year builds of the previous years	Ysseldyke, J., & Tardrew, S. (2007) on methods of progress monitoring	8-23-10	6-30-13
1 A	Improve Student Achievement in Reading/ELA	10 <sup>th</sup> grade students scored below national norm on the ACT PLAN in reading	ACT PLAN Profile Summary Report	8-15-100	5-17-13
1 A	Improve Student Achievement in Mathematics	Students need a gateway to graduation a preparation for 21 <sup>st</sup> century careers and math is an important part of that gateway.	Carnegie Learning Renaissance Math	8-15-100	5-17-13
Add additional pages as needed.					

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<b>Texas Title I Priority Schools Grant</b> <b>Schedule #4B—Program Description</b>					
<b>Part 3: Intervention Model</b>					
<b>Section D: Improvement Activities and Timeline (cont.)</b>					
<b>Critical Success Factor 2: Increase the use of Quality Data to Drive Instruction</b>					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
2A	Disaggregate AEIS, benchmark, and other local/state assessment data	To improve teacher strategies to implement instruction and to improve student performance	To use Data Driven Decision Making Methods to drive the selection of the programs	10-15-10	6-30-13
2B	Conduct staff meeting to disseminate data regarding student performance	To provide opportunities for staff to obtain data to guide and modify future instruction	To have shared vision among all high school staff	10-1-10	6-30-13
2 B & C	Develop a professional learning community	Deprivatization of practice, using data to plan instruction, sharing best practices	Professional Learning Communities (Dr. Shirley M. Hord, 1997)	8-23-10	6-30-13
2 A, B, & C	Instruct teachers how to use data to improve instruction.	Student gains in use of Accelerated Reader are highly correlated with the degree of implementation. More training in the best practice uses of data results in greater gains in student reading achievement, especially at the higher grades.	Topping, K. J., Samuels, J., & Paul, T. (2007). <i>Computerized Assessment of Independent Reading: Effects of Implementation Quality on Achievement Gain, School Effectiveness and School Improvement</i> , 18(2), 191-208.)	8-23-10	6-30-13
2 A & B	Data sharing and analysis	Transparency between schools with mutual accountability	Jennifer McMurren, <i>Choices, Changes, and Challenges: Curriculum and Instruction in the NCLB Era</i> (Washington, D.C.: Center on Education Policy, 2007): 1, 7.	8-23-10	6-30-13
2 A, B, & C	The value of Technology Enhanced Formative Evaluation	The use of technology enhanced assessments in 360 randomly selected schools showed significant improvements in year end testing over schools that did not use them in math. Results also supported significant gains in minority student improvements that were not seen in control group schools.	Burns, M. K., Ysseldyke, J., & Klingbeil, D. (in press). The effects of technology enhanced formative evaluation on student performance on state accountability math tests. <i>Psychology in the Schools</i> .	8-23-10	6-30-13

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<b>Part 3: Intervention Model</b>					
<b>Section D: Improvement Activities and Timeline (cont.)</b>					
<b>Critical Success Factor 2: Increase the use of Quality Data to Drive Instruction</b>					
2A: Data Disaggregation/ Training	Disaggregate AEIS, benchmark, ACT scores, and other local/state/national assessment data	Improve teacher and student knowledge on data usage	Using Data to Improve Student Learning in High Schools by V. L. Bernhardt, Ph.D Translating Data Into Information to Improve Teaching and Learning by V.L. Bernhardt	8-1-10	7-15-13
2B: Data-Driven Decisions	Increase the use of quality data to drive instruction	Improve teacher and student knowledge on data usage to improve	Data Analysis by V.L. Bernhardt, Ph.D. Professional Learning Communities (Dr. Shirley M. Hord, 1997)	8-1-10	7-15-13
Add additional pages as needed.					

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<b>Texas Title I Priority Schools Grant</b> <b>Schedule #4B—Program Description</b>					
<b>Part 3: Intervention Model</b>					
<b>Section D: Improvement Activities and Timeline (cont.)</b>					
<b>Critical Success Factor 3: Increase Leadership Effectiveness</b>					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
3A	Professional/Staff Development	Build capacity to support district/campus goals identified in improvement plans	HSTW additional programming and the Gallup Organization leadership strategies	8-23-10	6-30-13
3 B & C	Maintain an active role in communications	This will allow the leadership to have: Vision, Breakthrough thinking, Effective team leadership, and Inspiration	"Moving Leadership Standards into Everyday Work: Descriptions of Practice." WestEd, San Francisco, California, 2003.	8-23-10	6-30-13
3 B	Consistently support teachers and staff	Influence Opportunity Finder vs Problem Solver Teacher and staff Insight Personal dedication	Chari, V. (2006) <i>Model of CSFs for effective IS leadership</i> . Unpublished Information Systems Honors Research Project. Grahamstown: Rhodes University	8-23-10	6-30-13
3 C	Foster linkage of instruction to school improvement strategies	Set high expectations for the performance of all students and adults.	Hessel, Karen; Holloway, John. "A Framework for School Leaders: Linking the ISLLC Standards to Practice" Educational Testing Service, Princeton, New Jersey, 2002.	8-23-10	6-30-13
3 C	Always require data and the use of facts to support actions at all levels of decision making	The increasing awareness of data mining technology, along with the attendant increase in the capturing, warehousing, and utilization of historical data will support evidence-based decision making for the school.	Processor Tech and Trends (2006) <i>How Analysis and Change Could Boost Your Effectiveness</i> , Processor Tech and Trends. Vol 28, No 6, pp 29-31, [online]	8-23-10	6-30-13
3 A, B & C	Regular teacher performance evaluations to assure and verify continuous improvement	Evaluation of the gap between where our school is now and where we would like to be which will give us a road map to success.	"Standards for Staff Development (Revised)." National Staff Development Council, Oxford, Ohio, 2001.	8-23-10	6-30-13
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<b>Part 3: Intervention Model</b>					
<b>Section D: Improvement Activities and Timeline (cont.)</b>					
<b>Critical Success Factor 4: Improve Learning Time</b>					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
4A	Provide extended day programming and summer school	Promote successful student learning	Increased time-on-task results in increased learning of students	8-23-10	6-30-13
4B	Provide modified scheduling for program participants	Promote successful student learning	Increased time-on-task results in increased learning of students and PGP (Personal Graduation Plan) allow for individual student needs to be met in most effective manner	8-23-10	6-30-13
4 B	Opportunity to learn and time on task	All students taught grade level standards with effective coaching and daily spiral review	Task Force on Early Childhood/Elementary Studies: Ilene Berson, Linda Bennett, and Dorothy Dobson. (C) Copyright 2009	8-23-10	6-30-13
4 A, B, & C	The importance of high quality and quantity of practice time to student achievement gains	Data from students reading of 3 million books in Accelerated Reader strongly supports the conclusion that students must have sufficient practice time and appropriate difficulty of challenge to achieve high gains in achievement.	Topping, K. J., Samuels, J., & Paul, T. (2007). Does practice make perfect? Independent reading quantity, quality and student achievement. Learning and Instruction, 17, 253-264.)	8-23-10	6-30-13
4 B & C	Time development	Implementation of purposeful and powerful integrative thoughtful planning.	Goal-setting and behavioral feedback (Ludwig & Geller, 1997)	8-23-10	6-30-13
4 B	Increased Learning Time and Targeted Instruction for At-Risk, ELL Learners, other effected sub-groups	Critical need for tried and tested programs for at-risk students that will improve overall achievement, increase proficiency on standardized exams and in the end ensure graduation for all.	Participation in decision-making situations (e.g., Samuelson, Messick, Rutte, & Henk, 1988)	8-23-10	6-30-13
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<b>Part 3: Intervention Model</b>					
<b>Section D: Improvement Activities and Timeline (cont.)</b>					
<b>Critical Success Factor 5: Increase Parent/Community Involvement</b>					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
5 A	Provide climate surveys and questionnaires to gauge involvement	Facilitate communication and input from parents/community	Increased stakeholder ownership of a program results in overall program success	8-23-10	6-30-13
5 B	Conduct Parent-Teacher Conferences	Facilitate communication and input from parents/community	Linkage of family units to the overall goal of positive life successes provides a method of linking individual families to other needed service	8-23-10	6-30-13
5 A & B	Cultural awareness	Recognition of parents as people are important components partnership approach and open two-way communication	Williams and Chavkin (1989) of the Southwest Educational Development Laboratory (SEDL)	8-23-10	6-30-13
5 A, B, & C	Commitment to reduce the gap between home and school cultures	Community support and valuing cultural diversity are manifestations of this commitment.	Fruchter, Galletta and White (1992) examined 18 parental involvement programs for common characteristics.	8-23-10	6-30-13
5 A, B, & C	Parents as partners with the school	Parents helping children with homework, supporting school activities by volunteering in classrooms, providing language-rich environments and working in partnership with teachers to enhance the learning experiences of children.	Flaxman, E., & Inger, M. (1992). Parents and schooling in the 1990s. <i>Principal</i> , 72(7), 16-18.	8-23-10	6-30-13

