

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____ by telephone/e-mail/FAX on _____ by _____ of TEA.	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	San Benito CISD Organization Name	031-912 County-District#
		Frank Roberts Elementary Campus Name	031-912-042 Campus Number
		746002224 9-Digit Vendor ID#	1 ESC Region
		NOGA ID# (Assigned by TEA)	Amendment #

Texas Title I Priority Schools Grant

Schedule #1 - General Information

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

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

Project Beginning Date: 08/01/2010

Project Ending Date: 06/30/2013

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

Tier I ☐ Tier II ☐ Tier III ☒

Part 1: Index to the Application

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

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

Certification and Incorporation

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

Authorized Official

Typed First Name	Initial	Last Name	Title
Antonio		Limon	Superintendent of Schools
Phone	Fax	Email	Signature/Date Signed (blue ink preferred)
956-361-6110	956-361-6115	alimon@sbcisd.net	

Only the legally responsible party may sign this application.

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

TE 701-10-112-024

COPY

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

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Texas Title I Priority Schools Grant Schedule #1 – General Information		
Part 3: Applicant Information		
Local Educational Agency (LEA) Information		
LEA Name		
San Benito Consolidated Independent School District		
Mailing Address Line – 1	Mailing Address Line – 2	City
240 N. Crockett St		San Benito
U.S. Congressional District Number	Primary DUNS Number	Central Contractor Registration (CCR) CAGE Code
27	831317463	1G7L8
Campus Name	County-District Campus Number	
Frank Roberts Elementary	031-912-042	
Mailing Address Line – 1	Mailing Address Line – 2	City
650 Biddle Ave		San Benito
Applicant Contacts		
Primary Contact		
First Name	Initial	Last Name
Antonio		Limon
Telephone	Fax	Email
956-361-6110	956-361-6115	alimon@sbcisd.net
Mailing Address Line – 1	Mailing Address Line – 2	City
240 N. Crockett St		San Benito
Secondary Contact		
First Name	Initial	Last Name
Celeste		Sanchez
Telephone	Fax	E-mail
956-361-6120	956-361-6202	csanchez@sbcisd.net
Mailing Address Line – 1	Mailing Address Line – 2	City
240 N. Crockett St		San Benito

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Texas Title I Priority Schools Grant

Schedule #3—Purpose of Amendment

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

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

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

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

Part 2: Revised Budget

Complete this part if there are any budgetary changes.

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

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

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

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

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Texas Title I Priority Schools Grant
Schedule #4—Program Requirements

Part 2: Statutory Requirements

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

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Texas Title I Priority Schools Grant Schedule #4—Program Requirements			
Part 2: Statutory Requirements			
#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described	
14	Applicant provides assurance that it will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final federal requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the TEA) to hold accountable its Tier III schools that receive grant funds.	Program Assurances	
15	Applicant provides assurance that it will, if it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization (CMO), or education management organization (EMO) accountable for complying with the final federal requirements.	Program Assurances	
16	Applicant provides assurance that it will report to the TEA the school-level data required under section III of the final federal requirements.	Program Assurances	
17	<p>If the LEA/campus selects to implement the turnaround model, the campus must implement the following federal requirements.</p> <ol style="list-style-type: none"> Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates; Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students; <ol style="list-style-type: none"> Screen all existing staff and rehire no more than 50 percent; and Select new staff. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school; Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability; Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students; Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and Provide appropriate social-emotional and community-oriented services and supports for students. 	Program Assurances	

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

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Texas Title I Priority Schools Grant
Schedule #4—Program Requirements

Part 2: Statutory Requirements

#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described
21	<p>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</p> <p>(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.</p> <p>2. Comprehensive instructional reform strategies.</p> <p>(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</p> <p>(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.</p> <p>3. Increasing learning time and creating community-oriented schools.</p> <p>(A) Establish schedules and strategies that provide increased learning time; and</p> <p>(B) Provide ongoing mechanisms for family and community engagement.</p> <p>4. Providing operational flexibility and sustained support.</p> <p>(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</p> <p>(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).</p>	Program Assurances
22	<p>An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as--</p> <p>(A) Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;</p> <p>(B) Institute a system for measuring changes in instructional practices resulting from professional development; or</p> <p>(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.</p>	Program Assurances

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

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

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Part 4: TEA Program Assurances			
#	TEA Assurance Description		
2	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant.		
3	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, the Texas School Improvement Conference, and sharing of best practices.		
4	For the LEAs selecting the TEA Designed Models the applicant provide assurances that it will participate in and make use of technical assistance and coaching support provided by TEA, SIRC, and/or its subcontractors.		
5	The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the effectiveness of the LEA's curriculum and its alignment with instruction occurring on the campus; assesses progress on student groups' academic achievement at the campus level; and guide instructional decisions by teachers for individual students.		
6	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.		
7	The applicant will provide access for onsite visits to the LEA and campus by TEA, SIRC and its contractors.		
8	The applicant, if selecting the Restart Model, agrees to contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.		
9	The applicant, if selecting the Turnaround Model or Transformation Model (Tiers I and Tiers II only) agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.		
10	If the LEA/Tier III campus selects to implement the transformation model , the campus assures That it will it implement the following federal requirements. 1. Develop and increase teacher and school leader effectiveness. A. Evaluate the effectiveness of the current principal and use the results of the evaluation to determine whether the principal should be replaced, be retained on the campus, or be provided leadership coaching or training. B. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so; C. Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and D. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school based on rigorous, transparent, and equitable evaluation systems for teachers and principals: 1. Takes into account data on student growth as a 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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<p>Texas Title I Priority Schools Grant Schedule #4—Program Requirements</p>		
<p>Part 4: TEA Program Assurances</p>		
#	TEA Assurance Description	
10	<p>2. Comprehensive instructional reform strategies.</p> <p style="margin-left: 20px;">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</p> <p style="margin-left: 20px;">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.</p> <p>3. Increasing learning time and creating community-oriented schools.</p> <p style="margin-left: 20px;">A. Establish schedules and strategies that provide increased learning time; and</p> <p style="margin-left: 20px;">B. Provide ongoing mechanisms for family and community engagement.</p> <p>4. Providing operational flexibility and sustained support.</p> <p style="margin-left: 20px;">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</p> <p style="margin-left: 20px;">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).</p>	
11	<p>An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as--</p> <p style="margin-left: 20px;">(A) Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;</p> <p style="margin-left: 20px;">(B) Institute a system for measuring changes in instructional practices resulting from professional development; or</p> <p style="margin-left: 20px;">(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.</p>	
12	<p>An LEA may also implement comprehensive instructional reform strategies, such as--</p> <p style="margin-left: 20px;">(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;</p> <p style="margin-left: 20px;">(B) Implement a school wide "response-to-intervention" model;</p> <p style="margin-left: 20px;">(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;</p> <p style="margin-left: 20px;">(D) Use and integrate technology-based supports and interventions as part of the instructional program; and</p> <p style="margin-left: 20px;">(E) In secondary schools--</p> <p style="margin-left: 40px;">(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;</p> <p style="margin-left: 40px;">(2) Improve student transition from middle to high school through summer transition programs or freshman academies;</p> <p style="margin-left: 40px;">(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</p> <p style="margin-left: 40px;">(4) Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.</p>	

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

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Texas Title I Priority Schools Grant
Schedule #4A—Program Abstract

Part 1: Grant Eligibility

☐ Tier I Eligible Campus
 ☐ Tier II Eligible Campus
 ☒ Tier III Eligible Campus

Identify which timeline the LEA/Campus the applicant will implement.

☐ Option 1: LEA/campus currently engaged in aggressive reform
☒ Option 2: LEA/campus in need of foundational technical assistance

Part 2: Grant Program Summary. Provide a brief overview of the program you plan to implement on the campus.

Be sure to address fundamental issues such as your local program goals and objectives that align with the RFA purpose and goals, rationale for program design, etc. Address the specific gaps, barriers, or weaknesses to be addressed by the intervention model to be selected. A response to this question must be completed in the original submission regardless of whether the LEA/campus has selected an intervention model at this time or not.

Project AIM & HIT (Academics, Incentives and Mentoring for Helping Impact Teaching) ensures TEA that the specific gaps and weaknesses specifically targeting the 43% of new teachers (<5 yrs. of experience) to use parent and community engagement to equalize positive social learning curve for children that live in several low-income housing apartment complexes, mobile home parks, and rental homes that, in turn, impact student mobility and neighborhood crime rates. A school climate survey revealed that 31% of students feel that a family member does not visit the school often. Table 1 indicates a high percentage of At-Risk students (54.1%); 92.9% of the students are identified as Economically Disadvantaged; 35.5% of the student population is limited English proficient (LEP) and only 67% of students meet TAKS standard with a 15.7% mobility rate that typically pull migrants from a quality education.

Table 1: Frank Roberts' Demographics (2008-09 AEIS Report)

Demographics	Count	Percent
Economically Disadvantaged	448	92.9
Limited English Proficient (LEP)	171	35.5
At Risk	261	54.1
Mobility (07-08)	55	15.7
Bilingual/ESL	152	31.5
Gifted & Talented	11	2.3
Special Education	19	3.9

AIM & HIT goals and objectives include; Improve Student Achievement in Reading/ELA (Grades K-5th) to 90% passing TAKS; Improve Student Achievement in Mathematics (Grades K-5th) to 90% passing TAKS; Improve Student Achievement in Science (Grades 3rd-5th) to 90% passing TAKS; Improve Student Achievement in Writing (Grades 3rd-5th) to 95% passing Assessment; Improve Student Achievement in College/Career Readiness (5th graders) to 85% passing Assessment. Improve Teacher Technology Targets with STaR Chart to Target Tech of 22 Campus Average; Improve Teacher Observations for Highest Teaching Elements (Synthesis/Evaluation) on PDAS for campus average of 35%; Improve Quality Professional Learning Opportunity by adding 4 TTIPS workshops with 95% attendance; Improve TAKS data plan with DMAC/AEIS and achieve a school rating of Exemplary; Improve the use of Standardized Test Reviews with 50% reviews quarterly; Attend ESC1 TTIPS workshops for 4 leaders; Provide Leadership Mentoring with 2 Mentors; Target SBCISD Leadership Competencies with SBCISD Leadership Evaluation where 90% Exceeds Performance; Target Distributed Leadership Training Workshops to attain high Score on Distributed Leadership Scale. Align with 21st CCLC program for targeting 50% of students; Provide transportation and enrichment personnel to support ASP for 4 Teachers and bus costs; Provide Additional Teacher Tutors to work in classroom time with small groups with 6 new Teacher Tutors; Provide Parent and Community evening events to engage TTIPS academic support with 4 new events; Provide Technology Support with ASP tech labs for teachers 4 ASP tech days provide by Technology coaches; Provide 6 new Super Saturday events for PD, Parents and students; Create ADULT education Department to provide ESL, GED, Technology and Parenting skills. Increase Adult Communication Links with Phone, internet and podcasting with Daily Usage by all teachers; Increase Parent Engagement through daily homework support with Homework Completion weekly Rosters with 40% parent signatures attained; Increase Partnerships for TTIPS with 10 new Partners; Increase 3 new Parent/School Understanding Workshops; Increase 3 new Cyber Space Safe Parent Workshops to keep parents updated on internet and cell phone safety issues. Create purposeful educators at school measured by Campus Survey with 80% agreeing with TTIPS Purpose; Create better meeting area for parents outside of small cafeteria by planning to Enclose Gym with AC or seek facility nearby; Create College readiness exposure with 3 new College Tours for students; Increase college mentor visibility and male role models with 4 new College Mentors providing How to be man/woman etiquette classes for boys and girls. Increase Online PD for immediate support & intervention with PD 360 an online program for 70% campus usage per semester; Increase Technology Usage measured by STaR Chart to Campus Average Target Tech to 22. Campus Cultural Enhancement Plans for Parents and Community with 8 new Cultural Events; College/Career Readiness Events with 8 new College and Career Events and ReBrilliance workshops; Create 3 Vocational Programs for workforce training for adults with TSTC partnerships; Decrease outside noise and disturbances in classroom with HEAR IT in total of 10 classrooms; Provide 5 new family workshops on predators and crime influences such as gangs and neighborhood safety.

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

Part 1: Comprehensive Needs Assessment

Section A: Campus Grade Levels

Type of School	Number of Students Enrolled in Grade Levels on the Campus to be Served with Grant														
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public School	54	66	85	76	74	69	73	0	0	0	0	0	0	0	497
Open-Enrollment Charter School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Students:	54	66	85	76	74	69	73	0	0	0	0	0	0	0	497

Total Instructional Staff 23

Total Support Staff 20

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

1	Personnel Counts
2	PEIMS Disaggregation of Student Data
3	List of Migrant Students
4	AEIS Report for 2008-2009
5	Special Program Student Reports
6	Daily Attendance Control Totals
7	At-Risk Reports
8	Weekly Enrollment Reports
9	DMAC Reports for TAKS data
10	Staff Development Department Report Cards
11	NCLB Highly Qualified Reports
12	Surveys for Curriculum and Instruction
13	Math and Reading Progress Monitoring reports
14	STaR chart data
15	Budgets and Expenditure Reports

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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.

Texas Education Codes stipulates that "the plan must include provisions for a comprehensive needs assessment addressing student performance on the *student achievement* indicators, and other appropriate measures of performance..... Campus led committees to assess the academic achievement of each student in the school using the *student achievement* indicator system. The school Administration has attended Comprehensive Needs Assessment training and has identified committees that were focused on gathering data for assigned category area. The committees are comprised of the superintendent, principal, teachers, parents, and students. A Campus Improvement Team for SBCISD attended a Regional Workshop at Educational School Center (ESC) Two in Edinburg Texas for TTIPS grant development on April 20, 2010 that included the Title I Director, Dr. Margarita Greer, the Assistant Superintendent of Instruction, Mrs. Celeste Sanchez, and the Director of Technology, Mr. Dallas Smetter. Campuses were asked to develop a Campus Needs Assessment and include it for the grant (see Appendix C: TTIPS Campus Needs Assessment). The district also decided to split fund staff and maximize resources by collaborating on TTIPS costs with Professional Development, conferences, programs, and hardware whenever possible in an overall district plan discussed in the management section. However, each site would customize each grant for the respective needs of each campus. State and federal law both outline the requirement for schools to conduct a comprehensive needs assessment as part of the planning and decision making process. The Campus Improvement Team (CIT) is composed of: Mrs. Maricela Acosta, Ms. Elva Briones, Ms. Jacqueline Chapa, Mrs. Jennifer Garza, Mrs. Miriam Gonzalez, Mrs. Luisa Montemayor, Mrs. Sara Moreno, Mrs. Esmeralda Perez, Mrs. Mary Rodriguez, Mrs. Thelma Sanchez, Mrs. Cynthia Tamayo, Mrs. Virginia Romero, Mrs. Sara Galarza, Mr. Manuel Cruz, Mrs. Celina Rodriguez and Mr. Ray, Rodriguez as Community Representatives, and Mr. Raynaldo Rodriguez Jr., serving as a Business Representative. Additionally, serving as parent representatives on the Campus Improvement Team are Mrs. Gabriela Perez and Mrs. Oralia Lopez. In April 2010, the team met and members were assigned the task of reviewing data to develop a comprehensive needs assessment for the purpose of planning for 2010-2011 school year. Members were given the task to lead the review and analyze documents for the different areas. In turn, each team member leading one of the tasks was to recruit other staff or community members to participate in their committee. NCLB mandates longitudinal review of data, therefore, we reviewed documents from 2007-08 to present. With this assignment, the following documents were reviewed: Personnel Counts, PEIMS Disaggregation of Student Data, List of Migrant Students, AEIS Report for 2008-2009, Special Program Student Reports, Daily Attendance Control Totals, At-Risk Reports, Weekly Enrollment Reports. Additionally, DMAC Reports for TAKS data, eg: TAKS, TAKS-M, TAKS-Alt scores, TELPAS scores, benchmark scores, SAT10 scores, APRENDAScores, TPRI, Tejas Lee, PK assessments, student attendance, discipline referrals, classroom schedules, tutorials, Attendance sheets for tutorials, walk through documents, instructional processes taking place, in addition to surveys for staff and students. Further, Staff Development Department Report Cards, NCLB Highly Qualified Reports, Surveys for Curriculum and Instruction, and Walkthrough data reports were analyzed. Still, Math and Reading Progress Monitoring reports were analyzed. Staff daily schedules were analyzed, as well as duty rosters, and schedules for all support staff services. In order to determine our needs in the area of technology, a survey was conducted and the results were analyzed, as well as STaR chart data, and the budget amounts and expenditures were also analyzed. San Benito is a Title I school wide district and addresses the needs of the entire school utilizing Title I funds for programs that provide services to children identified by the school as failing, or most at risk of failing, to meet the state's challenging student academic achievement standards on the basis of multiple, educationally related objective criteria established the LEA and supplemented by the school. To conduct their comprehensive needs assessment, the school first reviewed the purpose and outcomes for conducting the process. Then they established committees for each area to be reviewed ensuring expertise in each one. Next they determined the types of data to be collected and analyzed and examined multiple sources of data to identify the priority needs and direction for school. Data collected informs the school on the impact of programs, instruction, and related resources regarding student achievement and is being used to develop a campus profile. Once they determined the data collection, they determined the areas of priority and summarized the campus needs. The final step consisted of meeting with the grant design team on May 14 and 25, 2010.

The comprehensive needs assessment identified strengths and weakness and specify priorities for addressing student achievement and meeting challenging academic and performance standards. Although data are gathered at specific points during the school year, this process is continuous and ongoing to ensure that progress toward the goals and objectives is being made. The TTIPS committees focused on several areas in performing the needs assessment:

- ✓ Demographics of the campus
- ✓ Student achievement
- ✓ School culture and climate
- ✓ Staff Quality, recruitment, and retention
- ✓ Curriculum, instruction and assessment
- ✓ Family and community involvement
- ✓ School organization and Technology

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Part 1: Comprehensive Needs Assessment Cont.			
Section D: Groups of Participants Contributing/to Contribute to Needs Assessment Process, ensuring Parents and Community Groups were involved in the process.			
1	Frank Roberts Elementary Instructional Staff, Support Staff and Administration.		
2	Parent Group from the community		
3	Local Attorney representing local business		
4	Focus Groups		
5	Campus Involvement Team		
6	Students		
7	Local Businesses		
8	ASP Providers		
9	CIS		
10	FBO/CBO		

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Part 2: Project Management		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Capacity -- Describe the LEA's capacity to use grant funds to provide adequate resources and related services/support to the campus to implement, fully and effectively, the required activities of the school intervention model.		
<p>San Benito CISD has the capacity to use grant funds to provide adequate resources and related services/support to Frank Roberts Elementary School to implement, fully and effectively, the required activities of the school Tier III Transformation Model.</p> <p>Seamless Management: Pre-Post NOGA</p> <p>As a preemptive measure of responsible management, Frank Roberts Elementary School (FRES) organized a Campus Grant Design Team to conceptualize the program to be implemented. The team conducted a campus needs assessment and matched the design elements (e.g., resources and related services/support) of the program to the needs of the campus. The Design Team will be instrumental during grant implementation as some of the Design Team members will evolve to be part of the Grant Management Team. The Assistant Superintendent for Curriculum & Instruction, campus principal, counselor, and lead teachers involved in the Design process are those individuals which will be part of the Grant Management Team. Other members to be inducted into the Grant Management Team include:</p> <ul style="list-style-type: none"> • The Grant Shepherd • The Grant Coordinator • Executive Secretary • Campus Secretary <p><i>Ancillary Management Personnel:</i></p> <ul style="list-style-type: none"> • Social Worker • Tutors • Technology Coaches • Transitional College / Career Coordinator <p>Campus Principal Leadership Capacities</p> <p>The principal and teacher team (resumes in appendix) have the capacity to deliver grant funds to implement the required activities of the school transformational model. The principal has a Masters of Education Administration with a certification in Mid-Management and has the capacity to make administrative decisions that support effective academic practices and provide instructional leadership and resourcefulness. The Project Shepherd will monitor expenditures on a weekly basis and frequently perform random walk-throughs to check for proper implementation practices. The organizational structure and feedback model of the program lends itself to high capacity management. To maximize the effectiveness of services, the Project AIM & HIT Management Team will remain cognizant of and sensitive to the unique culture of the community. Community customs (i.e., Cafe con Leche events, Chalupa Nights) will be embraced and used to disseminate and gather program information to students' parents.</p> <p>Part of a Larger Vision</p> <p>FRES is part of larger vision SBCISD has for the Texas Title I Priority Schools Grant. The San Benito CISD is applying to serve six Tier III schools (through separate applications for other campuses: San Benito HS, Miller Jordan MS, La Encantada ES, La Paloma ES, Berta Cabaza MS) and has the management capacity to serve each of these campuses. Should two or more campuses be awarded the TTIPS Grant, the Project Shepherd will be split funded with the other campuses awarded.</p> <p>The management plan is structurally sound and flexible enough to adapt to the final number of campuses. Post NOGA amendments will reflect the budgetary and programmatic implications posed by the final number campuses awarded TTIPS. Possibly sharing a Grant Shepherd with other TTIPS campuses in the district will in no way compromise the integrity of the management plan; Project AIM & HIT has the managerial capacity of being successfully implemented without its sister TTIPS campuses.</p>		

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

Part 2: Project Management Cont.

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

Partnership/Involvement of Others – Describe how the LEA/campus consulted with relevant stakeholders (students, staff, parents, community) regarding this application and proposed implementation of a school intervention model.

Relevant stakeholders (i.e., students, staff, parents and community) were consulted in the development of this application and proposed implementation of the Tier III Transformation Model. The Assistant Superintendent of C & I methodically developed a timeline of meetings with stakeholders to occur regarding the program's development during which TTIPS plans were presented (5/14/10), reviewed (5/24/10), revised (5/24-29/10), and finalized (5/29/10). As part of the CNA, the community was surveyed to gain insight as to what issues the community perceives to exist. The Management Team will continue having stakeholder meetings throughout the course of the program to gather feedback - a critical component of the refinement process. All populations impacted by the program will be represented during stakeholder meetings.

Partnerships have been formed with local agencies to support and provide assistance with **Project AIM & HIT**. Several partners have agreed to join forces with SBCISD to improve academic performance, increase teacher quality, improve school climate, increase leadership effectiveness, and increase the use of data to drive instruction, increase parent and community involvement and increase learning time. **Project AIM & HIT** is a collaborative partnership between FRES staff, local community organizations, businesses, and institutes of higher education seeking to improve student academic achievement. Partnerships with UTB/TSC, TSTC and ESC 1 will provide specialized PD workshops for instructors and teachers.

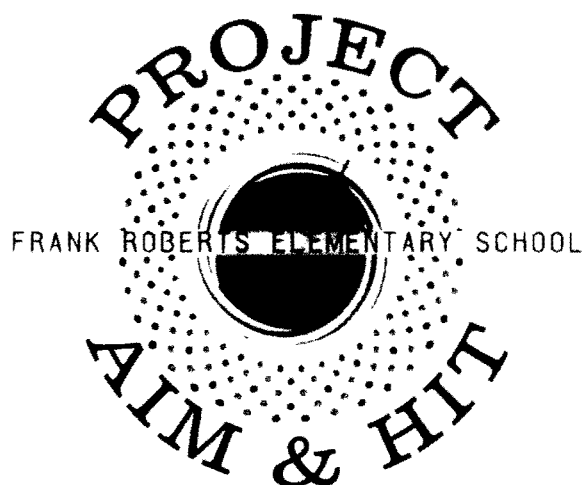
Major AIM & HIT Partners

Professional development incentives, resources and services to help enhance student academic performance and collaborative services are three commitments that will be offered on behalf of AIM & HIT partners. (full list in appendix)

Gladys Porter Zoo	Educational tours and exhibits
Mentoring Minds	Collaborative services & resources to enhance academic performance
Communities In Schools	Collaborative services & resources to enhance academic performance
Kiwanis International	Resources & services to help enhance student academic performances, K-club and collaborative services.
ACT RGV	Collaborative services & resources to enhance academic performance
Texas Conjunto Music Hall of Fame & Museum	Collaborative services & resources to enhance academic performance
First United Methodist Church	Backpacks and school supplies for students.
Valley International Community Development Corporation	Collaborative services & resources to enhance academic performance
Chuy's Custom Sports	Print T-Shirts for students in clubs or events
Image Learning	Image Learning software licenses, training on the program, and technical support
Whataburger	Meal vouchers for students and teachers as incentives
First Step Learning	Collaborative services & resources to enhance academic performance
Subway	Meal vouchers for students and teachers as incentives
Mr. Gatti's	Meal vouchers for students and teachers as incentives
Cameron County Commissioner, David A. Garza	Collaborative services & resources to enhance academic performance
UTBTSC	Collaborative services & resources to enhance academic performance
Lakeshore Learning Materials	Collaborative services & resources to enhance academic performance
Ideas in Action	Collaborative services & resources to enhance academic performance
City of San Benito	Collaborative services & resources to enhance academic performance
Houghton Mifflin Harcourt School Publishers	Collaborative services & resources to enhance academic performance
Creative Thinking	Collaborative services & resources to enhance academic performance
Frank Roberts PTO	Collaborative services & resources to enhance academic performance
Texas Conjunto Music Hall of Fame & Museum	Collaborative services & resources to enhance academic performance

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Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Management of Grant Activities – Describe how the LEA and campus will modify its practices and/or policies, as necessary, to ensure its implementation of the intervention(s) fully and effectively.		
<p>Frank Roberts ES will adhere to the practices and policies of the SBCISD already in place during the implementation of the intervention of the program. However, should the program come across any unforeseen issues regarding practice and/or policy modification, the Assistant Superintendent of Curriculum and Instruction will oversee the modification process and ensure the matter is dealt with in a timely manner as to preserve the integrity of the program's design and maintain practice/policy compliance. All program activities will be subject to SBCISD's Acceptable Use, Code of Conduct, Secondary Grading, Online, Textbook, and Copyright Policies. The interventions mentioned in this proposal have been designed and will be implemented consistently with the final federal requirements.</p> <p>An area of policy/practice to be impacted by the program is regarding the Bilingual Education program. The CNA indicates the bilingual program not implemented effectively in upper grades despite the high mobility rate at FRES due to its large migrant, poverty stricken and immigrant populations. Another area of policy to be effected is Student Conduct /Discipline. A campus wide discipline plan needs to be set in place in order to address non-cooperative and disruptive behavior in the classroom. A system of positive behavioral supports (PBS) and taking steps to eliminate bullying and student harassment approach to improve school climate and discipline will be implemented. Current policies will be examined for any major flaws and resolutions will be implemented. Because many teachers are barely in the developing stage of acquiring proficiency in technology, policy changes regarding technological proficiency is imminent.</p> <p>The Grant Shepherd</p> <p>At the helm of the project will be a dedicated full time grant shepherd working side by side with the principal, social worker, tutors, tech coaches, and transitional college/career coordinator. The Shepherd must have an understanding of current district policies and practices prior to beginning the program. Furthermore, the Project Shepherd will be responsible for detecting, reporting, and implementing policy/practice changes in the program. The SBCISD will begin reviewing applications for the Project Shepherd position immediately after it has been confirmed that the grant has been awarded. The Project Shepherd is a full-time position that performs the professional and administrative work necessary to support the goals of Project AIM & HIT. This position is responsible for coordinating, implementing and managing the activities of the grant project; it reports to the SBCISD and works closely with the principal, teachers, tech coaches, and administrative staff.</p> <p>Qualifications:</p> <ul style="list-style-type: none"> • Must have Masters degree (Ph.D. preferred) with a minimum 6 yrs. educational experience, 2-3yrs. project management experience including organizing and implementing assigned projects and logistical planning; and experience interacting with and communicating with diverse populations. • Additional experience may be substituted for the degree requirement. • Independent, self-motivated, proactive thinker. • Proven critical thinking skills and ability to manage multiple tasks simultaneously. • Detailed-oriented. • Team player; ability to work well with people in a professional environment. • Excellent writing and presentation skills. • Strong computer and internet research skills. <p>Roles and Responsibilities of District Shepherd:</p> <ul style="list-style-type: none"> • Ensure the campus is provided operational flexibility • Ensure effective implementation of all components of the transformation process • Monitor the progress of 90-day action plans • Regular communication with the transformation campus • Remove LEA barriers that may hinder the transformation process (Policy/Practice modification) • Provide support and feedback to the principal and teacher leaders when needed or requested • Take an active role in problem-solving with the principal and teacher leaders • Attend campus leadership meetings • Assist in the replacement and recruitment of qualified staff • Assist in efforts to increase community and parental involvement • Support the placement of social service resources at the campus • Partner with campus to generate a positive school culture and required trainings 		

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Resource Management – Describe how the LEA/campus will align other resources (federal, state, local, and community) with the school improvement intervention.		
<p>Project AIM & HIT will align with federal, state, local and community resources to maximize the positive effects of the intervention at the campus. The <i>transformation model</i> will reach out to partner with current programs being implemented in the SBCISD, community councils, business councils, parent councils, Institutes of Higher Education (IHE), and social agencies. The management plan is designed to achieve the objectives of the proposed project on time and within budget, with appropriate timelines, and milestones for accomplishing project tasks.</p> <p>In both the Management Organizational Structure (in section <i>Program Continuation and Sustainability</i>) and the Partnerships and Resources Diagram (in section <i>External Providers</i>), the full vision of Project AIM & HIT is put on paper. With the Management Organization Structure SBCISD has created a sound and efficient staff system that will allow the execution of this program. The Partnerships and Resource Diagram shows you how the project has aligned with federal, state, local and community resources. It is divided into five sections: IHEs (Local/Community), SBCISD integration through existing programs (Federal/State/Local/Community), Social Services (Local/Community), Councils (Local/Community), and the TTIPS management team (Local).</p> <p>Project AIM & HIT will be merging with all current grant programs such as the 21st CCLC, GEAR UP, Intensive Summer Program, and Reading First. Doing this will take each of these existing programs to a new level and transform the campus to meet its expectations to improve academic performance, increase teacher quality, improve school climate, increase leadership effectiveness, and increase the use of data to drive instruction, increase parent and community involvement and increase learning time. In addition, Region One's TEEM courses (a complete list of courses is on the following page) will also be implemented into the PROJECT AIM & HIT providing professional development for campus/district leaders, teachers, staff, students, community members, and parents. Providing this additional training will make the utilization of all resources more efficient and effective because there are courses ranging from building effective leaders to establish effective partnerships with colleges.</p> <p>All of the major partners collaborating with SBCISD are local and will work with the Grant Shepherd and Grant Coordinator to ensure on-going collaboration and participation. This is the same for all councils and social services; all councils, organizations, businesses, governments, and offices will maintain communication and collaboration through the Grant Shepherd. The Grant Shepherd will collaborate with the Grant Coordinator and personnel to ensure sufficient resources from federal and state resources are utilized.</p> <p>Federal, State, and Local Resources include:</p> <ul style="list-style-type: none"> • Title IID - Technology funds • Other Title I Funds • Migrant Education • Career And Technology Education (CATE) Programs • Special Education • Bilingual Education / ESL Program • 21st CCLC - Afterschool Grant • Bond Projects • Challenger Learning Center • Chess Program • Naval Junior Reserve Officer Training Corps • Concurrent / Dual Enrollment • Counseling Services • Community Oriented Policing Services (COPS) Program • Alternative Education Placement 		



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Texas Title I Priority Schools Grant
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Part 2: Project Management Cont.

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

Grant Project Manager Qualifications – Describe the qualifications of the person selected to be the project manager for this grant on the campus.

Upon receipt of the award document from TEA, the SBCISD staff will immediately hire the grant project coordinator* (manager). The project coordinator will be the campus liaison and meet at minimum twice weekly with the Grant Shepherd to report and discuss program activities. The Coordinator will monitor program activities on a daily basis and maintain direct, close contact with programming activities, teachers, instructors, students, parents, and campus principal.

Minimum Qualifications:

- ✓ Bachelor's degree in math, science, engineering, or related field from an accredited university.
- ✓ Must have knowledge of computer software and programs necessary for collecting data and reporting data.
- ✓ Strong knowledge of community resources experience providing educational services.
- ✓ Managerial/Administrative skills.
- ✓ Excellent communications skills.
- ✓ Must have knowledge and proficient use of Promethean Boards and other technologies to deliver instruction.
- ✓ Must enjoy working with children.

Preferred Qualifications:

- ✓ Master's degree in math, science, engineering, or related field from an accredited university.
- ✓ Experience with high risk students from socially, economically, and educationally deprived populations
- ✓ Experience in operating / managing math and science programs.
- ✓ Skills in public relations, proposal writing and supervision.
- ✓ A minimum of three years of "Exceed Expectations" in the PDAS.
- ✓ A minimum of two years experience in successfully working with a federally funded grant project.

Responsibilities:

- Develops and implements programs and schedules.
- Initiates and coordinates instructional planning
- Implements program's instructional offerings
- Secures permission from principal to use school equipment (as necessary)
- Responsible for supervising and maintaining student records
- Responsible for ordering all office and instructional supplies needed for the program
- Provides assistance and attends all training s
- Works with the Principal and Grant Shepherd to ensure that the program is constantly improving with evaluations
- Coordinates instruction with teachers
- Assists Grant Shepherd and Principal with the program operations
- Follows through and submits reports to the Grant Shepherd's office
- Assists in monitoring attendance
- Maintain master files on the TTIPS grant, grant-funded programs, and others.
- Assists in operation of assigned centers
- Initiates and maintains recruitment efforts of students/families
- Prepares progress reports to share at Grant Shepherd's meeting
- Confer with personnel affected by the programs to develop program goals and objectives, outline how funds are to be used, and explain procedures.
- Assists department personnel in writing periodic reports to comply with grant requirements.
- The employee shall carry out such further duties as specified by supervisor whether specifically listed above or not and as are reasonably necessary to the efficient operation of the after school.