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<b>Part 3: Intervention Model</b>					
<b>Section D: Improvement Activities and Timeline (cont.)</b>					
<b>Critical Success Factor 5: Increase Parent/Community Involvement</b>					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
5 B	Mail out a parental newsletter to keep parents informed of school activities as well as other school information such as but not limited to: best practices for student success, financial aid, drug alcohol awareness, etc.	The National PTA lists communication as the first standard for family involvement programs.  Parental involvement equals student success.	Parent Info Guides - <a href="http://www.woodburnpress.com">www.woodburnpress.com</a>  4Core Factors for School Success by Todd Whitaker  America's Career Resource Network  Parents Still Make the Difference  Dropout Prevention Tools by Franklin P. Schargel  Best Practices To Help At-Risk Learners by F.P. Schargel	8-1-10	7-15-13
5 B	Provide a mobile lab to increase parental accessibility to school information and technology.	To provide a link between educators and the community. The result will allow teachers the freedom to teach and students – many in jeopardy of dropping out an opportunity to learn.	Communities In Schools CIS President Dan Cardinali <a href="http://Communitiesinschools.org">Communitiesinschools.org</a>	8-1-10	7-15-13
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<b>Part 3: Intervention Model</b>					
<b>Section D: Improvement Activities and Timeline (cont.)</b>					
<b>Critical Success Factor 6: Improve School Climate</b>					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
6 A	Communicate importance of student attendance	Promote successful student learning	The Gallup program shows that linkage of "affect-type" items to general academic programs increases student success	8-23-10	6-30-13
6 B	Provide students leadership training to reduce discipline incidences	Students are empowered and see that their action have real world results	The Gallup program shows that linkage of "affect-type" items to general academic programs increases student success	8-23-10	6-30-13
6 B	Strengthen the integration of character education curriculum by continuing to emphasize core values of empathy, ethics and service	Positive school climate fosters youth development and learning necessary for a productive, contributing and satisfying life in a democratic society.	Eyman, W. & Cohen, J. (2009). <i>Breaking the Bully-Victim-Passive Bystander Tool Kit: Creating a climate for learning</i> (First Edition). New York: Center for Social and Emotional Education.	8-23-10	6-30-13
6 A & B	Effective classroom management and student engagement	To have a safe and orderly environment	Freiberg, J. H. (Ed.) (1999). <i>School climate: Measuring, improving and sustaining healthy learning environments</i> . London: Falmer. ISBN: 0750706414.	8-23-10	6-30-13
6 A & B	Provide a climate of high expectations	School behaviors that communicate high expectations	Haynes, N. M., Emmons, C., & Ben-Avie, M. (1997). School climate as a factor in student adjustment and achievement. <i>Journal of Psychology and Educational Consultation</i> , 8(3), 321-329.	8-23-10	6-30-13
6 A & B	Clear and Focused mission	All staff accepting responsibility for all students learning	Howard, E., Howell, B., & Brainard, E. (1987). <i>Handbook for conducting school climate improvement projects</i> .	8-23-10	6-30-13
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<b>Part 3: Intervention Model</b>					
<b>Section D: Improvement Activities and Timeline (cont.)</b>					
<b>Critical Success Factor 7: Increase Teacher Quality</b>					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
7 B	Provide Professional/Staff Development opportunities	Focus on continuous adult learning	The HSTW leadership program shows that well trained and empowered staff will produce positive educational and life outcomes for students	8-1-10	6-30-13
7 A, B, & C	Training and coaching in effective instruction	Increased teacher efficacy and student achievement	Effective Schools Research, McRel Study	8-1-10	6-30-13
7 A, B, & C	Sharing Resources	Teachers share strategies, resources, and new learning between schools	Sparks, D. & Hirsh, S. <i>Learning to Lead, Leading to Learn</i> . National Staff Development Council. 2000. Oxford, OH.	8-1-10	6-30-13
7 A & B	Focus teacher development on high yield instructional strategies	Increase the skill and knowledge of the classroom teachers using LYS, Renaissance Learning, and the Balanced Literacy Collaborative instructional models	Elmore, Richard. Bridging the Gap Between Standards and Achievement: The Imperative for Professional Development in Education. The Shanker Institute. 2002. 6-8, 19, 29-30.	8-1-10	6-30-13
7 B	Establish teacher book study clubs.	Teachers will have an opportunity to network with other teachers while learning	Professional Learning Communities (Dr. Shirley M. Hord, 1997)	8-1-10	7-15-13
7 B	Develop teacher leaders and mentors	Encouraging teachers to take leader roles, thus allowing all staff members to benefit from these strengths	Motivating and Inspiring Teachers by Todd Whitaker	8-1-10	7-15-13
7 C	Hire a Math/Science Coach and a ELA/S. Studies Coach.	New teachers long for belonging and support. Teachers who do not have this support become frustrated and leave the profession. By providing coaches to support new teachers during the first two years will increase teacher retention.	Working With Teachers to Improve Instruction by P.M. Hansen  Principle Actions Key to Retaining Teachers by Dr. Jan Richards	8-1-10	7-15-13
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<b>Part 4: Waiver Requests</b>		
Applicants must check the waivers in which the LEA/campus intends to implement.		
<div style="margin-bottom: 20px;"> <input checked="" type="checkbox"/> Extending the period of availability of school improvement funds.  <i>This waiver extends the "life" of the funds for two additional years; allowing the state to fund the grant period for three years to the LEA on behalf of the eligible campus, as long as the campus meets the requirements of implementation of the grant program.</i> </div> <div style="border: 1px solid black; padding: 10px; background-color: #f0f0f0; margin-bottom: 20px;"> <b>Note:</b> Since TEA has requested and received a waiver of the period of availability of these school improvement grant funds, this waiver automatically applies to all LEAs in the State and must be checked.         </div> <div style="margin-bottom: 20px;"> <input type="checkbox"/> "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.  <i>Under this waiver, the LEA with an eligible Tier I or Tier II campus implementing the turnaround model or restart model may have their School Improvement status reset regardless of the actual AYP status and other school improvement interventions, such as School Choice and Supplemental Education Services (SES) would not be applicable. This waiver allows the campus two years to effectively implement the selected turnaround or restart model of reform without additional statutory school improvement interventions being required.</i> </div> <div> <input type="checkbox"/> Implementing a school wide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.  <i>This waiver allows a Tier I Title I campus that otherwise does not qualify to operate a Schoolwide program to do so in order to implement the Tier I reform model selected.</i> </div>		