** The term "project manager" is closely associated to business roles within SBCISD management, thus for the sake of adapting to the local language and established understandings of supplementary organizational structures in SBCISD, the "project manager", will be referred to as the "project coordinator". This switch in terms is only to maintain consistency and to avoid confusion regarding established roles. The responsibilities, expectations, and qualifications of the grant manager will not be affected by the change of name.*

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LEA Support – Describe how the LEA will structure and implement an individual or office with responsibility for supporting the campus' school improvement efforts.

The SBCISD will structure and implement individuals and offices with the responsibility for supporting the campus' school improvement efforts. Individuals will receive professional development supporting areas of Effective Leadership, Quality Teaching & Learning, Culture of Success, Effective Processes & Systems, and Data Driven Decision Making. The TTIPS Management Organizational Structure (on next page) details the specific structural components and their interrelationships - demonstrating how the SBCISD intends on supporting the campus' school improvement efforts. Dedicated offices will be provided to house grant management operations.

Region One's TEEM Course Selections for Professional Development

Each course section is numerically coded to indicate which the critical success factors and milestones covered: 1. *Improve Academic Performance*, 2. *Increase Teacher Quality*, 3. *Improve School Climate*, 4. *Increase Leadership Effectiveness*, 5. *Increase the use of Quality Data to Drive Instruction*, 6. *Increase Parent/ Community Involvement*, 7. *Increase Learning Time*

Great Leaders, Great Teams, Great Results	Great Leaders, Great Teams, Great Results
Building Effective Leaders	Building Effective Leaders
Leave No Teacher Behind: Using mentoring skills to improve instruction	Leave No Teacher Behind: Using mentoring skills to improve instruction
Coaching for Educational Leaders	Coaching for Educational Leaders
Quality Teacher Development	
New Teacher Development Academy	Teachers
Thinking Maps	Campus Leaders, Teachers
New Teacher Development Academy	Teachers
Critical Thinking K-2 Bloom's Taxonomy	Teachers
Effective Questioning Strategies	Teachers
5E Model	Teachers
Teacher-Student Interaction Strategies	Teachers
Comprehensible Content Academy	District/Campus Leaders, Teachers
Improving Literacy Skills in the Content Area Classroom	Teachers
Classroom Curriculum Connection	District/Campus Leaders, Teachers
Eseñando la Lectura PK-1 (in Spanish)	District/Campus Leaders, Teachers
Eseñando la Lectura 2 nd -5 th (Spanish & English)	Teachers
Digital Storytelling	Teachers
Understanding the World	
Eseñando la Lectura 2 nd -5 th (Spanish & English)	Eseñando la Lectura 2 nd -5 th (Spanish & English)
Digital Storytelling	Digital Storytelling
What Works in Schools	What Works in Schools
Improving Literacy Skills in the Content Area Classroom	Improving Literacy Skills in the Content Area Classroom
Understanding the World	
Roles & Responsibilities of Site Based Decision Making Committee	District/Campus Leaders
High Quality District & Campus Improvement Plan	District/Campus Leader
Level I: Developing a School-wide Positive Behavior Support Sys.	Campus Leaders, Staff, Teachers
Level II: Developing a School-wide Positive Behavior Support Sys.	Campus Leaders, Staff, Teachers
Level III: Developing a School-wide Positive Behavior Support Sys.	Campus Leaders, Staff, Teachers
Systems of Support	Campus Leaders, Staff, Teachers
Framework for Working & Understanding Adults & Children from poverty	
Culturally Proficient Schools	Culturally Proficient Schools
Planning & Implementing a Family Literacy Event	Planning & Implementing a Family Literacy Event
Parent to Parent Model Training	Parent to Parent Model Training

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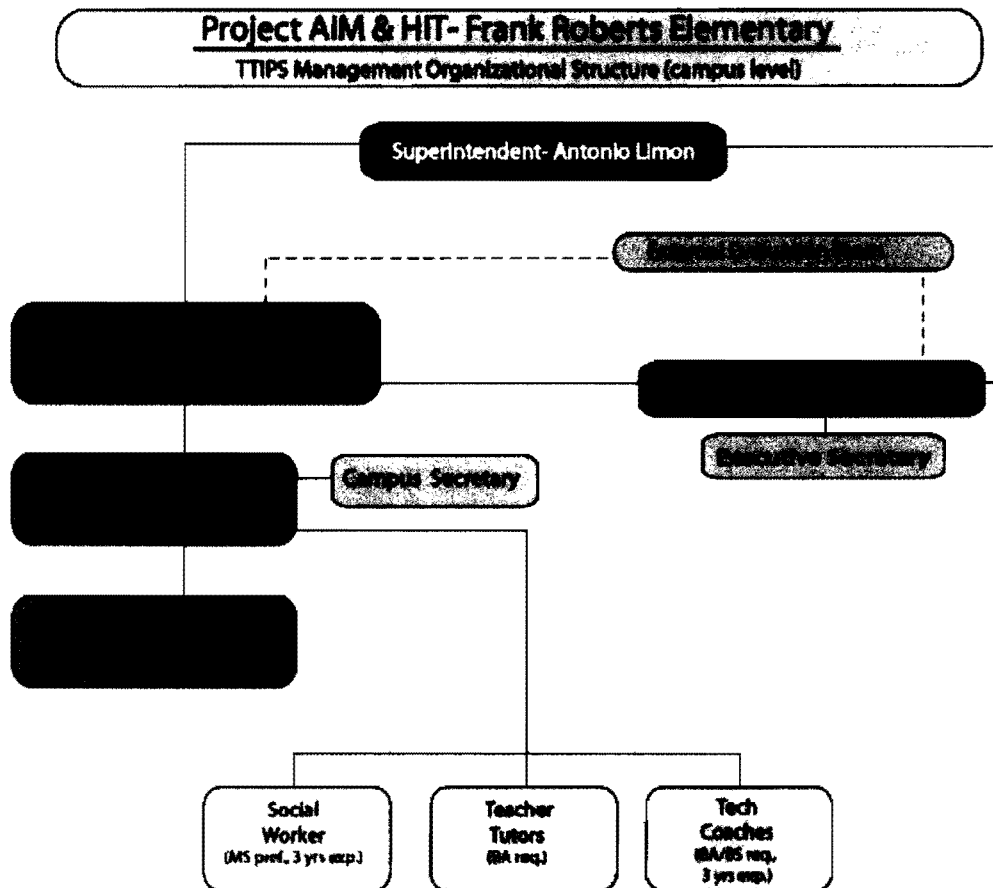
Part 2: Project Management Cont.

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

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

The campus reform initiative undertaken by SBCISD at FRES will continue beyond the term of the grant. **Project AIM & HIT** is a program designed to primarily utilize knowledge and professional development to reach the goals of this program and transform the management structure. A long term action plan is critical to transforming the campus. For this reason, SBCISD will rely on local partnerships, state and federal funds to sustain campus reform after the funding period ends. The SBCISD has assigned a full time grant shepherd to oversee the incremental integration of these funding streams into sustaining the program. This individual is charged with the responsibility of supporting the campus school improvement efforts.

Beyond ensuring financial sustainability, the organizational structure of the program will require continuation. The qualifications, experience, and certifications of **Project AIM & HIT** personnel and external consultants are of sufficient quality and depth to ensure successful implementation (resumes in appendix). The grant administrators will be able to set priorities, plan instruction, allocate time, and establish high expectations for student achievement and behavior. Project teachers will foster higher student learning gains by providing technology instruction that meets individual needs and monitor learning and use their findings to adjust instruction so that all students achieve. **Project AIM & HIT** teachers and administrators involved will be well informed of all aspects of program plans; that roles and responsibilities of all participants are clearly defined; and plans are in place to keep all program participants informed of project progress, problems, and changes. The structure and implementation of key management individuals and offices is detailed in the diagram below:



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Part 2: Project Management Cont.

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

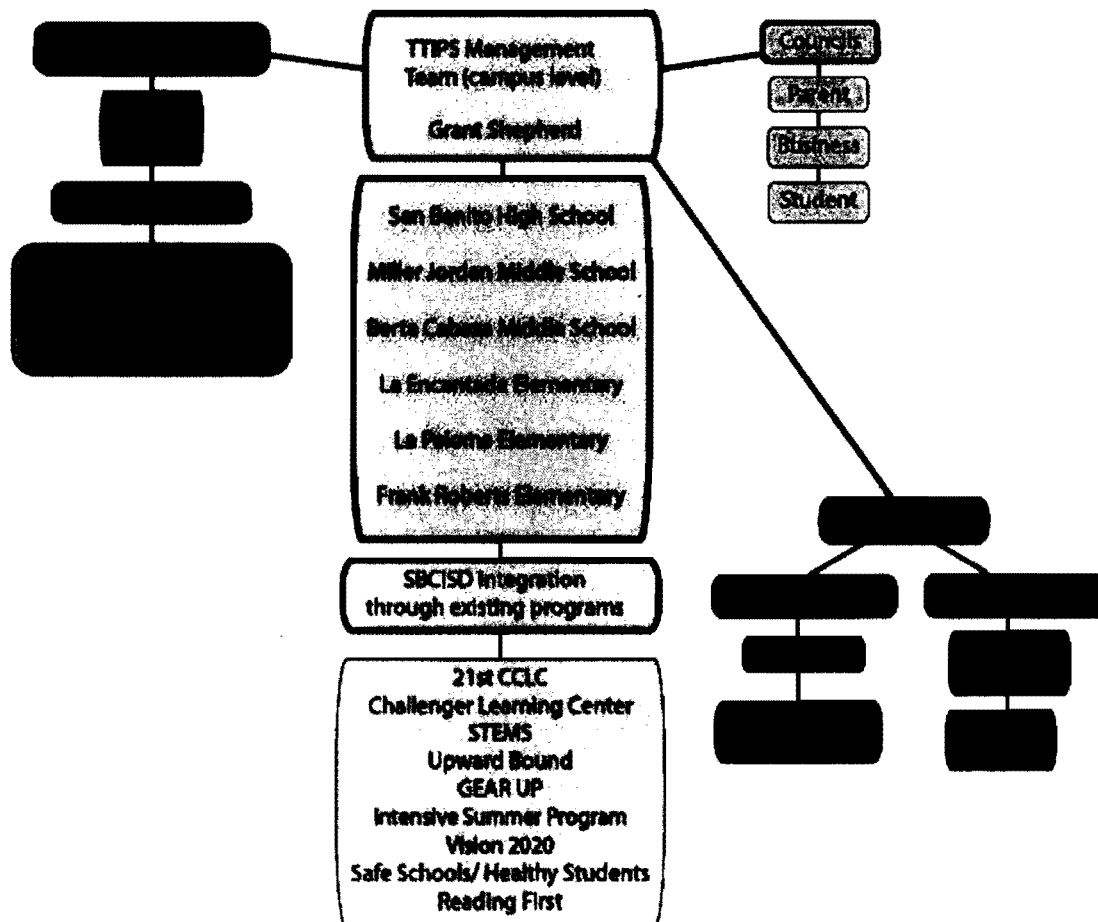
External Providers -- Describe how the LEA will recruit, screen, and select external providers to ensure their quality.

The FRES administration External Providers will be subject to current external contractual protocol and the approval process of SBCISD administration. The Design Team screened the historical success records and overall effectiveness of external partners with SBCISD in determining their involvement with **Project AIM & HIT**. The recruitment process began by screening providers' scientifically based merit, practicality, and cost effectiveness.

The external evaluator contractor for the program will develop a qualitative and quantitative data gathering process that allows precise measurement, including semi-structured interviews with a sample of teachers, parents, students and staff.

The TTIPS Management Team has recruited Institutes of Higher Education (TSTC and UTB) and agencies of social services through this selection process. Social services include the city governments, city offices, local organizations/clubs, and local providers.

The Partnership and Resources diagram below illustrates the external and intradistrict network SBCISD envisions for **Project AIM & HIT** to be a part of:



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Site Visits – If the intervention program includes site visits to other campuses successfully implementing the intervention model, describe the process for selecting the locations and the expected outcomes of the site visit.		
<p>The SBCISD does plan on conducting site visits to other campuses successfully implementing the intervention model. As mentioned in previous sections, there will be other SBCISD campuses applying for the TTIPS grant. Should any other SBCISD campuses be awarded, <i>site visits</i> to those TTIPS campuses will be made frequently by the campus-level management team. The Grant Shepherd and Grant Coordinator will research which campuses (outside of SBCISD) are implementing the intervention model and have elements which could potentially contribute to Project AIM & HIT. The outcomes of the site visits will be contingent on which <i>sites</i> are selected; outcomes will be developed by the Grant Shepherd and/or Grant Coordinator prior to visiting the selected site. Prospective <i>sites</i> must meet conditions to be considered for <i>site visits</i>; the <i>site(s)</i> must:</p> <ul style="list-style-type: none"> ✓ have an economically disadvantaged student population (or similar socioeconomic characteristic); ✓ share similar cultural background; ✓ be within reasonable traveling distance; and ✓ be capable to produce practical outcomes <p>If any condition is not met, a reasonable explanation for the <i>visit</i> must be presented to and reviewed by the Assistant Superintendent of C & I. Furthermore, the grant management and implementation team will visit intradistrict exemplary campuses (<i>sites</i>).</p> <p>Expected Site Visitations Outcomes:</p> <ul style="list-style-type: none"> • Identify core subject targets for comparisons • Insight to the strategies used by the campus to address the critical success factors • Applicable and replicable management practices • Applicable and replicable implementation practices • Interviews with teachers and students; • Establish relationships with other grant managers and shepherds • Maintain open lines of communication • Be prepared to share, gather, and analyze data • Well documented events of the visitation • Technological Capacities Profile analysis • Findings will be incorporated into the refinement and evaluation process 		

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

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

Part 3: Intervention Model

Section A: Intervention Model Selection Process

Intervention Model to be Implemented – Indicate the model(s) being *considered* 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.

☐ Turnaround

☐ Closure

☐ Restart

☐ Transformation

☒ Tier III Modified Transformation

☒ TEA Designed Model with Technical Assistance Provided by the School Improvement Resource Center

☐ Supplemental Education Services (SES) incorporated into the intervention model

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.

☐ The LEA/campus will implement its own intervention design, within the parameters required by the final federal regulations released by USDE

Schedule #4B—Program Description, Part 3, Intervention Model, continued on next page

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Section B: Model Selection Process –Describe in detail: 1. The process the LEA and campus followed/will follow to select a school intervention model that aligns to the identified needs of the campus. 2. The timeline delineating the steps the campus will take to implement the selected intervention. Responses are limited to five pages , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<p>To design Frank Roberts Elementary School's Performance Assessment and Evaluation (Tier III) Plan for Project AIM & HIT Academics Incentives and Mentoring for Helping Impact Teaching, the Campus Improvement Team (CIT) met to discuss TTIPS grant objectives. Members were assigned the task of reviewing data to develop a comprehensive needs assessment for the purpose of planning for 2010-2011 school year. Members were given the task to lead the review and analyze documents for the different areas. In turn, each team member leading one of the tasks was to recruit other staff or community members to participate in their committee. NCLB mandates longitudinal review of data, therefore, documents were reviewed from 2007-08 to present.</p> <p>The District recognized its capacity to support the Texas Tier III Transformation model at Frank Roberts Elementary School based on the process outlined by the Center on Innovation & Improvement. By implementing Project AIM & HIT, SBCISD will implement school reform at the Frank Roberts Elementary School and turn the campus around with improvement in administration and teacher quality and student performance.</p> <p>Selecting a school intervention model that aligns to the identified needs of the campus required conducting a Comprehensive Needs Assessment, analyzing their campus needs and evaluating the probability of success against the proposed models. The District is cognizant of the fact that millions of dollars have been spent in an effort to fine-tune our knowledge of how children learn and how to effectively facilitate their learning. Additionally, vast sums of money have also been aimed to figure out what America's children need to be able to complete in today's global economy and in a "flat world" workforce. School reform initiatives are designed to generate concrete information about good educational and pedagogical practice and have been piloted as demonstration projects for at least 15 years. As for teacher education reform initiatives, policymakers have also become increasingly aware of our need for true highly qualified teachers, school support personnel, and administrators who can effectively prepare students with diverse learning needs necessary to succeed in the 21st century. This has led to restructuring of beginner educators' training and continued professional development for administrators, beginning teachers and veterans alike.</p> <p>SBCISD Superintendent and principals were advised by Region One concerning the State Improvement Grant funding in early Spring and attended an Overview of the Texas Title 1 Priority State grants at the Region One Educational Service Center in Edinburg. To fulfill its intended purpose, the District then formed a TTIPS Decision-Making Team comprised of campus administration, district administration, teachers, parents, community based organizations, school board members, and students. Once identified, the Decision making team met to answer the narrowing questions. Each of the models was considered. The District considered the campus needs through the site based decision making team who gathered to select a suitable model given factors such as past achievement results, past improvement efforts, and community context. In doing so, other factors such as access to external partners and providers needed for successful implementation; suitability in terms of the district's policy environment, its' contextual factors such as availability of staff replacement, availability of schools to receive students of a school that closes and the district's ability to fully support the implementation and provide effective oversight. Further consideration took into account the District's performance predictors such as their special education population, retention rate, need for flexible scheduling; areas of need in Math & Science; STaR Chart reports, technology need for integration with curriculum and vertical and horizontal technology alignment.</p> <p>Available options under consideration for the District were the Closure, Restart, Turnaround, and Transformation Models. The campus has recently within the last year lost its principal and a new principal who has been employed at the campus is taking his place. SBCISD has two additional middle school campuses for each grade level but does not have one or higher achieving school to which students from a campus under consideration for closure may attend. Therefore, the school campus could not be considered for Closure.</p>		

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Section B: Model Selection Process Cont. Responses are limited to five pages , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<p>The SBCIS has access to educational providers, however providers who could work in the area are perhaps limited, and there are no alternative schools with capacity to serve all grade levels. Therefore Restart would not a viable option.</p> <p>Next, they considered the Turnaround Option. The District does not have the capacity to replace 50% of the staff on this targeted middle school campus. This campus has a new principal who has been at this position for less than a year and the District does not need to replace. It also considered its willingness and ability to grant the school operational flexibility (e.g., staffing, calendar, budget). The committee conceded it is willing and able to establish schedules and implement strategies to provide increased learning time. The District is also willing to provide appropriate social/emotional and community-oriented services and to support strategies (financial incentives, increased opportunities for promotion, and flexible work conditions) designed to recruit and retain staff.</p> <p>Lastly, the District considered its fourth option, the Transformation Model. The Decision-Making team considered the District's willingness and ability to grant the school operational flexibility (e.g., staffing, calendar, budget), and its ability to increase and provide ongoing mechanisms for parent/community engagement. The District is willing to develop and utilize rigorous, transparent, and equitable evaluation systems for teachers and principals designed with teacher and principal involvement and can ensure that the school receives ongoing intensive technical assistance. The District is also supportive of strategies (financial incentives, increased opportunities for promotion, and flexible work conditions) designed to recruit and retain staff and is willing and able to establish schedules and implement strategies to provide increased learning time.</p> <p>Once the narrowing questions were considered and the options were addressed, the next steps for the District were to Collect data and revisit their Comprehensive Needs Assessment to assess their campus needs. A communication plan was created and stakeholders were engaged to solicit feedback and input concerning the proposed project. Missing data was also collected to make a case for the final decision.</p> <p>The following metrics constitute the leading indicators for the improvement program and were all taken into consideration in making the model selection :</p> <ul style="list-style-type: none"> ➤ Number of minutes within the school year; ➤ Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup; ➤ Dropout rate; ➤ Student attendance rate; ➤ Discipline incidents; ➤ Truants; ➤ Distribution of teachers by performance level on an LEA's teacher evaluation system; and ➤ Teacher attendance rate. <p>Based on the research and after care consideration on each option, the District feels confident that the Texas Tier III Transformation model under Option 2: Extended Implementation is the best suited model for San Benito's Frank Roberts Elementary School.</p> <p>San Benito is city at the tip of Texas, 10 minutes from the Mexican border alongside the Rio Grande River. It has a growing population of 25,572 in 2008. About one quarter of the population has less than a high school diploma; 16% have an Associate's Degree or higher and 80% of the population speak Spanish at home. A relatively young population with a median age of 31, a little more than half of the people in San Benito are employed and 9.6% are unemployed and actively looking for work. A large number of the working population, about 90%, commutes 20 minutes one-way to their jobs. In 2008, the median income was \$32,379 with a per capita of \$12,328 and 27% of the families were living in poverty.</p>		

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

Frank Roberts Elementary School proposes Project AIM & HIT Academics Incentives and Mentoring for Helping Impact Teaching to begin to address the campus needs. Frank Roberts is a Title I School-wide regular school that serves approximately 482 students in grades PK-5 with 25 teachers with 13 years average experience. The teacher to student ratio is 19:1. The Campus is **Recognized** and Meets AYP as per TEA Accountability for 2009-10.

The San Benito ISD serves approximately 10,983 students at separate campuses. The High School and Middle Schools are located strategically throughout town and are implementing an afterschool grants to support the students' and community needs. Students from the Elementary campuses feed into three middle schools and those all feed into the 9th grade Veteran's Memorial 9th grade campus which is located about a mile down the road from the one High School where all San Benito High School students attend except for those in the three alternative juvenile or boot camp centers.

The most recent preliminary TAKS results indicate SBCISD has two campuses Exemplary, 11 Recognized, and 4 Acceptable. **Overall preliminary TAKS results for the 2009-2010 school year are as follows:**

Subject	Score
Social Studies	98% passing
Writing	96% passing
Reading	92% passing
Science	88% passing
Math	86% passing

Campus profile:

Name of School Campus:	Frank Roberts Elementary School
Grade Levels served	PK-5
Total Enrollment	482
% Economically Disadvantaged	92.9%
Free/Reduced Lunch eligible	
% Special Ed Students	3.9%
% Limited English Proficient	35.5%
Students w/Disciplinary Problems	*
At-Risk	54.1%
Mobility rate	15.7%

Campus assessment:

- the percentage of all students who tested as proficient or better on the state standards assessment test

Frank Roberts Middle School	2006-2007	2007-2008	2008-2009	2009-2010
Accountability Rating	Acceptable	Recognized	Recognized	Recognized
Enrollment	433	427	482	
Campus Scores				
Reading/ELA	80%	81%	77%	
Writing	87%	86%	94%	
Mathematics	79%	83%	83%	
Science	39%	84%	74%	

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Part 3: Intervention Model

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2. the percentage of students in each subgroup who tested proficient or better on the state standards assessment test for each subject available. **Test Year: 2009-2010**

Subject	White, non-Hispanic	Black, non-Hispanic	Hispanic	Asian, Pacific Island	LEP	Special Education
Reading/Language/English	*	*	77%	*	60%	*
Mathematics	*	*	83%	*	57%	*
Science	*	*	94%	*	33%	*
Writing	*	*	67%	*	85%	*

3. Grade level: the percentage of students who tested proficient or better on the state standards
Test Year: 2009-2010

Frank Roberts Middle School			
Subject	3 rd Grade	4 th Grade	5 th Grade
Reading/Language/English	90%	86%	67%
Mathematics	86%	88%	63%
Science			74%
Writing		93%	

The Texas Tier III Transformation Project will be implemented over a three year period. Frank Roberts Elementary School has not implemented any significant reform nor is it in receipt of technical assistance and resources to support Reform Efforts. It would require appropriate time to make operational and staffing decisions and would therefore opt for LEA Option 2: **Extended Implementation**.

Timeline: 2010-2011: Year 1 will commence Fall I with meetings of the campus committees to continue the dialogue for model selection and description report. In July of 2010 upon receiving preliminary notice of grant award, JNMS would request technical assistance from SIRC and begin to weigh its options and research its intended model with District Snapshot. The Campus will also make plans to attend TEA required trainings to be determined in the near future. In November, 2010, Frank Roberts will submit the first quarterly report to TEA.

In the Spring of 2011, a decision will be announced on the status of the principal which the district has elected to keep and develop as an administrator with the flexibility under the Texas model. Decisions will also be made on whether to replace or retain key staff and the District will identify key stakeholders and community partners. The Campus will designate personnel to lead the transformation project. The campus will begin implementation of the TTIPS grant and make use of the spring semester to complete the comprehensive needs assessment with the Snapshot provided by SIRC; research the options for the model and choose the model option that is best fit for the campus needs.

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<p>By February 1, 2011 Frank Roberts Elementary will have submitted the model selection and description report. With the approval of the model selection report, TEA will then release the remaining seventy-five percent of the first year grant allocation allowing the spring semester to make staffing and planning decisions needed to implement the Texas Tier III Transformation model.</p>		
<p>Summer I will initiate the identifying of teachers as leaders who will attend summer seminar training required by the grant and other professional development growth seminars. The campus will develop their Job-Embedded Professional Development Plan for Year 1 and complete the first quarter (90-day) action plan. Although a NOGA will not be issued, in August 2010, San Benito's Frank Roberts Elementary School, upon receiving preliminary notice of grant award from TEA, will begin implementation of TTIPS grant with 25% of the first year grant funds and begin the Model Selection and Description Report to submit to TEA before February 1, 2011 for the release of the remaining 75% of the first year grant award amount.</p>		
<p>Year 2: Fall II, Frank Roberts Elementary will hit the ground running with the continued use of technical assistance and begin the implementation of school wide positive behavior support (PBS) interventions and enhanced social service support. The Lead teachers will begin collecting observation data to guide professional development and student interventions. Teachers will sign up for online courses and review their progress toward the goals set in the 90-day action plans.</p>		
<p>In Spring II, the campus will review the behavioral data and PEIMS to analyze PBS implementation and implement targeted professional development based on classroom observation data as well as student data. They will write the next 90-day action plan.</p>		
<p>During Summer II in 2012, Frank Roberts Elementary will continue with technical assistance and summer training; they will review and revise their professional development plans and needs assessment. Progress toward goals in the prior 90-day action plan will be analyzed and teacher leaders will select action research topics. The busy summer will see the campus committee developing a plan for classroom interventions for positive behavior support and a new action plan. They will also attend the National Staff Development Council Summer Conference where teacher leaders and administrators are equipped with valuable tools to bring the most powerful forms of professional learning to all the teachers with whom they work. At the conference, school-based administrators will learn from both the outstanding and innovative work of their peers and the perspectives of national leaders. Staff will become skilled in assisting their colleagues in data-driven decision making and in planning, implementing, and assessing the impact of their lessons. At the conclusion of the conference San Benito Frank Roberts Elementary leaders will more deeply understand the attributes of high-functioning school teams and learning communities and the actions they can take as leaders in their settings to make such collaboration a reality.</p>		
<p>Year three timeline will be much the same continuing with quarterly implementation reports. Fall III will begin Year 3 with a new administration of the Campus Snapshot and a revision of the implementation and plan along with the updated professional development plan. San Benito's Frank Roberts Elementary School will begin action research projects, continue with the online courses, and write a new action plan.</p>		
<p>During Spring II the campus will continue with activities and in the final Summer III in 2013, they will present action research and conduct an intense data review and process evaluation through an external evaluator with a Doctorate Degree. Results of the evaluation will reveal what worked and what areas SRISD still needs to focus on. The campus will develop a plan to continue use of teacher leaders as instructional resources for the campus</p>		
<p>Project STEPS' three year grant will end on June 30, 2013 and by July 31, 2013 the final implementation report on the grant will be submitted to the Texas Education Agency.</p>		

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Section C: Groups of Participants – List the groups of participants who will actively assist in the process to select a school intervention model that aligns to the identified needs of the campus.			
1	Superintendent		
2	Principals		
3	Counselors		
4	Teachers		
5	Parents		
6	Students		
7			
8			
9			
10			

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

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Part 3: Intervention Model

Section D: Improvement Activities and Timeline (cont.)

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

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
A. B. C.	Improve Student Achievement in Reading/ELA	Lead teacher will be dedicated to this subject	A 2001 study by Schmidt et al found that math achievement increases when teachers focus on a coherent set of ideas that all students are expected to grasp.	8/1/2011	06/30/2013
A B C	Improve Student Achievement in Mathematics	Lead teacher will be dedicated to this subject	A 2001 study by Schmidt et al found that math achievement increases when teachers focus on a coherent set of ideas that all students are expected to grasp.	8/1/2011	06/30/2013
A B C	Improve Student Achievement in Science	Science Labs will be used to increase scores	A 2001 study by Schmidt et al found that math achievement increases when teachers focus on a coherent set of ideas that all students are expected to grasp.	8/1/2011	06/30/2013
A B C	Improve Student Achievement in History	Lead teacher will be dedicated to this subject	A 2001 study by Schmidt et al found that math achievement increases when teachers focus on a coherent set of ideas that all students are expected to grasp.	8/1/2011	06/30/2013
A B C	Improve Student Achievement in Social Studies	Lead teacher will be dedicated to this subject	A 2001 study by Schmidt et al found that math achievement increases when teachers focus on a coherent set of ideas that all students are expected to grasp.	8/1/2011	06/30/2013

Add additional pages as needed.

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Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 2: Increase the use of Quality Data to Drive Instruction					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
B	Use data to plot progress	Accountability	Teachers can use data to analyze their instruction in light of student progress toward Standards Duke et al. (2005)	8/1/2010	06/30/2013
C	Introduce or continue use of instant assessment tools	It is too time consuming for a teacher on his/her own to collect the data that can be collected instantly as the tests are administered.	Assessment refers to all those activities undertaken by teachers -- and by their students in assessing themselves -- that provide information to be used as feedback to modify teaching and learning activities (Black & Wiliam, 1998).	8/1/2011	06/30/2013
B	Self Assessment of Progress	Administration can Review teachers progress on curriculum	In 1998, Black and Wiliam found that students learn at a higher level when teachers conduct regular diagnostic classroom assessments focused on learning.	2/1/2011	06/30/2013
B	Student Assessment	Administration can monitor student progress by class	A 2000 study by Fullan found that in successful schools, teachers meet together regularly to review student work and revise instructional practices accordingly.	2/1/2011	06/30/2013
B	Improve TAKS data plan	Influence scores on TAKS	A 2002 study by Schmoker reported that results are "virtually inevitable" when teachers use student assessment data to design strategies targeted at specific goals.	2/1/2010	06/30/2013
A	Report performance by demographics	Gauge achievement gaps	To create schools that are responsive to diversity, connected to the realities of today's world, and driven by a focus on success for all students, more systemic reform strategies are needed, and new capacities must be developed. One of these capacities is the strategic use of data to support student success and school improvement (Bernhardt, 2002; Coddling & Rothman, 1999).	8/1/2010	06/30/2013

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Critical Success Factor 2: Increase the use of Quality Data to Drive Instruction					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
B	Reports of achievement to community	The ultimate success of the school improvement process is measured by advances in student knowledge, skills, behaviors, and attitudes	Despite the current attention given to student assessment, relatively little has been written on the use and reporting of assessment results. Even less research exists on the effectiveness of alternative strategies for using and reporting student assessment results. Yet public reporting of large-scale assessment results generates some of the largest complaints about student assessment.	2/1/2011	06/30/2013
B	Improve use of Standardized test reviews	Show increase in results	A 2002 study by Schmoker reported that results are "virtually inevitable" when teachers use student assessment data to design strategies targeted at specific goals.	2/1/2011	06/30/2013
Add additional pages as needed.					

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Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 3: Increase Leadership Effectiveness					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
A	Attend National Conferences for turnaround models	Acquire tools to bring the most powerful forms of professional learning to all the teachers with whom they work.	The Wallace Foundation 2008 Report <i>Becoming a Leader</i> suggests that training programs have four essential elements (1) Principal training programs should be more selective, more focused on improvement of instruction, more closely tied to the needs of districts, and provide more relevant internship experiences; (2) Leadership preparation should not end when new principals are hired, but should continue with high-quality mentoring and career-long growth opportunities; (3) Because of the likely added costs, resources for improving preparation should be directed at programs with proven benefits; and (4) Better leadership training is essential, but state and districts should also address the conditions that support or undermine leadership	8/1/2011	06/30/2013
B	Participate in summer curriculum vertical alignment	Make good use of training time available for specific purpose	In a study by Marzano (2000) it was discovered that curriculum alignment is by far the most important school-level factor in successful school improvement	8/1/2011	8/1/2011
A	C Scope End of Course STARR test training	The new testing system will replace the TAKS beginning in the 2011 school year	The grade 3-8 STAAR tests in reading and mathematics, by law, must be linked from grade to grade to performance expectations for the English III and Algebra II end-of-course assessments.	8/1/2011	8/1/2011

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Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 3: Increase Leadership Effectiveness					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
A	Attend Target Distributed Leadership Training	Emphasize the distinction in roles	"A 'one-size-fits-all' posture toward leadership training or methods and styles of school leadership serves neither principals nor schools well as different schools have different leadership needs, and policy and practice need to support a variety of leadership models" (Portin et al., 2003).	8/1/2011	8/1/2011
B	Establish Common planning periods	Core Area Teachers get to confer at same time for scheduling purposes and professional development activities	A 2000 study by Fullan found that in successful schools, teachers meet together regularly to review student work and revise instructional practices accordingly.	8/1/2011	8/1/2011
C	Attend SIRC TTIPS workshops for core areas	Tier III Texas Model provides for technical assistance	2001 study published by Just for the Kids found that in high-performing schools, teachers in all subject areas help students learn to read and write.	8/1/2011	8/1/2011
C	Attend ESC1 TTIPS workshops for assessment strategies.	Tier III Texas Model provides for technical assistance	A 2002 study by Schmoker reported that results are "virtually inevitable" when teachers use student assessment data to design strategies targeted at specific goals.	8/1/2011	8/1/2011
Add additional pages as needed.					