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<b>Schedule #4C—Performance Assessment and Evaluation</b>		
<b>Part 1: Component Description. By submitting this application, the applicant agrees to comply with any reporting and evaluation requirements that TEA may establish and to submit the reports in the format TEA requests. (Response limited to one page each, font size no smaller than 9 pt, Arial or Verdana)</b>		
<b>Section A: Ongoing Monitoring/Continuous Improvement - Describe the LEA/campus' process for providing on-going monitoring of grant activities to ensure continuous improvement</b>		
<p>The goals of this proposed program are to assist students in credit recovery efforts so that (a) those two or more years off pace will earn enough credits to advance two grade levels or graduate; and (b) those less than one year behind will earn enough credits to be successful on the TAKS test and return to their peer group graduation schedule. The district/campus' process for monitoring activities associated with achieving these goals include utilization of a process focused on monitoring student achievement, and monitoring implementation of structural changes aimed at supporting the goals of the program. Both foci will utilize data reports submitted to campus and district leaders, which will then be used as the basis for quarterly and year-end meetings.</p> <p>The first type of meeting will be "Improvement Progress Meetings" (IPM). This meeting is specifically intended to assist leaders in monitoring progress of students and grant implementation – similar to a formative evaluation process (Section B). The Principal, Grant Coordinator, counselor, family intervention specialist (CIS), subject-area teacher, and success coach (CIS), along with district administrators will attend these meeting. In addition, an "Improvement Summit" (IS) will be held at the end of each academic year to review the previous gains, and plan for the coming year. This meeting will include school leaders and the entire campus faculty involved with the proposed program – similar to a summative evaluation process.</p> <p>At each meeting (i.e., progress and summit), leaders will consider findings from analyses of student achievement data drawn from multiple sources including:</p> <ul style="list-style-type: none"> <li>▪ TAKS scores and passing rates</li> <li>▪ District /Campus Curriculum Based Assessments</li> <li>▪ A+ and CSCOPE data related to recaptured courses</li> <li>▪ Other vender data on specific programs</li> <li>▪ Student grades</li> <li>▪ Student progress in regaining grade level / graduation and course credits</li> <li>▪ Attendance Rates</li> <li>▪ Dropout / Completion rates</li> </ul> <p>In addition to achievement data, school leaders will also consider school-climate related data also drawn from multiple sources including:</p> <ul style="list-style-type: none"> <li>▪ Implementation fidelity (i.e., occurrence and productivity of common planning times, use of Dana Center curriculum and research-based instructional strategies, work of subject-area specialist teacher, parent education and communication, activities of success coach, character education)</li> <li>▪ Student engagement</li> <li>▪ Collective efficacy of teachers</li> <li>▪ Number of student discipline referrals</li> </ul> <p>These activities and data focus will provide the process and mechanisms for ongoing monitoring of grant activities intended to ensure continuous improvement.</p> <p>The evaluation committee will meet regularly to oversee program evaluation and to ensure that ongoing feedback is provided to program decision makers on program progress and financial activities. We will use the feedback system that will be developed for this grant to link grant management, program development and program evaluation experience to provide continuous program evaluation and refinement. We will utilize formal and informal observations to assess program effectiveness, including pre/post-test surveys containing both open and closed questions; Likert-type scales directed at students, parents, teachers, and project staff; and records, including course grades, internal behavioral and disciplinary actions, and attendance. Using a "tiered-approach," quantitative and qualitative outcome components will be used along with baseline assessments, benchmarks, and other markers for continuous program assessment and refinement. The evaluation team will meet with program staff to provide ongoing feedback so necessary program adjustments can be made as needed to enhance program outcomes. The day-to-day evaluations will be facilitated by the principal, program director, IT-support staff, and evaluators who will work with the members to improve the program in a continuous manner and integrate the results into the CIP. The effects on the students will be measured using the 3-week academic evaluations that are currently being done by members to determine student's grades (through progress reports and 6-weeks grades). Staff will look at sub-group grades to determine if any of these groups needs extra assistance in meeting AYP and making two years of progress for each year at high school towards graduation. All of the information obtain will be used to determine the success of the program and modify the program to promote student success.</p>		