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Section D: Improvement Activities and Timeline (cont.)
Critical Success Factor 4: Increase Learning Time

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
A	Add time before and after school to extend learning day	More learning time leads to increased performance	An evaluation of the 21 st Century Community Learning Centers Program in Louisiana found that the impact of this afterschool program was an effect size of 0.13 on a combined measure of reading, math, and language test scores (Jenner & Jenner, 2007).	8/1/2011	06/30/2013
B	Implement tutoring as a requirement for students who are at risk of failing	After school tutoring will be mandatory for at risk students	In a review of four studies of afterschool programs, Kane (2004) concluded that the expected impact of an extra hour of instruction delivered in an afterschool setting over a school year equals an effect size of 0.05 in reading and math.	8/1/2011	06/30/2013
A	Incentives for group performance in afterschool tutoring activities	Incentives offer a sense of competition	Appropriate incentives may be effective in changing student performance on comprehensive cumulative examinations (Sansgiry, BPharm, Lemke, Szilagyi, 2006.)	8/1/2011	06/30/2013
B	Assign higher class tutors to assist lower class	Peer tutoring increases academic performance of both the tutor and the tutee	Mentees in elementary or middle school benefit from having an older student help them through the challenges of moving to a new school and the accompanying changes in social relationships that brings. High school mentors build personal skills and confidence that can help prepare them for their lives after high school. Their involvement in the program can also be a meaningful addition to applications for colleges and future jobs (Garringer & MacRae,, 2008)	2/1/2011	06/30/2013

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Critical Success Factor 4: Increase Learning Time					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
B	Involve parents in their children's academics	Parents will provide a productive environment for doing homework	Research shows that if a child is having difficulty with homework, parents should become involved by paying close attention. If a child is doing well in school, parents should consider shifting their efforts to providing support for their child's own choices about how to do homework. Parents should avoid interfering in the independent completion of assignments	8/1/2011	06/30/2013
C	Cooperative learning	Cooperative learning increases learning	Students involved in small groups are likely to be interacting with others more often than those in larger groups. Since competition often makes students reluctant to participate because they fear losing, students are freed from this negative pressure and become more willing to spend time on learning. The positive incentive of contributing to the success of the group is also an inducement to spend more time in learning activities. When students are unsuccessful, their peers have incentives to help them become successful.	8/1/2011	06/30/2013
B	Assign homework and project based learning	Increases the amount of scheduled time available for educational activities	In 1995, Newmann and Wehlage found that high-performing schools engage students in various kinds of "hands on" learning tied to thoughtful discourse on rigorous academic topics.		06/30/2013
Add additional pages as needed.					

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Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 5: Increase Parent/Community Involvement

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
B	Teachers communicate effectively with parents	Get both parties "on the same page" where it concerns student	According to Newmann and Wehlage (1995) parent involvement is associated with higher levels of achievement.	8/1/2010	06/30/2013
A B C	Create Parenting Skills Classes	Increase parents' ability to deal with children at their level	According to Newmann and Wehlage (1995) parent involvement is associated with higher levels of achievement.	2/1/2011	06/30/2013
B	Create Awareness through Outreach to solicit family and community involvement	Involve parents and community in school functions	Epstein (1995) points out that the involvement of families in schools leads to overlapping spheres of influence between the home, school, and community	2/1/2011	06/30/2013
C	Partner with Boys and Girls Club	Increase options and activities for student extracurricular activities	There is a strong association between student involvement in extracurricular activities and improved attendance, behavior and academic performance (Black, 2002; Fredricks & Eccles, 2006; Fujita, 2006; Holloway, 2002).	2/1/2011	06/30/2013
A C	Include programs with 21 st Century Afterschool	Maximize and leverage resources	There is a strong association between student involvement in extracurricular activities and improved attendance, behavior and academic performance (Black, 2002; Fredricks & Eccles, 2006; Fujita, 2006; Holloway, 2002).	2/1/2011	06/30/2013
A C	Get on School Board Agenda to report progress	Parent/student accountability	A school wide instructional leadership team with an advisory council and distributed leadership will focus on instructional issues as studies showed that student achievement is more likely to improve where leadership is distributed throughout the school community (Silns and Mulford, 2002, Riordan, 2003, Spillane, Halverson, and Diamond, 200, Supovitz, and Pogliano, 2001)	2/1/2011	06/30/2013

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Critical Success Factor 5: Increase Parent/Community Involvement

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
A B	Increase Family Communication Links with Phone, internet and website	Increase awareness of school functions and activities and establishes avenue for communication	Center on Families, Communities, Schools, and Children's Learning (1994) reports that parents are more likely to participate in schools if they receive information from teachers about classroom activities, the progress of their children, and how to work with their children at home	8/1/2010	06/30/2013
A B	Increase family communication	Engage parents and family in student's academic and social life	The administration to include teachers will work directly with parents or other adult family members to help ensure family support and assignments for learning at home as this is associated with higher levels of achievement (Newmann and Wehlage, 1995).		
C	Coordinate with local social and health service providers to help meet family needs	Serve the child's emotional as well as educational needs	A 2001 study published by Just for the Kids found that successful schools have an action plan that is understood, supported, and periodically reviewed by the entire school community.	2/1/2011	06/30/2013
C	Adult parent education classes (including GED, adult literacy, and ESL programs).	Increase literacy levels of community	Student involvement in community service experiences linked to classroom instruction is associated with a number of positive outcomes including increasing student achievement, increased sense of civic responsibility, and more positive perceptions of school.	2/1/2011	06/30/2013

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Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 6: Improve School Climate

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
C	Increase campus pride activities	Ownership of campus	Schools that effectively implement PBS demonstrate: • Reductions in rates of office referrals, suspensions, and expulsions per year; • Improved attendance rates; • Improved academic achievement. . Southern Poverty Law Center, "Positive Behavior Supports, A Wise Investment in Economic Stimulus Funds" (2009)	8/1/2011	C
B	Hire Social Worker	Deal with day to day situations with students and identify learning and other limitations and operate as a link among the school, the students, their families, and the community's social services	School social workers make a broad impact: They often reduce the number of school dropouts, or they may coordinate agency services for students and their families, and increasingly they develop strategies to prevent school violence www.cec.sped.org	8/1/2011	B
C	Collaborate with 21 st Century program for increased enrichment programs	Leverage and maximize resources to increase student inclusion	Participation in after school programs is influencing academic performance in a number of ways, including better attitudes toward school and higher educational aspirations; higher school attendance rates and lower tardiness rates; less disciplinary action, such as suspension; lower dropout rates; better performance in school, as measured by achievement test scores and grades; significant gains in academic achievement test scores; greater on-time promotion; improved homework completion; and deeper engagement in learning (Harvard Family Research Project, 2009).	8/1/2011	C

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Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 6: Improve School Climate					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
B C	Increase parental involvement activities	Engage with children's academics	In a positive school climate that encourages family involvement, the parents' perceptions of the school improve Evidence suggests that sustained use of SWPBS practices can alter the trajectory of at-risk children toward destructive outcomes, and prevent the onset of risk behavior in typically developing children. It is expected that effective and sustained implementation of SWPBS will create a more responsive school climate that supports the twin goals of schooling for all children: academic achievement and social development (Horner, Sugai, Todd, & Lewis-Palmer, in press; Walker et al., 1996).	8/1/2010	06/30/2013
A C	Incentives for perfect attendance and performance by groups	Competition increases performance	Offering attendance incentive such as coupons for fast food restaurants resulted in high attendance at tutoring sessions in South Carolina's Anderson District One. They also maintain the successful Tutoring Success! Program which has helped improve attendance for at-risk children (Pew Foundation). From 1988-1993, the Dollywood Foundation's "Buddy Program" was an incentive program that pairs seventh and eighth graders with one another for counsel and support. Each partner received a \$500 scholarship after graduating from high school, and participants were eligible to compete for other scholarships from the foundation. The Foundation continues to offer a literacy program for at-risk kids through its Imagination Library.	8/1/2011	06/30/2013

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

Part 3: Intervention Model

Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 6: Improve School Climate

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
B	Employ Intervention Counselor for At-Risk Students	Provide intervention services for higher risk situations	Research shows that a "positive disciplinary climate" is strongly associated with high level of student achievement (Newmann and Wehlage 1995, Weglinsky 2000; N C for E S 2000).	8/1/2011	06/30/2013
B	Implement a system of positive behavioral supports	Eliminate bullying and student harassment	Schools that effectively implement PBS demonstrate: • Reductions in rates of office referrals, suspensions, and expulsions per year; • Improved attendance rates; and • Improved academic achievement. Southern Poverty Law Center, "Positive Behavior Supports, A Wise Investment in Economic Stimulus Funds" (2009)	8/1/2010	06/30/2013
C	Coordinate activities through Student Advisory Council	SAC reports to the Superintendent and the School Board	Further research into the Anne Arundel Public Schools shows county-wide involvement by student councils. CRASC (Chesapeake Regional Association of Student Councils) is an organization involved in school change to a degree greater than most student council organizations. Their website leads with this quote: "Some people make things happen. Some people watch things happen. Some people wonder, what happened? If you want to make things happen and not just watch it or stand and wonder then get involved!" <i>Student Involvement in School Change by Steven Brown</i> 15 June 2006	8/1/2011	06/30/2013

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Schedule #4B—Program Description					
Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 6: Improve School Climate					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
C	From Student Leadership Committee	SLC reports to the Superintendent and the School Board	A school-wide instructional leadership team with an advisory council and distributed leadership will focus on instructional issues as studies showed that student achievement is more likely to improve where leadership is distributed throughout the school community (Silns and Mulford ,2002, Riordan, 2003, Spillane, Halverson, and Diamond,200, Supovitz and Poglinco, 2001).	8/1/2011	06/30/ 2013
B	Consider uniform dress for students	Students concentrate more on academics and less on fashion	Dr. Helen Walker in a research brief cites the following reasons given that uniforms make schools safer: behavior improves; learning improves; violence reduced; socio- economic; differences lessened; safer school; wearing of gang-related attire reduced <i>Should Schools Require Students to Wear Uniforms?</i> DeLene Sholes, April 22, 2009	8/1/2011	06/30/ 2013
Add additional pages as needed.					

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Texas Title I Priority Schools Grant Schedule #4B—Program Description					
Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 7: Increase Teacher Quality					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
A	Administration Walk-through	One characteristic of a successful school is competent and responsive teachers	The strongest and most consistent predictor of a state's average student achievement level is the proportion of well-qualified teachers in the state. As measured by percentage of teachers with full certification and a major in the field they teach, teacher quality appears to be more strongly related to student achievement than do class size, overall spending levels, and teacher salaries (McRobbie, 2000)	8/1/2011	06/30/2013
B	Providing additional supports and professional development to teachers	Increase teacher quality	High-quality JEPD is aligned with state standards for student academic achievement and any related local educational agency and school improvement goals (Hirsh, 2009).	8/1/2011	06/30/2013
B	Using and integrating technology-based supports and interventions as part of the instructional program	Aligning curriculum with technology to create the 21 st century classroom	A review of research by Schacter (1999) found that students with access to modern educational technologies show positive gains in achievement on standardized tests.	8/1/2011	06/30/2013
C	Offer sign on bonus and performance incentives	Motivation to work and excel in job performance	A report from Southern Regional Education Board found that "...teacher incentive systems show improvement in student achievement and changes in how school districts involve teachers in improving curriculum and instruction" (Education USA, 1991).	8/1/2011	06/30/2013
A B C	Observe other highly qualified teachers in classroom	Peer observation	Professional development opportunities help teachers learn research-based practices (Killion & Roy, 2009; Lieberman, 2000)	8/1/2011	06/30/2013

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Part 3: Intervention Model

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

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date

Add additional pages as needed.

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

Part 4: Waiver Requests

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

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

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

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

N/A

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Texas Title I Priority Schools Grant		
Schedule #4C—Performance Assessment and Evaluation		
Part 1: Component Description. By submitting this application, the applicant agrees to comply with any reporting and evaluation requirements that TEA may establish and to submit the reports in the format TEA requests. (Response limited to one page each, font size no smaller than 9 pt, Arial or Verdana)		
Section A: Ongoing Monitoring/Continuous Improvement - Describe the LEA/campus' process for providing on-going monitoring of grant activities to ensure continuous improvement		
<p>Frank Robert's Elementary School Performance Assessment and Evaluation Plan for Project AIM & HIT (Academics, Incentives and Mentoring for Helping Impact Teaching) includes providing an Ongoing Monitoring and Continuous Improvement process to ensure that the grant meets and exceeds the grant goals and objectives designed in the Transformation Model. Frank Roberts Elementary is a Title I school identified for improvement, corrective action, and restructuring and demonstrates the greatest need for the funds (See Campus Needs Assessment) and the strongest commitment (See Memorandums of Understanding) to use the funds to provide adequate resources in order to raise substantially the achievement of the students so as to enable the school to make adequate yearly progress and exit improvement status. Project AIM & HIT impacts all seven Critical Success Factors (CSF) that includes the following; 1.) Improving academic performance, 2.) Increasing teacher quality, 3.) Improving school climate, 4.) Increasing leadership effectiveness, 5.) Increasing the use of data to drive instruction, 6.) Increasing parent and community involvement, and 7.) increasing learning time</p> <p>The transformation model designed by Frank Roberts Elementary will provide continuous improvements for the following requirements;</p> <ol style="list-style-type: none"> 1. The principal will take action yearly on low performing professionals through monthly teacher observations, quarterly benchmark reviews, weekly departmental meetings, and weekly grant staff meetings to discuss attendance at Professional development events, community events, parent and community engagement, increased learning time with the 21st CCLC after school program, and monitoring overall teacher morale and school climate. Project AIM & HIT aims to develop and increase teacher and school leader effectiveness by replacing the principal who led the school prior to commencement of the transformation model. The use of rigorous, transparent, and equitable evaluation systems for teachers and principals that take into account data on student growth as a significant factor as well as other factors will include multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement that are designed and developed with teacher and principal involvement. The project will identify and reward school leaders, teachers, and other staff each semester who, in implementing this model, have increased student achievement and attended the required professional development workshops assigned to them. More importantly the principal and grant coordinator will identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so. Poor classroom observations will immediately turn into growth plans with a teacher in needs of improvement status report given to the Superintendent's office. The SBCISD TTIPS grant Shepherd, the campus based coordinator and principal will daily discuss the grant's implementation, refinement and sustainability. A web forum will be created in the SBCISD website for TTIPS staff and teachers to review and input daily. 2. The principal will provide staff ongoing, high-quality, job-embedded professional development daily, through weekly and monthly events that are 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. All incentives will be reviewed through surveys and staff meetings to measure the impact of increasing the CSF. Both the Educational Service Center in Region One in Edinburg Texas has provided an extensive listing of quality available TTIPS PD with onsite monitoring that are aligned with the 7 Critical Success factors. Immediate evaluations of these PD workshops will be provided for feedback to grant personnel. Another continuous improvement idea was the use of an online PD program (PD360) that allows for instant PD downloads of quality streaming videos and training giving new teachers instant access to PD during their conference periods. 3. The program will have constant and comprehensive use of 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 promote the continuous use of student data with formative, interim, and summative assessments to inform and differentiate classroom instruction regularly. 4. The grant coordinator will monitor attendance weekly and review 21st CCLC After School Program (ASP) monthly reports and will help provide continuous feedback on the quality increased learning time for new community-oriented schools. ASP schedules and strategies will be reviewed weekly to ensure that increased learning time is efficient and effective with high family and community engagement. The project ensures that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, and the external evaluation team that are familiar with turnaround models through both quarterly formative and yearly summative reports provided by the external evaluation and research team (Dr. Noe Ramirez). 		

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Schedule #4C—Performance Assessment and Evaluation

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

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

Frank Roberts Elementary includes a Formative Evaluation plan that will be conducted as a basis for improvement that includes a data collection process, a reporting process and a review process. The evaluation will examine the conduct of the project and issue a determination of the effectiveness of the planning, design, implementation, and evaluation of **Project AIM & HIT**. Project evaluation meetings will be conducted periodically at a minimum of four quarterly per year. Formative assessments will be administered to measure technical skill levels and level of preparedness to gauge improvement plan. Classroom and project observations will highlight methods to improve teaching, technology integration, and student success as the ultimate outcome. All data will be used to improve, refine, and correct deficiencies in TTIPS strategies. Evaluation results will be available to the San Benito Consolidated Independent School District (SBCISD) community and vested stakeholders as well the Texas Education Agency and Educational Regional Center One (ESC1). A second element of the program is continuous evaluation and tracking. Every year, **Project AIM & HIT** teachers, counselors, mentors, and program directors work together to strengthen the program. The methods of evaluation will provide high quality implementation data and performance feedback, and permit periodic assessment of progress toward achieving intended outcomes to include a minimum of monthly updates by program director with both formative and summative reports included in a yearly external evaluation plan that allows for unbiased support from a company or entities that work with helping turnaround schools. The external evaluators will help refine the proposed plan with onsite support for the evaluation methods in conjunction with the TTIPS plan described in the application. During this phase the evaluation methods will be refined by soliciting input from staff directly involved in the implementation of the project and other partnership stakeholders, including all TTIPS personnel to include the District Shepherd, Grant Coordinators, Principals, Social Workers, Graduation Coaches, Technology Coaches, Teacher Tutors, College mentors, Transitional College and Career Counselor and additional teachers hired by the grant. The TTIPS steering committee comprised of campus based representatives will meet monthly with the evaluation team and will be spearheaded by Mr. Manuel Cruz, Campus Principal, and Mrs. Celeste Sanchez, Assistant Superintendent of Schools. Other ways of communicating project results and outcomes during the implementation and refinement phases and at the end of the project will be identified and deemed as necessary. As the project enters these phases, the project is monitored, and all viable avenues for communicating the project results are identified by project staff. With respect to communicating the project results and outcomes, the evaluator proposes to submit monthly and/or quarterly reports to the project director. These reports will be followed with the evaluator's submittal of a comprehensive evaluation report, professionally bound and in electronic versions, at the termination of the project. SBCISD Board members, as well as administrators, will receive access to all grant reports and make corrective action in grant development as with prior grants in order make periodic assessments of grant progress. **Frank Roberts Elementary** assures TEA that the following data to meet the following federal requirements will be available and reported as requested in both formative and summative **Project AIM & HIT** reports;

1. Number of minutes within the school year to include agenda meeting notes from TTIPS meetings.
2. 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.
3. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes from the TTIPS High School and accelerated recovery data from MS.
4. College enrollment rates for the TTIPS SBCISD High Schools with college mentors participating in grant
5. Teacher Attendance Rate
6. Student Completion Rate
7. Student Drop-Out Rate
8. Locally developed competencies created to identify teacher strengths/weaknesses
9. Types of support offered to teachers
10. Types of on-going, job-embedded professional development for teachers
11. Types of on-going, job-embedded professional development for administrators
12. Strategies to increase parent/community involvement
13. Strategies which increase student learning time

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Texas Title I Priority Schools Grant		
Schedule #4C—Performance Assessment and Evaluation		
Part 1: Component Description. By submitting this application, the applicant agrees to comply with any reporting and evaluation requirements that TEA may establish and to submit the reports in the format TEA requests. (Response limited to one page each, font size no smaller than 9 pt, Arial or Verdana)		
Section C: Qualitative and Quantitative Data Collection Methods- Describe the LEA/campus' process for data collection methods to be implemented and 1) how the data will be disaggregated; 2) used to improve instruction; and 3) obtain continuous improvement results		
<p>Project AIM & HIT will provide both a Qualitative and Quantitative Data Collection Plan that includes collecting and utilizing various methodological data collection methods (i.e. surveys, interviews, focus groups, structured observations, etc.) at Frank Roberts Elementary. Dr. Noe Ramirez, external evaluator will use a research team to meet quarterly with the design teams to collect qualitative and quantitative data that allows precise measurement, including semi-structured interviews with a sample of teachers, parents, students and staff. The methodology identified to collect and analyze data will be rigorous, systemic, statistical and descriptive. A complete research study (experimental and quasi-experimental) between TTIPS and control sites to ensure the effectiveness of the program strategies and the enhancements of the TTIPS 7 CSF alignment for academic success specifically targeting one of the poorest geographical rural areas in Cameron County where eligible TTIPS sites (6) average 84 % economically disadvantaged serving 99% underserved Hispanic students. The large LEP (36%) and ELLA (32%) student population require intensive and creative language learner strategies. In addition, these evaluation methods will be used to improve the quality of instruction and obtain continuous improvement results and help decipher the disaggregated data results that occur immediately after each benchmark and TAKS examination. To ensure an unbiased and thorough evaluation plan, the evaluation plan will utilize independent experienced consultants as external evaluators and neither the program developers (SBCISD Design Teams) nor the project implementer (Project Director and staff) will evaluate the impact of the project; Dr. Ramirez, in conjunction with project staff and other stakeholders, will develop objective performance measures which will include data collection instruments, to be developed and collected monthly by staff during the project's Year1 phase, that capture data on variables that will inform the project on the extent to which the proposed goals have been realized. The use of qualitative methods for data collection will involve project staff, in conjunction with the project evaluator, conducting focus groups to collect data from project stakeholders and to develop a comprehensive analysis of the project needs and progress in meeting its intended goals. Sets of open-ended questions will be developed during the Year 1 implementation phase of the grant, and refined during the project's 2nd and 3rd year components, which will serve as guides for qualitative data collection. During Year 1 of the implementation phase, the project university evaluators and research team, in conjunction with project staff, will identify the items that will be utilized to conduct focus groups with project stakeholders. The items to be identified for qualitative data collection will be framed in accordance with the type and number of stakeholders involved in the project. At this time five (5) stakeholders are being proposed for participation as respondents in the focus groups and they involve: (1) project staff directly involved in the implementation of the project; (2) personnel from the schools including principals; (3) the Leadership Team; (4) participants; and (5) mentors. The analysis of data will vary by the type of rigorous data collected for the project. SPSS software will be utilized to analyze quantitative data by developing data files that comprise coding of variables that are targeted for data collection and will serve to inform the project on the extent to which its goals have been achieved during the Year 1 implementation phase and Year 2 – Year 3 refinement and sustainability phases. Data from the instruments, to be administered during the project's planning and intervention phases, will be entered into the SPSS file from which analysis can be developed. Various statistical procedures will be utilized using SPSS: (1) frequency distributions and descriptive statistics will be used to present summaries of data that reflect on the project's progress and serve as recordings of data generated by the project; (2) t-test and Analysis of Variance (ANOVA) will be used to analyze differences, in accordance to nominal and interval-level data, between performance measures on the experimental and control groups; (2) Chi-square and other procedures such as Spearman's Rho will be used to conduct analysis of ordinal-level data such as ethnicity and grade, gender or school classification status; and (3) multiple regression to predict the extent to which the level of participation in the infusion of leadership strategies in school K-12, as innovative strategies, impact academic achievement. Comparatively, qualitative data that is collected, i.e., via focus groups and data collection instruments, will be analyzed utilizing NVivo software for qualitative data analysis and/or by reviewing of transcripts from focus groups which will be developed from (field) notes to be audio-recorded and/or through note-taking by support staff serving as research assistants in the project. Therefore, strict quarterly meeting s will occur at the Assistant's Superintendent Board Room to discuss and collect the required data. The meeting will involve all awarded TTIPS sites with separate meeting appointments for each campus to discuss the TTIPS progress quarterly and to submit all data for evaluation input with the grant evaluation team. Formative reports will be given to the district from these meetings.</p>		

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<p>Texas Title I Priority Schools Grant</p>		
<p>Schedule # 4C—Performance Assessment and Evaluation</p>		
<p>Part 2: Process for Development of Performance Goals</p>		
<p>Describe the process to be implemented to develop the campus' performance goals. Include the groups participating in the development of the goals. Responses are limited to two pages, front side only, with a font size no smaller than 9 point (Arial or Verdana).</p>		
<p>Frank Roberts Elementary School created a Process for Development Plan for Project AIM & HIT (Academics, Incentives and Mentoring for Helping Impact Teaching) that helped establish the Program Goals and Objectives that included a specific support process of the grant design and another for the actual development of the specific strategic process towards the objectives that stemmed from a comprehensive needs assessment and a thorough review of campus reports by a highly qualified team of professionals involved in the Campus Improvement Team (CIT).</p> <p>Design Team Review</p> <p>The Campus Improvement Team (CIT) is composed of: Mrs. Maricela Acosta, Ms. Elva Briones, Ms. Jacqueline Chapa, Mrs. Jennifer Garza, Mrs. Miriam Gonzalez, Mrs. Luisa Montemayor, Mrs. Sara Moreno, Mrs. Esmeralda Perez, Mrs. Mary Rodriguez, Mrs. Thelma Sanchez, Mrs. Cynthia Tamayo, Mrs. Virginia Romero, Mrs. Sara Galarza, Mr. Manuel Cruz, Mrs. Celina Rodriguez and Mr. Ray, Rodriguez as Community Representatives, and Mr. Raynaldo Rodriguez Jr., serving as a Business Representative. Additionally, serving as parent representatives on the Campus Improvement Team are Mrs. Gabriela Perez and Mrs. Oralia Lopez. In April 2010, the team met and members were assigned the task of reviewing data to develop a comprehensive needs assessment for the purpose of planning for 2010-2011 school year. Members were given the task to lead the review and analyze documents for the different areas. In turn, each team member leading one of the tasks was to recruit other staff or community members to participate in their committee. NCLB mandates longitudinal review of data, therefore, we reviewed documents from 2007-08 to present. With this assignment, the following documents were reviewed: Personnel Counts, PEIMS Disaggregation of Student Data, List of Migrant Students, AEIS Report for 2008-2009, Special Program Student Reports, Daily Attendance Control Totals, At-Risk Reports, and Weekly Enrollment Reports. Additionally, DMAC Reports for TAKS data, e.g.: TAKS, TAKS-M, TAKS-Alt scores, TELPAS scores, benchmark scores, SAT 10 scores, APRENDAS Scores, TPRI, Tejas Lee, PK assessments, student attendance, discipline referrals, classroom schedules, tutorials, Attendance sheets for tutorials, walk through documents, instructional processes taking place, in addition to surveys for staff and students. Further, Staff Development Department Report Cards, NCLB Highly Qualified Reports, Surveys for Curriculum and Instruction, and Walkthrough data reports were analyzed. Still, Math and Reading Progress Monitoring reports were analyzed. Staff daily schedules were analyzed, as well as duty rosters, and schedules for all support staff services. In order to determine our needs in the area of technology, a survey was conducted and the results were analyzed, as well as STaR chart data, and the budget amounts and expenditures were also analyzed.</p> <p>Support Process</p> <p>Process 1: Create Buy-In</p> <ol style="list-style-type: none"> a. Establish strong relationships with key stakeholders, both internally and externally that includes looking for community based organizations, colleges and partners that could contribute toward the success. b. Retrieve letters of memorandums of agreements and establish campus based meetings to determine the amount of support available to the grant design with both internal and external support c. Add Scientifically Based Research and Best Practices for turnaround schools that include vendors, activities and strategies with effective outcomes that include student services, technology, professional development, and community engagement with evidence based interventions. <p>Process 2: Prioritize Non-negotiable</p> <ol style="list-style-type: none"> a) Grant funds were stretched with other federal, state and local funds to maximize services and resources that will sustain after the grant period has ended. b) Align grant funding by collaborating with effective existing programs and services that merit support. c) Considerable effort was made to have budgetary meetings to discuss what priority levels and funding amounts could be placed on new personnel, services and supplies to include the most efficient yet most appropriate PD available. The Harvard Leadership Training School and the Failure is not An Option conference were given considerable attention as SBCISD is one of the poorest schools in the state (11th) with great economic challenges that require a strong commitment by educators to become and execute a purposeful community school driven model that gets results. <p>Process 3: Invest In Good Staff</p> <ol style="list-style-type: none"> a) Enhance grant-development expertise among faculty and administrators by providing quality PD opportunities and incentives as change agents as well as completion of certification in respective fields. b) Provide the best technology support and training for both teachers and students to allow SBCISD to bridge the digital divide as 		

some sites experience up to 85% of their students with no access to the internet at home. Campus Wi-Fi towers are planned and full tech classrooms with net books cows will set a new standard for integrated classroom technology integration modeled after Vision 2020 grant.

Process 4: Create Specific Management Rules

- a) Enhance efficiency and effectiveness of grant development and management processes.
- b) Design 100% dedicated staff to ensure that the new work is accomplished with accountability.
- c) Design oversight support so that leadership is supported by central office and external support.

Process 5: Provide Ongoing Refinements

- a) Increase grant development strategies across the Campus with council development
- b) Improve quarterly and look for real solutions based on national best practices not just local ideas
- c) Evaluate everything with specific statistical analysis not just quantitative reports of attendees, numbers or workshops that have no impact on the goals and objectives of the grant.

Specific Strategic Process and Goals

Improve Academic Performance – Improve Student Achievement in Reading/ELA (Grades K-5th) to 90% passing TAKS; Improve Student Achievement in Mathematics (Grades K-5th) to 90% passing TAKS; Improve Student Achievement in Science (Grades 3rd-5th) to 90% passing TAKS; Improve Student Achievement in Writing (Grades 3rd-5th) to 95% passing Assessment; Improve Student Achievement in College/Career Readiness (5th graders) to 85% passing Assessment.

Increase the Use of Quality Data to Drive Instruction- Improve Teacher Technology Targets with STaR Chart to Target Tech of 22 Campus Average; Improve Teacher Observations for Highest Teaching Elements (Synthesis/Evaluation) on PDAS for campus average of 35%; Improve Quality Professional Learning Opportunity by adding 4 TTIPS workshops with 95% attendance; Improve Teacher attendance to 88% and Student Attendance to 99%; Improve TAKS data plan with DMAC/AEIS and achieve a school rating of Exemplary; Improve the use of Standardized Test Reviews with TEPAS, APREDA, TPRI, Tejas LEE, PK Tests with 50% reviews quarterly; Improve Tutorials for at risk/ Low Performing students (LP) with 80% Receiving Tutoring.

Increase Leadership Effectiveness– Attend Quality National Conferences for turnaround models for 3 leaders; Attend ESC1 TTIPS workshops for 4 leaders; Provide Leadership Mentoring with 2 Mentors; Target SBCISD Leadership Competencies with SBCISD Leadership Evaluation where 90% Exceeds Performance; Target Distributed Leadership Training Workshops to attain high Score on Distributed Leadership Scale.

Increase Learning Time – Align with 21st CCLC program for targeting 50% of students; Provide transportation and enrichment personnel to support ASP for 4 Teachers and bus costs; Provide Before School and summer school support for a morning lab with 4 teachers helping the summer; Provide Additional Teacher Tutors to work in classroom time with small groups with 6 new Teacher Tutors; Provide Parent and Community evening events to engage TTIPS academic support with 4 new events; Provide Technology Support with ASP tech labs for teachers 4 ASP tech days provide by Technology coaches; Provide 6 new Super Saturday events for PD, Parents and students; Create ADULT education Department to provide ESL, GED, Technology and Parenting skills.

Increase Parent/Stakeholder Involvement- Increase Adult Communication Links with Phone, internet and podcasting with Daily Usage by all teachers; Increase Parent Engagement through daily homework support with Homework Completion weekly Rosters with 40% parent signatures attained; Increase Partnerships for TTIPS with 10 new Partners; Increase 3 new Parent/School Understanding Workshops; Increase 3 new Cyber Space Safe Parent Workshops to keep parents updated on internet and cell phone safety issues.

Improve School Climate – Increase School Pride and Culture measured by Campus Survey 75% educators indicating positive outcomes; Create purposeful educators at school measured by Campus Survey with 80% agreeing with TTIPS Purpose; Create better meeting area for parents outside of small cafeteria by planning to Enclose Gym with AC or seek facility nearby; Create College readiness exposure with 3 new College Tours for students; Increase college mentor visibility and male role models with 4 new College Mentors providing How to be man/woman etiquette classes for boys and girls.

Increase Teacher Quality – Increase Core Certifications with TEA Certifications by reducing Waivers to 10%; Increase Master Degree Teachers for graduate degree diploma to 25% in three years.; Increase specific PD TTIPS Services as outlined in design to 80%; Increase Online PD for immediate support & intervention with PD 360 an online program for 70% campus usage per semester; Increase Technology Usage measured by STaR Chart to Campus Average Target Tech to 22.

Other – Campus Cultural Enhancement Plans for Parents and Community with 8 new Cultural Events; College/Career Readiness Events with 8 new College and Career Events and ReBrilliance workshops; Create 3 Vocational Programs for workforce training for adults with TSTC partnerships; Decrease outside noise and disturbances in classroom with HEAR IT in total of 10 classrooms; Provide 5 new family workshops on predators and crime influences such as gangs and neighborhood safety.

The final process for the development of the performance goals is the approval of the CIP, TTIPS campus plan and the central office approval for all Project **AIM & HIT** strategies and programs as per the TTIPS RFA requirements.