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<b>Schedule #4C—Performance Assessment and Evaluation</b>		
<b>Part 1: Component Description. By submitting this application, the applicant agrees to comply with any reporting and evaluation requirements that TEA may establish and to submit the reports in the format TEA requests. (Response limited to one page each, font size no smaller than 9 pt, Arial or Verdana)</b>		
<b>Section B: Formative Evaluation-</b> Describe the LEA/campus' process for formative evaluation, including how the results of the evaluation will be used to improve the grant program		
<p>The goals of this proposed program are to assist students in credit recovery efforts so that (a) those two or more years off pace will earn enough credits to advance two grade levels or graduate; and (b) those less than one year behind will earn enough credits to be successful on the TAKS test and return to their peer group graduation schedule. Three processes will support the district/campus process for formative evaluation, including how the results of the evaluation will be used to improve the grant program.</p> <p>The first involves the allocation of resources (i.e., time and funding) to support a "Grant Coordinator." In terms of evaluation, the role of this individual will be to gather, tabulate, and communicate information relevant to the implementation of grant activities. This individual will report findings to the project principal, and assist in the review of findings at the quarterly "Improvement Progress Meetings" describe in Section A. The intention of these meetings is to report on analyses of data related to progress (student achievement) and program implementation (i.e., common planning time, parent education activities). The onsite "campus counter" as well as the external evaluator will support gathering and analysis of this data.</p> <p>The second process intended to support the formative evaluation is the <i>result</i> from each quarterly meeting. As formative evaluation data accumulate, district and campus leaders will compare these results with program goals, and develop a set of recommendations aimed at supporting progress. These recommendations, especially in the earliest phases of implementation, may simply help identify specific areas of concern, but as the program continues, these recommendations are likely to assist the district/campus leaders in making "corrective" modifications to the grant activities. Progress on implementing the recommendations, along with the overall implementation of the grant program, will comprise the focus of future meetings and recommendations.</p> <p>The third process intended to support the formative evaluation is the <i>reporting to constituents</i> about the progress and recommendations outlined in the progress meetings. Constituents include school faculty and staff, parents and community members, and business partners, and reporting will take place through established means of communication and meetings. For example, communication with faculty and staff will include presentation of meeting outcomes at regular, faculty meetings, and through a "newsletter-type" publication intended to communicate more broadly about the grant program. Communication with parents and community members will be accomplished via newsletter, postings on the school website, and at regular PTA meetings. Likewise, communication with business partners will take place at the district level, and involve the use of the newsletter, as well as website reporting accessible to community members.</p> <p>The allocation of program staff specifically to the monitoring of grant activities, the work resulting from quarterly progress meetings, and the reporting to school and community constituents represent the three processes for formative evaluation. Information from each of these represents ways in which the results of the evaluation process will be used to improve the grant program.</p> <p><b>Formative evaluation</b> will begin during project development and continues throughout the life of the project. Its intent is to assess ongoing project activities and provide information to monitor and improve the project. It will be conducted at several points in the developmental life of a project and its activities. The process evaluation will examine the conduct of the project, including a determination of the effectiveness of the planning, design, implementation, and evaluation of the project. The underlying principle is that before you can evaluate the outcomes or impact of a program, you must make sure the program and its components are really operating and that they are operating according to the proposed plan or description as developed by the high school committees. Examples of the information to be collected are as follows. 1, The extent to which the activities of the project were implemented as planned; 2, The effectiveness of the activities in achieving the goals and objectives of the project; 3, The impact of the project activities on the participants; 4, The extent to which performance targets were met; and 5, The methods by which the program needs modification on a day-to-day to meet the above goals will be determined by the data from the students. <b>Summative evaluation</b> will be done after the end of each school year that this grant is funded. It will include the technical response and assistance provided by staff members, vendors, and other stakeholders. Summative evaluation will assess the project's success in reaching its stated goals at its final stage. A summative evaluation will address these basic questions: 1) The extent to which the activities of the project were implemented as planned. 2) The effectiveness of the activities in achieving the goals and objectives of the project. 3) The impact of the project activities on the participants. 3) Summative evaluation will attempt to collect information about outcomes and related processes, strategies, and activities that have led to them. All of this information will be integrated into the CIP and DIP to allow for successful items to be sustained.</p>		



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<b>Texas Title I Priority Schools Grant</b>		
<b>Schedule #4C—Performance Assessment and Evaluation</b>		
<b>Part 1: Component Description. By submitting this application, the applicant agrees to comply with any reporting and evaluation requirements that TEA may establish and to submit the reports in the format TEA requests. (Response limited to one page each, font size no smaller than 9 pt, Arial or Verdana)</b>		
<b>Section C: Qualitative and Quantitative Data Collection Methods-</b> Describe the LEA/campus' process for data collection methods to be implemented and 1) how the data will be disaggregated; 2) used to improve instruction; and 3) obtain continuous improvement results		
<p>The goals of this proposed program are to assist students in credit recovery efforts so that (a) those two or more years off pace will earn enough credits to advance two grade levels or graduate; and (b) those less than one year behind will earn enough credits to be successful on the TAKS test and return to their peer group graduation schedule.</p> <p>The process for data collection that will be implemented by the district/campus leaders will involve two individuals. The first will be the "grant coordinator" who will be responsible for gathering data from the multiple parts of the grant program related to implementation of activities. For example,</p> <ul style="list-style-type: none"> <li>▪ Activities of grant personnel, including principal, counselor, family intervention specialist, success coach, subject-area specialist teachers</li> <li>▪ Performance of students in the two at-risk groups (e.g., progress toward off-pace recovery, credit recovery, grades, etc.)</li> <li>▪ Parent education and communication activities of the family intervention specialist</li> <li>▪ Progress of teacher curriculum and instruction meetings</li> </ul> <p>The second will be the external evaluator, who will gather data related to fidelity of program implementation, achievement impact, and school climate. This information will be derived from a variety of sources including classroom observations; analysis of assessment results (e.g., TAKS, NovaNet, Benchmarks, etc.); focus groups conducted with faculty, teachers, students, and parent groups; online surveys of faculty and students related to school climate issues.</p> <ol style="list-style-type: none"> <li>1) Data derived from these processes, especially achievement, utilization, and perceptions, will be disaggregated by race/ethnicity and by special education status. This disaggregation analysis will permit school and district leaders to determine differential impact of the grant program.</li> <li>2) Results from qualitative and quantitative data analyses will be used to improve instruction in several ways. First, the information vetted through the Improvement Meetings will be shared with faculty members. Second, achievement outcomes specific to content and grade level will be used by subject-area specialist teachers, faculty in common planning time, and interventionists will be used to address and improve outcomes at the class, subpopulation, and individual levels. Specifically, subject-area specialist teachers will facilitate and oversee planning and implementation of action plans intended to address areas where achievement has not met expectations.</li> <li>3) Analyses of achievement, utilization and perception data will be combined with other implementation data to obtain continuous improvement results by reporting, discussing, recommending and monitoring action changes resulting from the Improvement Meetings and the Improvement Summit. Analyses of outcomes will constitute information that is fed back into the leadership system, and this information will be utilized to gauge progress, and modify implementation based on target (goal) outcomes.</li> </ol> <p>The program will be evaluated as a part of the CIP and DIP along with grant specific evaluations. Currently we collect data on a wide array of student statistics, including enrollment, attendance, discipline, grades, course history, testing scores, and demographic information which will provide general information on our students. Quantitative data will include statistics and information regarding student achievement, academic rigor, student retention, and school climate. Qualitative data collection methodologies, such as observation by different evaluators, focus groups, parent-teacher-student surveys, and Likert-type surveys will be used to assess program progress. Quarterly reports will be prepared for the Texas Education Agency. Annual Reports required by the TEA and more in-depth annual analyses will be prepared by the evaluators for review by our evaluation team. These qualitative data will be combined with quantitative measures that will be obtained from various vendor day-to-day assessments, teacher generated tests, TAKS practice test, AEIS analysis and testing, and other standardized measures. When taken collectively, all of these data points will allow data driven changes to be made in the program. This will provide a base in real data that is both quantitative and qualitative and will employ all of the systems at the campus and district for data collection. This will be done to maximize the information obtained from all sources so that the best decision regarding teaching and program changes can be made. The stakeholder survey will be done at the end of each year of funding to determine if the program is meeting their needs. The program director and grant coordinator will collect antidotal information from the staff, students, and parents to be used in formative evaluation to improve the day-to-day operations of the program. Information from the outside evaluators, various vendor and staff development programs will be collected according to their current procedures. All of these data points will be used to create a picture of the total effects of the program.</p>		

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<b>Texas Title I Priority Schools Grant</b>		
<b>Schedule # 4C—Performance Assessment and Evaluation</b>		
<b>Part 2: Process for Development of Performance Goals</b>		
Describe the process to be implemented to develop the campus' performance goals. Include the groups participating in the development of the goals. Responses are limited to <b>two pages</b> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Performance goals will be developed based on the results of the comprehensive needs assessment and the improvement activities identified by the critical success factors previously mentioned. The process will be as follows. <ul style="list-style-type: none"> <li>• Identify activities listed in critical success factors</li> <li>• Determine measurement criteria for each activity</li> <li>• Selected team members will gather data where available to consider as baseline or recent year performance data</li> </ul> The team will review data to determine projected progress for year 1-3 of the grant period. The team members will include - CCISD staff of Central Office Administration, Elementary and High School Principals, High School Program Staff, Curriculum Directors, and Special Populations staff; Stakeholders consisting of Community members, Parents, and Students; Outside Evaluators; and other vendors as needed.		
The performance measures will be of three types. First, how the students progress academic with a goal of two years of graduation credits for each years at high school. Second, how the non-academic social type needs of the students are met as determined through discipline reports. Third, how family needs are met in terms of linking the families to other social services.		
The system of determine the ongoing needs will be done with input for these various groups obtained for the updating of the CIP for high school. The evaluation system will also provide for continuing determination of the changing needs of the stakeholders served by the program. The system outline in the evaluation section and other sections dealing with the day-to-day and long-term goals will be used throughout the three years of the program.		
Information gained from AEIS, PEIMS, TAKS, student grades, and the evaluations will be use to track our ability to meet these needs. The goals will be aligned to this overall process and we believe that they will change each year as more positive effects are seen in the high school program. This is why we will use these stakeholder committees to provide a system of improving and focusing high school goals.		

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<b>Schedule # 4C—Performance Assessment and Evaluation</b>						
<b>Part 3: Annual Performance Goals</b>						
<b>Improve Academic Performance</b> – 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 2010	75 / 86TPM	85	90	100
2	Improve Student Achievement in Mathematics	TAKS 2010	68/77TPM	78	83	93
3	AR Reading	School wide Summary Report	60.5 At Risk	40	20	0
4	AR Reading	Star Reading	61.6Below 25 <sup>th</sup> PR	40	20	0
5						
<b>Increase the Use of Quality Data to Drive Instruction</b> – 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 knowledge and skills in core content areas	benchmark assessments each trimester	DNA	50%	60%	70%
2	Increase TAKS scores	AEIS data	50% passed all tests	55%	65%	75%
3	Improve graduation rates	AYP	88%	90%	94%	98%
4	Provide training and staff development in all curriculum areas	Sign in sheets	DNA	2 trainings	4 trainings	6 trainings
5						

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<b>Part 3: Annual Performance Goals</b>						
<b>Increase Leadership Effectiveness—</b> 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	Participation in leadership conferences	Certificates of completion	DNA	3 staff	5 staff	8 staff
2						
3						
4						
5						
<b>Increase Learning Time –</b> 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 productivity in current instructional time periods	Walk through evaluations	DNA	80%	85%	90%
2						
3						
4						
5						

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<b>Part 3: Annual Performance Goals</b>						
<b>Increase Parent/Stakeholder Involvement</b> – Enter the annual goals for increasing parent and community involvement, to which the LEA is holding the campus accountable.						
#	Performance Measure	Assessment Instrument/Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase opportunities for parent/stakeholder input	Climate surveys	DNA	1	2	3
2	Increase opportunities for parent involvement	Open house/parent conferences	DNA	3 events	4 events	5 events
3						
4						
5						
<b>Improve School Climate</b> – Enter the annual goals for improving the school climate, to which the LEA is holding the campus accountable.						
#	Performance Measure	Assessment Instrument/Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase attendance rate	PEIMS data	88.31%	91%	94%	96%
2						
3						
4						
5						

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<b>Part 3: Annual Performance Goals</b>						
<b>Increase Teacher Quality</b> – Enter the annual goals for increasing teacher quality by measures identified by the LEA, to which the LEA is holding the campus accountable.						
#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase opportunities for quality staff development in core content areas	Certificates of completion	DNA	2 trainings	3 trainings	4 trainings
2						
3						
4						
5						
<b>Other</b> – Enter any other annual goals for improvement to which the LEA is holding the campus accountable.						
#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1						
2						
3						
4						
5						

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<b>Schedule # 4D—Equitable Access and Participation: Barriers and Strategies</b>				
<b>No Barriers</b>				
<b>#</b>	<b>No Barriers</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>
000	The applicant assures that no barriers exist to equitable access and participation for any groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Gender-Specific Bias</b>				
<b>#</b>	<b>Strategies for Gender-specific Bias</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Cultural, Linguistic, or Economic Diversity</b>				
<b>#</b>	<b>Strategies for Cultural, Linguistic, or Economic Diversity</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from Education Service Center, Technical Assistance Center, Title I, Part A School Support Team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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



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

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

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<b>Texas Title I Priority Schools Grant</b>				
<b>Schedule # 4D—Equitable Access and Participation: Barriers and Strategies</b>				
<b>Barrier: Shortage of Qualified Personnel</b>				
<b>#</b>	<b>Strategies for Shortage of Qualified Personnel</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>
N01	Develop and implement a plan to recruit and retain qualified personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide professional development in a variety of formats for personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Collaborate with colleges/universities with teacher preparation programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Lack of Knowledge Regarding Program Benefits</b>				
<b>#</b>	<b>Strategies for Lack of Knowledge regarding Program Benefits</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>
P01	Develop and implement a plan to inform program beneficiaries of program activities & benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P03	Provide announcements to local radio stations & newspapers about program activities/benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Lack of Transportation to Program Activities</b>				
<b>#</b>	<b>Strategies for Lack of Transportation to Program Activities</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>
Q01	Provide transportation for parents and other program beneficiaries to activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q04	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Other Barrier</b>				
<b>#</b>	<b>Strategies for Other Barrier</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>
Z99	Other Barrier:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other Strategy:			

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<b>Texas Title I Priority Schools Grant</b>				
<b>Schedule #5—Program Budget Summary</b>				
<b>Program Authority:</b> P.L. 107-110, Section 1003(g), as amended by ARRA, P.L. 111-5 CFDA # 84.388A & 84.377A		<b>Fund Code</b> ARRA (CFDA# 84.388A): <b>286</b> Regular (CFDA# 84.377A): <b>276</b>		
<b>Project Period: August 1, 2010 through June 30, 2013</b>				
<b>Class/Object Code and Description</b>	<b>Campus Grant Costs</b>	<b>LEA Admin Grant Costs</b>	<b>Pre-Award Cost</b>	<b>Total Grant Funds Budgeted</b>
Payroll Costs	5B 6100	\$ 1,900,383	\$ 55,000	\$ 1,955,383
Professional and Contracted Services	5C 6200	1,666,000	50,000	1,716,000
Supplies and Materials	5D 6300	1,206,432	3,000	1,209,432
Other Operating Costs	5E 6400	683,200		683,200
Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only)	5G 6600/15XX	356,700		356,700
	Total Direct Costs	5,812,715	108,000	5,920,715
	3.098% Indirect Costs		79,285	79,285
<b>Grand Total</b>				
Total Budgeted Costs:		\$ 5,812,715	\$ 187,285	\$ 6,000,000
<b>Administrative Cost Calculation</b>				
Enter total amount from Schedule #5 Budget Summary, Last Column, Total Budgeted Costs				6,000,000
Multiply by 6,000,000 (5% limit)				X .05
Enter Maximum Allowable for Administration, including Indirect Costs				\$ 300,000