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Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Improve Student Achievement in Reading/ELA (Grades K-5 th)	State Assessment TAKS	77%	> 5%	>8%	90%
2	Improve Student Achievement in Mathematics (Grades K-5 th)	State Assessment TAKS	83%	> 5%	>8%	90%
3	Improve Student Achievement in Science (Grades 3rd-5 th)	State Assessment TAKS	74%	> 5%	>8%	90%
4	Improve Student Achievement in Writing (Grades 3rd-5 th)	State Assessment TAKS	90%	> 2%	>3%	95%
5	Improve Student Achievement in College/Career Readiness (5 th graders)	SBCISD Assessment	N/A	> 5%	>8%	85%

Increase the Use of Quality Data to Drive Instruction – Enter the annual goals for increasing the use of quality data to drive instruction, to which the LEA is holding the campus accountable.

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Improve Teacher Technology Targets	STaR Chart	Target Tech=16.75 Campus Avg.	Target Tech=18	Target Tech=20	Target Tech=22
2	Improve Teacher Observations for Highest Teaching Elements (Synthesis/Evaluation)	PDAS	Campus Average= 15%	Campus Average= 20%	Campus Average= 25%	Campus Average= 35%
3	Improve Quality Professional Learning Opp.	TTIPS Rosters	Add 4 TTIPS workshops= 80% Attend	85%	90%	95%
4	Improve Teacher and Student Attendance	PEIMS School Rosters	92%/97%	93%/98%	94%/99%	95%/99%
5	Improve TAKS data plan and rating	DMAC/AEIS	Recognized	Recognized	Exemplary	Exemplary
6	Improve use of Standardized Test Reviews	TELPAS, APRENDATA PRI, Tejas LEE PK Tests	Review DATE Plan QTRLY= 30%	35%	40%	50%
7	Improve Tutorials for at risk/ Low Performing students (LP)	Standard Tests	Receive Tutoring	50%	65%	80%

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Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Attend Quality National Conferences for turnaround models	Project Rosters	0 Attendees	1	2	3
2	Attend ESC1 TTIPS workshops	Project Rosters	0 Attendees	2	3	4
3	Provide Leadership Mentoring	Project Mentor Rosters	0 Mentors	1	2	2
4	Target SBCISD Leadership Competencies	SBCISD Leadership Evaluation	Exceeds Performance=60 %	70%	80%	90%
5	Target Distributed Leadership Training Workshops	Distributed Leadership Scale	PD=0	1	2	3

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Align with 21 st CCLC program	21 st CCLC Reports	10% alignment	20%	30%	50%
2	Provide transportation and enrichment personnel to support ASP	21 st CCLC Reports	Min. Support	2 Teachers and bus	3 Teachers and bus	4 Teachers and bus
3	Provide Before School and summer school support	21 st CCLC Reports	Min. Support	Morning lab/2 teachers	Morning lab/3 teachers	Morning lab/4 teachers
4	Provide Teacher Tutors to work in classroom time with small groups	School Personnel Timesheets	0 Teacher Tutors	4 Teacher Tutors	5 Teacher Tutors	6 Teacher Tutors
5	Provide Parent and Community evening events to engage TTIPS academic support	21 st CCLC Reports	0 events	2 events	3 events	4 events
6	Provide Technology Support with ASP tech labs for teachers	Project PD Reports	No ASP Training Available	2 ASP days	3 ASP days	4 ASP days
7	Provide Super Saturday events for PD, Parents and students	Project Reports	0 Sat. Events	4 Sat. Events	5 Sat. Events	6 Sat. Events
8	Create ADULT education Department	Adult Ed Reports	No Services	ESL/GED	+ Tech.	+ Parent

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Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument / Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase Adult Communication Links with Phone, internet and podcasting	Parent Logs	Not Measured	Monthly Usage	Weekly Usage	Daily Usage
2	Increase Parent Engagement through daily homework support	Homework Completion weekly Rosters w/signatures	Not Measured	20% parents	30% parents	40% parents
3	Increase Partnerships for TTIPS	Program Reports	Min. Support	5 new Partners	8 new Partners	10 new Partners
4	Increase Parent/School Understanding Workshops	21 st CCLC Reports	Not Measured	1	2	3
5	Increase Cyber Space Safe Parents	21 st CCLC Reports	No Workshop Available	1	2	3

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

#	Performance Measure	Assessment Instrument / Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase School Pride and Culture	Campus Survey	Not measured	35% positive	55% positive	75% positive
2	Create purposeful educators at school	Campus Survey	Not measured	50% agree with Purpose	60% agree with Purpose	80% agree with Purpose
3	Create better meeting area for parents outside of small cafeteria	CIP	To small	Gym	Enclose Gym	AC/ Gym
4	Create College readiness exposure	Program Reports	Min. Exposure	1 College Tours	2 College Tours	3 College Tours
5	Increase college mentor visibility and male role models	Program Reports	None Available	2 Mentors	3 Mentors	4 Mentors

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Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase Core Certifications	TEA Certifications	Waivers=30%	25%	15%	10%
2	Increase Master Degree Teachers	MS/MA Diploma	6%	15%	20%	25%
3	Increase specific PD TTIPS Services as outlined in design	TTIPS PD Rosters	0%	40%	60%	80%
4	Increase Online PD for immediate support & intervention	PD 360	PD online=10%	50%	60%	70%
5	Increase Technology Usage	STaR Chart	Target Tech=16.75 Campus Avg.	Target Tech=18	Target Tech=20	Target Tech=22

Other – Enter any other annual goals for improvement to which the LEA is holding the campus accountable.

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Campus Cultural Enhancement Plans for Parents and Community	Cultural Events	2	4	5	8
2	College/Career Readiness Events	College/Career Events	1	5	7	8
3	Create Vocational Program for workforce training for adults	21 st CCLC Reports	None	1	2	3
4	Decrease outside noise and disturbances in classroom	HEAR IT Report	No measure	4 class rooms	8 class rooms	10 class rooms
5	Provide families with workshops on predators and crime influences such as gangs and neighborhood safety	Safe Schools Report	N/A	2	4	5

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

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

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institution of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	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"/>

Barrier: Drug-Related Activities

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

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

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

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Texas Title I Priority Schools Grant Schedule #5—Program Budget Summary				
Program Authority: P.L. 107-110, Section 1003(g), as amended by ARRA, P.L. 111-5 CFDA # 84.388A & 84.377A		Fund Code ARRA (CFDA# 84.388A): 286 Regular (CFDA# 84.377A): 276		
Project Period: August 1, 2010 through June 30, 2013				
Class/Object Code and Description	Campus Grant Costs	LEA Admin Grant Costs	Pre-Award Cost	Total Grant Funds Budgeted
Payroll Costs	5B 6100	\$ 805,657	\$	\$ 805,657
Professional and Contracted Services	5C 6200	67,245		67,245
Supplies and Materials	5D 6300	714,978		714,978
Other Operating Costs	5E 6400	123,428		123,428
Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only)	5G 6600/15XX			
	Total Direct Costs	1,711,308		1,711,308
	2.261% Indirect Costs		38,693	38,693
Grand Total				
Total Budgeted Costs:		\$ 1,711,308	\$ 38,693	\$ 1,750,000
Administrative Cost Calculation				
Enter total amount from Schedule #5 Budget Summary, Last Column, Total Budgeted Costs				1,750,000
Multiply by 0.05 (5% limit)				X 0.05
Enter Maximum Allowable for Administration, including Indirect Costs				\$ 87,500

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Texas Title I Priority Schools Grant

Schedule #5—Program Budget Summary

Budget Request by Grant Year: Enter the amount of grant funds requested for each year of the three year grant period.

Year 1: SY 2010-2011 \$1,750,000

Year 2: SY 2011-2012 \$1,750,000 *

Year 3: SY 2012-2013 \$1,750,000 *

* Any Budget Request entered for funds in Year 2 and/or Year 3 constitutes the LEA/campus requesting approval of the waiver for extending the period of availability of these grant funds, whether indicated on Schedule #4B—Program Description: Waiver Requests or not.

Provide any necessary explanation or clarification of budgeted costs

6100 - PAYROLL COSTS					Grant Cost	
<u>PERSONNEL SALARIES</u>						
<u>POSITION</u>	<u>2010</u>	<u>From Entity</u>	<u>Hrs/wk</u>	<u>weeks</u>	<u>Pay rate</u>	
Grant Shepherd	1	SBCISD	16.6%		\$ 65,000	\$ 10,790
Grant Coordinator	1	Roberts	100%		\$ 45,000	\$ 45,000
Social Worker	1	Roberts	100%		\$ 45,000	\$ 45,000
Technology coaches	1	Roberts	100%		\$ 52,000	\$ 52,000
Interventionists	4	Roberts	100%		\$ 27,750	\$ 111,000
Part Time/Temporary						
Tutors w/Degree	10	Roberts	30	34	\$ 25	\$ 229,500
Tutors Non/degree	2	Roberts	30	34	\$ 10	\$ 20,400
CollegeMentors	4	Roberts	20	34	\$ 10	\$ 27,200
Extra Duty		Roberts				
After school/weekend	40	Roberts	5	25	\$ 25	\$ 125,000
Summer Academy Staff	10	Roberts	25	4	\$ 25	\$ 25,000
Clerk for student support program	4	Roberts	7.5	30	\$ 15	\$ 13,500
			TOTAL PERSONNEL:			\$ 704,390
	7%	TOTAL BENEFITS PT Staff (7%):				\$ 30,842
	17.22%	TOTAL BENEFITS STAFF (17%):				\$ 45,425
		TOTAL FRINGE BENEFITS:				\$ 76,267
Stipends						
Profession development		25	4	\$250.0		\$ 25,000
		Total Payroll				\$ 805,657
6200 - CONTRACTUAL						

External Evaluator		2.50%	\$ 1,750,000		\$ 43,750
ReBrilliance		1	\$ 12,000		\$ 12,000
Educational/Motivational Shows		2	\$ 2,250		\$ 4,500
TAKS Rally consultants		2	\$ 2,000		\$ 4,000
Professional Development PD 360		1	\$ 2,995		\$ 2,995
		TOTAL CONTRACTUAL			\$ 67,245
6300 - SUPPLIES & Equipment					
SUPPLIES & Equipment					
General Supplies					\$ 93,704
Cscope science Kits					\$ 17,200
Cscope math kits					\$ 19,100
COW housing			22	\$ 1,800	\$ 39,600
Mac Book 13"			482	\$ 957	\$ 461,274
Library books					\$ 30,000
Bilingual library books					\$ 30,000
Cameras			21	\$ 600	\$ 12,600
Printers			5	\$ 800	\$ 4,000
Science/math/art supplies			3	\$ 2,500	\$ 7,500
		TOTAL SUPPLIES AND MATERIEALS COST			\$ 714,978
6400 - OTHER					
Exploration Trips					\$ 60,000
Professional Development					\$ 10,000
IN STATE					
Conferences Costs					\$ 8,500
Out Of State					
Conferences Costs					\$ 19,928
Community Service Learning					
School land scaping					\$ 10,000
playground renewal					\$ 5,000
Other projects					\$ 10,000
		TOTAL OTHER COST			\$ 123,428
Program Cost					\$ 1,711,308
Indirect Cost	2.261%				\$ 38,693
Total Cost					\$ 1,750,000

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Texas Title I Priority Schools Grant Schedule #5B—Payroll Costs (6100)						
Budgeted Costs						
	Employee Position Titles	Justification	#Full-Time Effort	#Part-Time Effort	Pre-Award	Amount Budgeted
Instruction						
1	Teacher (STIPENDS)	Stipend to allow teacher to attend up to 4 PD training a year @ \$250/ session /training		5%	\$	\$ 25,000
2	Educational Aide					
3	Tutor					
Program Management and Administration						
4	Project Director (Grant Shepherd)	Grant recommended best practice	16%			10,790
5	Project Coordinator	Grant recommended best practice	100%			45,000
6	Teacher Facilitator					
7	Teacher Supervisor					
8	Secretary/Administrative Assistant					
9	Data Entry Clerk					
10	Grant Accountant/Bookkeeper					
11	Evaluator/Evaluation Specialist					
Auxiliary						
12	Counselor					
13	Social Worker	Grant recommended best practice	100%			45,000
14	Child Care Provider					
15	Community Liaison/Parent Coordinator					
16	Bus Driver					
17	Cafeteria Staff					
18	Librarian					
19	School Nurse					
Other Employee Positions						
22	Title: Technology Coach		100%			52,000
23	Title: Interventionist(math/Science/Reading (4)		100%			111,000
24	Title: Degree Tutor (9 part time, to assist teacher with student who are lagging behind and who are at risk 30 hr/wk for 34 wks @ \$25/ hour)			70%		229,500
25	Title: Non Degree Tutor (2 part time assistants to assist teachers with reinforcing curriculum concept and ideas to struggling students risk 30 hr/wk for 34 wks @ 10/ hour)			75%		20,400
26	Title: College mentors 4 @ 20hr/wk for 34 weeks @ \$10/Hr.			50%		27,200
27	Subtotal Employee Costs				\$	\$565,890
Substitute, Extra-Duty, Benefits						
27	6112	Substitute Pay			\$	\$
28	6119	Professional Staff Extra-Duty Pay				125,000
29	6121	Support Staff Extra-Duty Pay				38,500
30	6140	Employee Benefits				76,267
31	Subtotal Substitute, Extra-Duty, Benefits Costs				\$	\$239,767
32	Grand Total Payroll Budget (line 26 + line 31)				\$	\$805,657

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Texas Title I Priority Schools Grant					
Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval					
Expense Item Description				Pre-Award	Total Amount Budgeted
6212	Audit Costs (other than audits required under OMB Circular A-133)			\$	\$
	Specify purpose: _____				
6269	Rental or Lease of Buildings, Space in Buildings, or Land				
	Specify purpose and provide calculation: _____				
6299	Contracted Publication and Printing Costs (specific approval required only for nonprofit charter schools)				
	Specify purpose: _____				
6299	Scholarships and Fellowships (not allowed for nonprofit charter schools)				
	Specify purpose: _____				
Subtotal					
6200 – Professional and Contracted Services Cost Requiring Specific Approval					
Professional and Consulting Services (6219/6239) Less than \$10,000					
#	Topic/Purpose/Service			Total Contracted Amount	Pre-Award
1.	Educational Motivational consultants 2 @ \$2250			4,500	\$
2.	TAKS Motivational rally Consultant Happy the Comedian			2000	
3.	TAKS Motivational Rally Consultant			2000	
4.	Professional Development 360			2995	
5.					
6.					
7.					
8.					
9.					
10.					
Subtotal					
Professional and Consulting Services Less than \$10,000				\$	\$ 11,495
Professional and Consulting Services (6219) Greater than or Equal to \$10,000					
1. Description of Professional or Consulting Service (Topic/Purpose/Service):					
ReBrilliance Goal Setting Program for students and teacher with train the trainer services					
Contractor's Cost Breakdown of Service to be Provided			# Positions	Total Contracted Amount	Pre-Award
Contractor's Payroll Costs				12,000	\$
ReBrilliance					\$ 12,000
Subgrants, Subcontracts, Subcontracted Services					
Supplies and Materials					
Other Operating Costs					
Capital Outlay (Subgrants Only)					
Indirect Cost (____ %)					
Total Payment:				\$ 12,000	\$
					\$ 12,000

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Texas Title I Priority Schools Grant

Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval (cont.)

Professional and Consulting Services (6219) Greater than or Equal to \$10,000 (cont.)