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<b>Texas Title I Priority Schools Grant</b>		
<b>Schedule #5—Program Budget Summary</b>		
<b>Budget Request by Grant Year: Enter the amount of grant funds requested for each year of the three year grant period.</b>		
Year 1: SY 2010-2011 \$2,000,000 Year 2: SY 2011-2012 \$2,000,000 * Year 3: SY 2012-2013 \$2,000,000 * * 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.		
<b>Provide any necessary explanation or clarification of budgeted costs</b>		

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<b>Texas Title I Priority Schools Grant</b>						
<b>Schedule #5B--Payroll Costs (6100)</b>						
<b>Budgeted Costs</b>						
Employee Position Titles		Justification	#Full-Time Effort	#Part-Time Effort	Pre-Award	Amount Budgeted
<b>Instruction</b>						
1	Teacher	To provide direct instructions	4		\$	\$ 432,726
2	Educational Aide	To assist with instruction	2			123,636
3	Tutor					
<b>Program Management and Administration</b>						
4	Project Director	To provide oversight and program services	1			210,181
5	Project Coordinator	To assist director and service to staff and students	1			169,999
6	Teacher Facilitator					
7	Teacher Supervisor					
8	Secretary/Administrative Assistant	To help with the management of the grant	1			86,545
9	Data Entry Clerk					
10	Grant Accountant/Bookkeeper					
11	Evaluator/Evaluation Specialist					
<b>Auxiliary</b>						
12	Counselor	To increase counseling services to students and their families	1			123,636
13	Social Worker					
14	Child Care Provider					
15	Community Liaison/Parent Coordinator					
16	Bus Driver					
17	Cafeteria Staff					
18	Librarian	To coordinate the extra use of the library and integrate it into the program	1			126,726
19	School Nurse					
<b>Other Employee Positions</b>						
22	Title:	Curriculum Coordinator to integrate and align the curriculum into the various parts of the program	1			170,000
23	Title:					
24	Title:					
25	Title:					
26	Subtotal Employee Costs				\$	\$ 1,443,449
<b>Substitute, Extra-Duty, Benefits</b>						
27	6112	Substitute Pay For staff development and other program during the day			\$	\$ 15,000
28	6119	Professional Staff Extra-Duty Pay for "off contact" items 8000 hours @ \$20				160,000
29	6121	Support Staff Extra-Duty Pay for "off contact" items 4000 hours @ \$10				40,000
30	6140	Employee Benefits				256,934
31	Subtotal Substitute, Extra-Duty, Benefits Costs				\$	\$ 471,934
32	Grand Total Payroll Budget (line 26 + line 31)				\$	\$ 1,915,383

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<b>Texas Title I Priority Schools Grant</b>					
<b>Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval</b>					
Expense Item Description				Pre-Award	Total Amount Budgeted
621	Audit Costs (other than audits required under OMB Circular A-133)			\$	\$
2	Specify purpose: _____				
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)				
9	Specify purpose: _____				
629	Scholarships and Fellowships (not allowed for nonprofit charter schools)				
9	Specify purpose: _____				
<b>Subtotal</b>					
<b>6200 - Professional and Contracted Services Cost Requiring Specific Approval</b>					
<b>Professional and Consulting Services (6219/6239) Less than \$10,000</b>					
#	Topic/Purpose/Service			Total Contracted Amount	Pre-Award
1.				\$	\$
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
<b>Subtotal</b>					
<b>Professional and Consulting Services Less than \$10,000</b>				\$	\$
<b>Professional and Consulting Services (6219) Greater than or Equal to \$10,000</b>					
<b>1. Description of Professional or Consulting Service (Topic/Purpose/Service):</b>					
FAST services and community programs to increase parental involvement and increase linkages to community, staff to do community involvement and provide out-of school programming and linkages to other social service providers.					
Contractor's Cost Breakdown of Service to be Provided				# Positions	Total Contracted Amount
Contractor's Payroll Costs				2	\$ 228,000
Title: CIS Staff				\$	\$ 228,000
Subgrants, Subcontracts, Subcontracted Services				12,000	12,000
Supplies and Materials				35,000	35,000
Other Operating Costs					
Capital Outlay (Subgrants Only)					
Indirect Cost (____%)					
<b>Total Payment:</b>				\$ 275,000	\$ 275,000

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<b>Texas Title I Priority Schools Grant</b>				
<b>Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval (cont.)</b>				
<b>Professional and Consulting Services (6219) Greater than or Equal to \$10,000 (cont.)</b>				
<b>2. Description of Professional or Consulting Service (Topic/Purpose/Service):</b> HSTW services and community programs to increase parental involvement and increase linkages to community				
<b>Contractor's Cost Breakdown of Service to be Provided</b>	<b># Positions</b>	<b>Total Contracted Amount</b>	<b>Pre-Award</b>	<b>Total Amount Budgeted</b>
Contractor's Payroll Costs	2	\$ 150,000	\$	\$ 150,000
<b>Title:</b> FAST Home Liaison Staff				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials		26,000		26,000
Other Operating Costs		24,000		24,000
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
<b>Total Payment:</b>		\$ 200,000	\$	\$ 200,000
<b>3. Description of Professional or Consulting Service (Topic/Purpose/Service):</b> Grant evaluation / to provide ongoing formative and summative evaluation of the program / data for formative and summative program assessments for improvement and to engage in research that will be published on the program				
<b>Contractor's Cost Breakdown of Service to be Provided</b>	<b># Positions</b>	<b>Total Contracted Amount</b>	<b>Pre-Award</b>	<b>Total Amount Budgeted</b>
Contractor's Payroll Costs	2	\$ 75,000	\$	\$ 75,000
<b>Title:</b> Evaluators				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
<b>Total Payment:</b>		\$ 75,000	\$	\$ 75,000
<b>4. Description of Professional or Consulting Service (Topic/Purpose/Service):</b> Supplemental Educational Services and Sheltered Instructional Observational / to provide these services to the high school				
<b>Contractor's Cost Breakdown of Service to be Provided</b>	<b># Positions</b>	<b>Total Contracted Amount</b>	<b>Pre-Award</b>	<b>Total Amount Budgeted</b>
Contractor's Payroll Costs	12	\$ 820,000	\$	\$ 820,000
<b>Title:</b> program instructors				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
<b>Total Payment:</b>		\$ 820,000	\$	\$ 820,000
<b>5. Description of Professional or Consulting Service (Topic/Purpose/Service):</b> Overall grant management and methods to build community connections / to provide coordination among the various vendors and in evaluation so that CCISD and Program Direct have a extra resource in the management of the grant				
<b>Contractor's Cost Breakdown of Service to be Provided</b>	<b># Positions</b>	<b>Total Contracted Amount</b>	<b>Pre-Award</b>	<b>Total Amount Budgeted</b>
Contractor's Payroll Costs	1	\$ 45,000	\$	\$ 45,000
<b>Title:</b> T-STEM program instructors				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs		6,000		6,000
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
<b>Total Payment:</b>		\$ 51,000	\$	\$ 51,000



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

ELA, Science, Math, Science Curriculum Development / to expand to effectiveness of the academic programs / materials and training will be provided