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

External Evaluator Dr. Noe Ramirez

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		43,750	\$	\$ 43,750
<div style="background-color: black; width: 100px; height: 15px; margin-bottom: 2px;"></div> Title: External Evaluator				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (%)				
Total Payment:		\$	\$	\$

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

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$	\$	\$
<div style="background-color: black; width: 100px; height: 15px; margin-bottom: 2px;"></div> Title:				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (%)				
Total Payment:		\$	\$	\$

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

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$	\$	\$
<div style="background-color: black; width: 100px; height: 15px; margin-bottom: 2px;"></div> Title:				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (%)				
Total Payment:		\$	\$	\$

Subtotal: Professional and Consulting Services Greater Than or Equal to \$10,000:	\$ 55,750	\$	\$ 55,750
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Subtotal of Professional and Contracted Services Costs Requiring Specific Approval:			
Subtotal of Professional and Consulting Services or Subgrants Less than \$10,000:	11,495		11,495
Subtotal of Professional and Consulting Services Greater than or Equal to \$10,000:	55,750		55,750
Remaining 6200- Professional and Contracted Services that do not require specific approval:			
Grand Total:	67,245		67,245

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Schedule #5D - Itemized 6300 Supplies and Materials Costs Requiring Specific Approval					
Expense Item Description		Pre-Award	Total Budgeted		
6399	Technology Hardware- Not Capitalized		\$ 465,274		
	#	Type		Purpose	Quantity
	1	Macbook 13"		One laptop per student 482 unites @ \$957 each	482
	2	Printers		5 printers for grade level @ \$800	5
	3				
	4				
5					
6399	Technology Software- Not Capitalized: Micro soft office software for 482 computer @ \$50 per license =\$24,100		24,100		
6399	Supplies and Materials Associated with Advisory Council or Committee				
Total Supplies and Materials Requiring Specific Approval:			489,374		
Remaining 6300- Supplies and Materials that do not require specific approval: This program is planning on using the following supplies: For the Science/Math and Arts clubs \$2,500 x 3 totals \$7,500. Supplies for the office, supplies for marketing, mailing, printing materials @ \$69,604. Cscope kits for math @ 19,100 and Cscope kit for Science @ 17,200. To update the library book \$30,000 and to update bilingual library books \$30,000. Cameras for each classroom (21 @ \$600 = \$12,600). COW Computer on wheels (computer cart for storage and for use as a computer dock for recharging batteries 22 @ \$1800 = total of \$39,600.			225,604		
Grand Total			\$ 714,978		

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Schedule #5E - Itemized 6400 Other Operating Costs Requiring Specific Approval		
Expense Item Description	Pre-Award	Total Budgeted
6411 Out of State Travel for Employees (includes registration fees) Specify purpose: _____	\$	\$
6412 Travel for Students (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools) Specify purpose: _____		
6413 Stipends for Non-Employees (specific approval required only for nonprofit charter schools) Specify purpose: _____		
6419 Travel for Non-Employees (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools) Specify purpose: _____		
6411/6419 Travel Costs for Executive Director (6411), Superintendents (6411), or Board Members (6419) (includes registration fees) Specify purpose: _____		
6429 Actual losses which could have been covered by permissible insurance		
6490 Indemnification Compensation for Loss or Damage		
6490 Advisory Council/Committee Travel or Other Expenses (explain purpose of Committee on Schedule #4B-Program Description: Project Management)		
6499 Membership Dues in Civic or Community Organizations (Not allowable for University applicants) Specify name and purpose of organization: _____		
6499 Publication and Printing Costs- if reimbursed (specific approval required only for nonprofit charter schools) Specify purpose: _____		
Total 64XX- Operating Costs Requiring specific approval:		
Remaining 6400 - Other Operating Costs that do not require specific approval:		
This program plans to incorporate exploration trips for the students that are tied to the TEKS curriculum and lesson plans so as to assist student to expand their knowledge and exposure. Exploration trips will include trips to the museum @ \$9,000, Texas A&M extension center \$5,500, Turtle Inc. at South Padre Island @\$9,500, Challenger Learning Center@ \$8,500, Texas Independence Festival \$3,500 , UT Science Center San Antonio @ \$10,000, Atascosa wildlife refuge @ \$4,000, and other local trips @ \$10,000. The program will also have staff attend the following Professional development trainings and or conferences: Covey Leadership training @ \$6,000, Asst. Principal Leadership training @ \$2,500. Out of state training will include the Title I national Conference at Tampa FL. @ \$6,864 and the Harvard Leadership training for two @ \$13,064. Community Service learning project that include: School landscaping to allow parent students and the community to join in a joint project of beautification of the own school so as to take ownership @ \$10,000. Playground revitalization with parent students and community groups and other project \$15,000.		123,428
Grand Total	\$	\$ 123,428

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Schedule #5G - Itemized 6600/15XX Capital Outlay- Capitalized Assets Regardless of Unit Cost (15XX is for use by Charter Schools sponsored by a nonprofit organization)					
	Description/Purpose	Unit Cost	Quantity	Pre-Award	Total Budgeted
6699/15XX- Library Books and Media (capitalized and controlled by library)					
1					
66XX/15XX- Technology Hardware - Capitalized					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
66XX/15XX- Technology Software- Capitalized					
12					
13					
14					
15					
16					
17					
18					
66XX/15XX- Equipment and Furniture					
19					
20					
21					
22					
23					
24					
25					
26					
27					
28					
Capital expenditures for improvements to land, buildings, or equipment which materially increase their value or useful life.					
29					
Total 6600/15XX- Capital Outlay Costs:					

SCHEDULE #6A GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>031-912</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.

Texas Title I Priority Schools Grant

- 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.

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	031-912 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.

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Contractor warrants that (i) it has the authority to grant the rights herein granted, (ii) it has not assigned or transferred any right, title, or interest to the Works or Intellectual Property Rights that would conflict with its obligations under the Contract, and Contractor will not enter into any such agreements, and (iii) the Works will be original and will not infringe any intellectual property rights of any other person or entity. These warranties will survive the termination of the Contract. If any preexisting rights are embodied in the Works, Contractor grants to TEA the irrevocable, perpetual, non-exclusive, worldwide, royalty-free right and license to (i) use, execute, reproduce, display, perform, distribute copies of, and prepare derivative works based upon such preexisting rights and any derivative works thereof and (ii) authorize others to do any or all of the foregoing. Contractor agrees to notify TEA on delivery of the Works if they include any such preexisting rights. On request, Contractor will provide TEA with documentation indicating a third party's written approval for Contractor to use any preexisting rights that may be embodied or reflected in the Works.

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

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

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

- S. Unfair Business Practices:** By signing this Contract, Contractor, if other than a state agency, certifies that Contractor, within the preceding 12 months, has not been found guilty, in a judicial or state agency administrative proceeding, of unfair business practices. Contractor, if other than a state agency, also certifies that no officer of its company has, within the preceding 12 months, served as an officer in another company which has been found, in a judicial or state agency administrative proceeding, to be guilty of unfair business practices.

Contractor, whether a state agency or not a state agency, certifies that no funds provided under this Contract shall be used to purchase supplies, equipment, or services from any companies found to be guilty of unfair business practices within 12 months from the determination of guilt.

- T. Subcontracting:** Contractor shall not assign or subcontract any of its rights or responsibilities under this contract, except as may be otherwise provided for in this application, without prior formal written amendment to this contract properly executed by both Agency and Contractor.
- U. Use of Consultants:** Notwithstanding any other provision of this application, Applicant shall not use or pay any consultant in the conduct of this application if the services to be rendered by any such consultant can be provided by Applicant's employees.
- V. Capital Outlay:** If Contractor purchases capital outlay (furniture and/or equipment) to accomplish the objective(s) of the project, title will remain with Contractor for the period of the contract. Agency reserves the right to transfer capital outlay items for contract noncompliance during the contract period or as needed after the ending date of the contract. This provision applies to any and all furniture and/or equipment regardless of unit price and how the item is classified in Contractor's accounting record.

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W. Agency Property (terms): In the event of loss, damage or destruction of any property owned by or loaned by Agency while in the custody or control of Contractor, its employees, agents, consultants or subcontractors, Contractor shall indemnify Agency and pay to Agency the full value of or the full cost of repair or replacement of such property, whichever is the greater, within 30 days of Contractor's receipt of written notice of Agency's determination of the amount due. This applies whether the property is developed or purchased by Contractor pursuant to this contract or is provided by Agency to Contractor for use in the contract project. If Contractor fails to make timely payment, Agency may obtain such money from Contractor by any means permitted by law, including but not limited to offset or counterclaim against any money otherwise due to Contractor by Agency.

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

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

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

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

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

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

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

1. **Americans With Disabilities Act**, P. L. 101-336, 42 U.S.C. sec. 12101, and the regulations effectuating its provisions contained in 28 CFR Parts 35 and 36, 29 CFR Part 1630, and 47 CFR Parts 0 and 64;
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;

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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.

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	031-912 County-District No.
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LL. High-Risk Status, Special Conditions, and Enforcement Actions: Pursuant to the provisions in 34 CFR 80.12 and 74.14, a grantee may be identified by TEA as high-risk if the grantee has a history of unsatisfactory performance; is not financially stable; has a financial management system that does not meet federal financial management standards or the requirements in TEA's Financial Accounting and Reporting (FAR) module; has not conformed to terms and conditions of previous awards; or is otherwise not responsible. TEA may impose one or more special conditions or restrictions on a high-risk grantee, including payment on a reimbursement basis; withholding authority to proceed to the next phase until receipt of evidence of acceptable performance within a given funding period; requiring additional, more detailed financial reports; additional project monitoring; requiring the grantee to obtain technical or management assistance; establishing additional prior approvals; or other conditions that may be legally available. A grantee identified as high-risk will be notified in writing by TEA of the special conditions imposed and the process for removing the high-risk status and special conditions.

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

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

Rev. 03/2010

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

SCHEDULE #6 B Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<div style="text-align: right;"> <u>031-912</u> County-District No. </div>
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This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.11.

Terms defined: As used in these Provisions and Assurances

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

SCHEDULE #6B Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 Required for all federal grants regardless of the dollar amount	031-912 County-District No.
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6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled ***Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions***, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Non-procurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

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

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

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

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

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

SCHEDULE #6C. Lobbying Certification	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 Required for all federally funded grants greater than \$100,000.	<u>031-912</u> County-District No.
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Submission of this certification covers all federal programs in this application, is required by the U. S. Department of Education and Section 1352, Title 31, of the United States Code, and is a prerequisite for making or entering into a subgrant or subcontract over \$100,000 with any organization. (Read instructions for this schedule for further information.)

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

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

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

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

11/89
 03/90

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

SCHEDULE #6D - Disclosure of Lobbying Activities	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	031-912 County-District No.
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Complete this form to disclose lobbying activities for lobbying services procured (pursuant to 31 U.S.C. 1352). This disclosure form is required for any federal grant/contract received in excess of \$100,000 and on any subgrant/subcontract made by the grantee/contractor. (Read the instructions for this schedule for further information.)
Do not sign and submit this disclosure form unless lobbying activities are being disclosed.

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

SCHEDULE #6E NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	031-912 County-District No.
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The following special provisions apply to all programs funded under the Elementary and Secondary Education Act, as amended by P. L. 107-110, No Child Left Behind (NCLB) Act of 2001. By signing Schedule #1 of this SAS, the applicant is assuring it is in compliance with the following provisions:

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

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	031-912 County-District No.
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- N. School Prayer:** The local educational agency certifies that it is in compliance with Section 25.901 of the Texas Education Code. In addition, as a condition of receiving funds under the No Child Left Behind Act, the local educational agency certifies that no policy of the local educational agency prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools, as detailed in the guidance provided by the U. S. Secretary of Education pertaining to such. The state educational agency shall report to the Secretary of Education each year a list of those local educational agencies that have not filed this assurance or against which complaints have been made to the State educational agency that the local educational agencies are not in compliance with this requirement (P. L. 107-110, section 9524(b)).
- O. Equal Access to Public Schools Facilities – Boy Scouts of America Equal Access Act:** No public elementary school, public secondary school or local educational agency that has a designated open forum or a limited public forum and that receives funds made available from the U. S. Department of Education shall deny equal access or a fair opportunity to meet, or to discriminate against, any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code (as a patriotic society), that wishes to conduct a meeting within that designated open forum or limited public forum, including denying such access or opportunity or discriminating for reasons based on the membership or leadership criteria or oath of allegiance to God and country of the Boy Scouts of America or of the youth group listed in Title 36 of the United States Code (as a patriotic society). For the purposes of this section, an elementary school or secondary school has a limited public forum whenever the school involved grants an offering to, or opportunity for, one or more outside youth or community groups to meet on school premises or in school facilities before or after the hours during which attendance at the school is compulsory. Nothing in this section shall be construed to require any school, agency, or a school served by an agency to sponsor any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code (as a patriotic society). Compliance with this provision will be enforced through rules and orders issued by the Office for Civil Rights. If the public school or agency does not comply with the rules or orders, no funds made available through the Department of Education shall be provided by a school that fails to comply with such rules or orders or to any agency or school served by an agency that fails to comply with such rules or orders (P. L. 107-110, section 9525).
- P. General Prohibitions:** None of the funds authorized under the No Child Left Behind Act shall be used to develop or distribute materials, or operate programs or courses of instruction directed at youth, that are designed to promote or encourage sexual activity, whether homosexual or heterosexual; to distribute or to aid in the distribution by any organization of legally obscene materials to minors on school grounds; to provide sex education or HIV-prevention education in schools that instruction is age appropriate and includes the health benefits of abstinence; or to operate a program of contraceptive distribution in schools (P. L. 107-110, section 9526).
- Q. Armed Forces Recruiter Access to Students and Student Recruiting Information:** In accordance with guidance issued by the U. S. Department of Education, each local educational agency receiving assistance under the No Child Left Behind Act shall provide, on a request made by military recruiters or an institution of higher education, access to secondary school students names, address, and telephone listings, upon prior written consent of a student or the parent of a student. A secondary school student or the parent of the student may request that the student's name, address, and telephone listing not be released without prior written parental consent, and the local educational or private nonprofit school shall notify parents of the option to make a request and shall comply with any request. Each local educational agency receiving assistance under the No Child Left Behind Act shall provide military recruiters the same access to secondary school students as is provided generally to post secondary educational institutions or to prospective employers of those students (P. L. 107-110, section 9528).
- R. Unsafe School Choice Option:** The local educational agency certifies that it shall establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the Texas Education Agency, or who becomes a victim of a violent criminal offense, while in or on the grounds of a public elementary or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school (P. L. 107-110, section 9532).
- S. Civil Rights:** Nothing in the No Child Left Behind Act shall be construed to permit discrimination on the basis of race, color, religion, sex (except as otherwise permitted under Title IX of the Education Amendments of 1972), national origin, or disability in any program funded under the No Child Left Behind Act (P. L. 107-110, section 9534).

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	031-912 County-District No.
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- T. Student Privacy, Parental Access to Information, and Administration of Certain Physical Examinations to Minors:** The local educational agency assures that it is in compliance with Chapter 26 of the Texas Education Code concerning parental rights and responsibilities. In addition, the local educational agency receiving funds under the No Child Left Behind Act certifies that it shall develop and adopt policies, in consultation with parents, regarding certain rights of a parent to access and inspect information; student privacy; the administration of physical examinations or screenings (except for examinations or screenings required by state law); and the collection, disclosure, or use of personal information collected from students for the purpose of marketing or selling that information. The local educational agency also assures that it is in compliance with the requirements for annually notifying parents of such policies and specific events (P. L. 107-110, Title X, Part F, section 1061).
- U. Assurances related to the education of homeless children and youths:**
- (1) The LEA assures that each child of a homeless individual and each homeless youth shall have equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youth.
 - (2) The LEA assures that homeless children and youth are afforded the same free, appropriate public education as provided to other children and youth.
 - (3) The LEA assures that it will review and undertake steps to revise any laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youth.
 - (4) The LEA assures that it will not separate students from the mainstream school environment on the basis of homelessness alone.
 - (5) The LEA assures that homeless children and youth have access to the education and other services that they need to in order to meet the same challenging State student academic achievement standards to which all students are held.
- V. Definitions:** The following terms shall be defined as follows for programs authorized and carried out under the No Child Left Behind Act of 2001:
1. **Charter School:** An open enrollment charter school receiving federal funds of any type must meet the federal definition of a charter school as provided in P. L. 107-110, Section 5210(1). The term "charter school" means a school that:
 - (A) is created by a developer as a public school, or is adapted by a developer from an existing public school, and is **operated under public supervision and control;**
 - (B) operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency [i.e., the State Board of Education (SBOE)];
 - (C) provides a program of elementary or secondary education, or both;
 - (D) is **nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious instruction;**
 - (E) **does not charge tuition;**
 - (F) **complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act;**
 - (G) is a school to which parents choose to send their children, and that **admits students on the basis of a lottery, if more students apply for admission than can be accommodated;**
 - (H) **agrees to comply with the same Federal and State audit requirements** as do other elementary schools and secondary schools in the State, unless such requirements are specifically waived for the purpose of this program;
 - (I) **meets all applicable Federal, State, and local health and safety requirements;**
 - (J) operates in accordance with State law; and
 - (K) has a written performance contract with the authorized public chartering agency in the State (i.e., SBOE) that includes a description of how student performance will be measured pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the SBOE.
 2. **Community-Based Organization:** A public or private nonprofit organization of demonstrated effectiveness that is representative of a community or significant segment of a community and that provides educational or related services to individuals in the community.
 3. **Core Academic Subjects:** English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, art, history, and geography.

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4. Highly Qualified:

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

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

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	031-912 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;

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>031-912</u> County-District No.
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- (iv) relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;
- (v) is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;
- (vi) ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and
- (vii) has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

8. Teacher Mentoring: Activities that–

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

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

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

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

Revised 03/03

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

SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013	031-912 County-District No.
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Federal Statutory Requirements

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

SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013	031-912 County-District No.
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new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;

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

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

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

Statutory Program Assurances

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

TEA Program Assurances

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

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

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

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

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

Terms defined:

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

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

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

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

GRANTEE – the subrecipient of TEA and applicant of funds.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013	031-912 County-District No.
Texas Title I Priority Schools Grant		

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

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

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

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