Contractor's Cost Breakdown of Service to be Provided		# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
	Contractor's Payroll Costs	12	\$ 200,000	\$	\$ 200,000
	Title: T-STEM program instructors				
	Subgrants, Subcontracts, Subcontracted Services				
	Supplies and Materials		40,000		40,000
	Other Operating Costs		20,000		20,000
	Capital Outlay (Subgrants Only)				
	Indirect Cost (____%)				
Total Payment:			\$ 260,000	\$	\$ 260,000
Subtotal: Professional and Consulting Services Greater Than or Equal to \$10,000:			\$ 1,681,000	\$	\$ 1,681,000
Subtotal of Professional and Contracted Services Costs Requiring Specific Approval:					
Subtotal of Professional and Consulting Services or Subgrants Less than \$10,000:					
Subtotal of Professional and Consulting Services Greater than or Equal to \$10,000:			1,681,000		1,681,000
Remaining 6200- Professional and Contracted Services that do not require specific approval:			35,000		35,000
Grand Total:			\$ 1,716,000	\$	\$ 1,716,000

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<b>Schedule #5D - Itemized 6300 Supplies and Materials Costs Requiring Specific Approval</b>						
<b>Expense Item Description</b>				<b>Pre-Award</b>	<b>Total Budgeted</b>	
6399	Technology Hardware- Not Capitalized			\$	\$ 483,785	
	#	Type	Purpose			Quantity
	1	Desktop Computers	To be used by students and staff in the Choices program for center learning and reporting data on the program			150
	2	Laptop Computers	To allow staff to work off site and to have a trainings			30
	3	Whiteboards w/projectors	To allow for the full integration of IT into the day-to-day lessons			8
	4	Student IT-responders	To allow for students to answer questions in classroom setting			8
5	Mobile integrated computer labs using laptop platforms with Elmo, wireless hub, printer and projector	To allow for whole class use of IT-base and web-lessons to extend the instruction in the day-to-day classroom setting	8			
6399	Technology Software- Not Capitalized				437,273	
6399	Supplies and Materials Associated with Advisory Council or Committee					
<b>Total Supplies and Materials Requiring Specific Approval:</b>						
<b>Remaining 6300- Supplies and Materials that do not require specific approval:</b>					288,374	
<b>Grand Total</b>				\$	\$ 1,209,432	

1,209,432

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<b>Texas Title I Priority Schools Grant</b>					
<b>Schedule #5E - Itemized 6400 Other Operating Costs Requiring Specific Approval</b>					
<b>Expense Item Description</b>				<b>Pre-Award</b>	<b>Total Budgeted</b>
6411	Out of State Travel for Employees (includes registration fees) Specify purpose: three national conference per year TBD by committees that will support the goals of s Program and increase the knowledge base of the staff for 3 staff			\$	\$ 66,600
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: three national conference per year TBD by committees that will support the goals of Program and increase the knowledge base of the stakeholders - 2 community members/parents				44,400
6411/6419	Travel Costs for Executive Director (6411), Superintendents (6411), or Board Members (6419) (includes registration fees) Specify purpose: One national conference per year TBD by committees that will support the goals of Choices Program and increase the knowledge base of the staff for 3 staff				22,200
6429	Actual losses which could have been covered by permissible insurance				
6490	Indemnification Compensation for Loss or Damage				
6490	Advisory Council/Committee Travel or Other Expenses (explain purpose of Committee on Schedule #4B-Program Description: Project Management)				
6499	Membership Dues in Civic or Community Organizations (Not allowable for University applicants)				
	Specify name and purpose of organization:				
	Publication and Printing Costs- if reimbursed (specific approval required only for nonprofit charter schools) Specify purpose:				
<b>Total 64XX- Operating Costs Requiring specific approval:</b>					133,200
<b>Remaining 6400 - Other Operating Costs that do not require specific approval:</b>					550,000
<b>Grand Total</b>				\$	\$ 683,200

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<b>Schedule #5G - Itemized 6600/15XX Capital Outlay- Capitalized Assets Regardless of Unit Cost</b> <b>(15XX is for use by Charter Schools sponsored by a nonprofit organization)</b>					
	Description/Purpose	Unit Cost	Quantity	Pre-Award	Total Budgeted
<b>6699/15XX- Library Books and Media (capitalized and controlled by library)</b>					
1	AR and other books designed to extend instruction				100,000
<b>66XX/15XX- Technology Hardware - Capitalized</b>					
2	Campus server	23,750	1		23,000
3	Switches	4,500	4		18,000
4					
5					
6					
7					
8					
9					
10					
11					
<b>66XX/15XX- Technology Software- Capitalized</b>					
12	Server / switches software and set up	11,700	1		11,700
13					
14					
15					
16					
17					
18					
<b>66XX/15XX- Equipment and Furniture</b>					
19	Equipping and providing materials for the Magic School bus	204,000	1		204,000
20					
21					
22					
23					
24					
25					
26					
27					
28					
<b>Capital expenditures for improvements to land, buildings, or equipment which materially increase their value or useful life.</b>					
29					
<b>Grand Total</b>					
<b>Total 6600/15XX- Capital Outlay Costs:</b>					<b>\$ 356,700</b>

<b>SCHEDULE #6A</b> GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	<u>254-901</u> 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.

<b>SCHEDULE #6A – cont.</b> GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	<u>254-901</u> County-District No.
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- E. Signature Authority; Final Expression; Superseding Document:** Applicant certifies that the person signing this application has been properly delegated this authority. The Contract represents the final and complete expression of the terms of agreement between the parties. The Contract supersedes any previous understandings or negotiations between the parties. Any representations, oral statements, promises or warranties that differ from the Contract shall have no force or effect. The Contract may be modified, amended or extended only by formal written amendment properly executed by both TEA and Contractor.
- F. State of Texas Laws:** In the conduct of the contract project, Contractor shall be subject to Texas State Board of Education and Commissioner rules pertaining to this contract and the contract project and to the laws of the State of Texas governing this contract and the contract project. This contract constitutes the entire agreement between Agency and Contractor for the accomplishment of the contract project. This contract shall be interpreted according to the laws of the State of Texas except as may be otherwise provided for in this contract.
- G. Monitoring:** Desk reviews or on-site monitoring reviews may be conducted by Agency to determine compliance with the approved application and the applicable statute(s), law(s), regulations, and guidelines.
- H. Sanctions for Failure to Perform or for Noncompliance:** If Contractor, in Agency's sole determination, fails or refuses for any reason to comply with or perform any of its obligations under this contract, Agency may impose such sanctions as it may deem appropriate. This includes but is not limited to the withholding of payments to Contractor until Contractor complies; the cancellation, termination, or suspension of this contract in whole or in part; and the seeking of other remedies as may be provided by this contract or by law. Any cancellation, termination, or suspension of this contract, if imposed, shall become effective at the close of business on the day of Contractor's receipt of written notice thereof from Agency.
- I. Contract Cancellation, etc.:** If this contract is canceled, terminated, or suspended by Agency prior to its expiration date, the reasonable monetary value of services properly performed by Contractor pursuant to this contract prior to such cancellation, termination or suspension shall be determined by Agency and paid to Contractor as soon as reasonably possible.
- J. Indemnification:**  
**For local educational agencies (LEAs), regional education service centers (ESCs), and institutions of higher education (IHEs) and state agencies:** Contractor, to the extent permitted by law, shall hold Agency harmless from and shall indemnify Agency against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising from, or in connection with, any acts of Contractor, its agents, employees, and subcontractors, done in the conduct of the contract project.  
**For all other grantees, subgrantees, contractors, and subcontractors, including nonprofit organizations and for-profit businesses:** Contractor shall hold Agency harmless from and shall indemnify Agency against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising from, or in connection with, any acts of Contractor, its agents, employees, and subcontractors, done in the conduct of the contract project.
- K. Encumbrances/Obligations and Liquidations:** All encumbrances/obligations shall occur on or between the beginning and ending dates of the contract. All goods must be received and all services rendered between the beginning and ending dates of the contract. The contractor must liquidate (record as an expenditure) all obligations (encumbrances) incurred under the contract no later than 30 days after the ending date of the contract, to coincide with the submission of the final expenditure report, due 30 days after the ending date of the contract. In no manner shall encumbrances be considered or reflected as accounts payable or as expenditures, and an encumbrance cannot be considered an expenditure or accounts payable until the goods have been received and the services have been rendered. Obligations that are liquidated and recognized as expenditures must meet the allowable cost principles in OMB Circular A-87, A-21, or A-122 (as applicable) and program rules, regulations, and guidelines contained elsewhere. This applies to all grant programs, including state and federal, discretionary and formula.

<b>SCHEDULE #6A – cont.</b> <b>GENERAL PROVISIONS &amp; ASSURANCES</b>	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	<u>254-901</u> 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.

<b>SCHEDULE #6A – cont.</b> GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	<u>254-901</u> County-District No.
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Contractor warrants that (i) it has the authority to grant the rights herein granted, (ii) it has not assigned or transferred any right, title, or interest to the Works or Intellectual Property Rights that would conflict with its obligations under the Contract, and Contractor will not enter into any such agreements, and (iii) the Works will be original and will not infringe any intellectual property rights of any other person or entity. These warranties will survive the termination of the Contract. If any preexisting rights are embodied in the Works, Contractor grants to TEA the irrevocable, perpetual, non-exclusive, worldwide, royalty-free right and license to (i) use, execute, reproduce, display, perform, distribute copies of, and prepare derivative works based upon such preexisting rights and any derivative works thereof and (ii) authorize others to do any or all of the foregoing. Contractor agrees to notify TEA on delivery of the Works if they include any such preexisting rights. On request, Contractor will provide TEA with documentation indicating a third party's written approval for Contractor to use any preexisting rights that may be embodied or reflected in the Works.

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

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

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

- S. Unfair Business Practices: 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**

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

<b>SCHEDULE #6A – cont.</b> GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	254-901 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)).

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

<b>SCHEDULE #6A – cont.</b> GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	<u>254-901</u> County-District No.
<b>Texas Title I Priority Schools Grant</b>		

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

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

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

Rev. 03/2010

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



<b>SCHEDULE #6 B</b> Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	<b>TEXAS EDUCATION AGENCY</b>  <b>Standard Application System</b>  <b>School Years 2010-2013</b>	<div style="text-align: right;"> <u>254-901</u>          County-District No.       </div>
<b>Texas Title I Priority Schools Grant</b>		

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

254-901

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6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled ***Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions***, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Non-procurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

**Certification**

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

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

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

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

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

<b>SCHEDULE #6C.</b> Lobbying Certification	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b> Required for all federally funded grants greater than \$100,000.	<u>254-901</u> County-District No.
<b>Texas Title I Priority Schools Grant</b>		

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

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

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

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

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

11/89  
 03/90

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



<b>SCHEDULE #6D -</b> Disclosure of Lobbying Activities	<b>TEXAS EDUCATION AGENCY</b>	
	<b>Standard Application System</b>	
	<b>School Years 2010-2013</b>	<u>254-901</u>
		County-District No.
<b>Texas Title I Priority Schools Grant</b>		

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

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

(Attach Continuation Sheet(s), if necessary)

**[ITEMS 11-15 REMOVED]**

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

Federal Use Only:

Standard Form LLL

<b>SCHEDULE #6E</b> NCLB ACT PROVISIONS & ASSURANCES	<b>Standard Application System</b>  <b>School Years 2010-2013</b>	
		254-901 County-District No.
<b>Texas Title I Priority Schools Grant</b>		

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

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

<b>SCHEDULE #6E – cont.</b> NCLB ACT PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b>  <b>Standard Application System</b>  <b>School Years 2010-2013</b>	<u>254-901</u> County-District No.
<b>Texas Title I Priority Schools Grant</b>		

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

<b>SCHEDULE #6E – cont.</b> <b>NCLB ACT PROVISIONS &amp; ASSURANCES</b>	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	  <u>254-901</u> County-District No.
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- T. Student Privacy, Parental Access to Information, and Administration of Certain Physical Examinations to Minors:** The local educational agency assures that it is in compliance with Chapter 26 of the Texas Education Code concerning parental rights and responsibilities. In addition, the local educational agency receiving funds under the No Child Left Behind Act certifies that it shall develop and adopt policies, in consultation with parents, regarding certain rights of a parent to access and inspect information; student privacy; the administration of physical examinations or screenings (except for examinations or screenings required by state law); and the collection, disclosure, or use of personal information collected from students for the purpose of marketing or selling that information. The local educational agency also assures that it is in compliance with the requirements for annually notifying parents of such policies and specific events (P. L. 107-110, Title X, Part F, section 1061).
- U. Assurances related to the education of homeless children and youths:**
- (1) The LEA assures that each child of a homeless individual and each homeless youth shall have equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youth.
  - (2) The LEA assures that homeless children and youth are afforded the same free, appropriate public education as provided to other children and youth.
  - (3) The LEA assures that it will review and undertake steps to revise any laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youth.
  - (4) The LEA assures that it will not separate students from the mainstream school environment on the basis of homelessness alone.
  - (5) The LEA assures that homeless children and youth have access to the education and other services that they need 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.

<b>SCHEDULE #6E – cont.</b> <b>NCLB ACT PROVISIONS &amp; ASSURANCES</b>	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	<u>254-901</u> County-District No.
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**4. Highly Qualified:**

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

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

<b>SCHEDULE #6E – cont.</b>  <b>NCLB ACT PROVISIONS &amp; ASSURANCES</b>	<b>TEXAS EDUCATION AGENCY</b>  <b>Standard Application System</b>  <b>School Years 2010-2013</b>	   <u>254-901</u> County-District No.
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**6. Professional Development** includes activities that:

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

**7. Scientifically Based Research:**

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

<b>SCHEDULE #6E – cont.</b> NCLB ACT PROVISIONS & ASSURANCES	<b>Standard Application System</b>  <b>School Years 2010-2013</b>	254-901
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- (iv) relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;
- (v) is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;
- (vi) ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and
- (vii) has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

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

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

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

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

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

Revised 03/03

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

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**Federal Statutory Requirements**

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



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

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

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

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

#### **Statutory Program Assurances**

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

#### **TEA Program Assurances**

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

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

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

<b>SCHEDULE #6F</b> PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Year 2010-2013</b>	<u>254-901</u> County-District No.
<b>Texas Title I Priority Schools Grant</b>		

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.