

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	Hubbard ISD	109-905
		Hubbard MS	041
		9-Digit Vendor ID#	ESC Region
		NOGA ID# (Assigned by TEA)	Amendment #

Texas Title I Priority Schools Grant

Schedule #1 – General Information

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

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

Project Beginning Date: 08/01/2010

Project Ending Date: 06/30/2013

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

Tier I ☐ Tier II ☐ Tier III ☒

Part 1: Index to the Application

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

Sch No.	Schedule Name	Application	
		New	Amend
1	General Information	X	X
3	Purpose of Amendment	NA	<input type="checkbox"/>
4	Program Requirements	X	<input type="checkbox"/>
4A	Program Abstract	X	<input type="checkbox"/>
4B	Program Description	X	<input type="checkbox"/>
4C	Performance Assessment and Evaluation	X	<input type="checkbox"/>
4D	Equitable Access and Participation	X	<input type="checkbox"/>
5	Program Budget Summary	X	X
5B	Payroll Costs 6100	<input type="checkbox"/>	<input type="checkbox"/>
5C	Professional and Contracted Services 6200	<input type="checkbox"/>	<input type="checkbox"/>
5D	Supplies and Materials 6300	<input type="checkbox"/>	<input type="checkbox"/>
5E	Other Operating Costs 6400	<input 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
Randy		O'Brien	Superintendent
Phone	Fax	Email	Signature/Date Signed (blue ink preferred)
254-576-2564	254-576-5019	robrien@hubbardisd.org	

Only the legally responsible party may sign this application.

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

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

TEA DOCUMENT CONTROL NO.

701-10-112-312

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

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Texas Title I Priority Schools Grant Schedule #1—General Information					
Part 3: Applicant Information					
Local Educational Agency (LEA) Information					
LEA Name					
Hubbard Middle School					
Mailing Address Line – 1	Mailing Address Line – 2	City	State	Zip Code	
1805 W Hwy 31		Hubbard	TX	76648	
U.S. Congressional District Number	Primary DUNS Number	Central Contractor Registration (CCR) CAGE Code	NCES Identification Number		
17					
Campus Name			County-District Campus Number		
Hubbard Middle School			109905		
Mailing Address Line – 1	Mailing Address Line – 2	City	State	Zip Code	
1805 W. Hwy 31		Hubbard	TX	76648	
Applicant Contacts					
Primary Contact					
First Name	Initial	Last Name	Title		
Kenny		Carter	Technology Director		
Telephone	Fax	Email			
254-576-2564	254-576-5019	kcarter@hubbardisd.org			
Mailing Address Line – 1	Mailing Address Line – 2	City	State	Zip Code	
1805 W Hwy 31		Hubbard	TX	76648	
Secondary Contact					
First Name	Initial	Last Name	Title		
Randy		O'Brien	Superintendent		
Telephone	Fax	E-mail			
254-576-2564	254-576-5019	robrien@hubbardisd.org			
Mailing Address Line – 1	Mailing Address Line – 2	City	State	Zip Code	
1805 W Hwy 31		Hubbard	TX	76648	

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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		

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Texas Title I Priority Schools Grant

Schedule #4—Program Summary and Application Requirements

Part 1: Grant Program Information;

Summary of Program: Purpose and Goals

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

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

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

Allowable Activities

Tier I and Tier II Grantees

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

Tier III Grantees

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

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

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

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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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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	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.	Program Assurances	
24	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.	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. <ol style="list-style-type: none"> 1. Develop and increase teacher and school leader effectiveness. <ol style="list-style-type: none"> A. Evaluate the effectiveness of the current principal and use the results of the evaluation to determine whether the principal should be replaced, be retained on the campus, or be provided leadership coaching or training. B. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so; C. Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and D. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school based on rigorous, transparent, and equitable evaluation systems for teachers and principals: <ol style="list-style-type: none"> 1. Takes into account data on student growth as a 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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Part 4: TEA Program Assurances			
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10	2. Comprehensive instructional reform strategies. A. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and B. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students. 3. Increasing learning time and creating community-oriented schools. A. Establish schedules and strategies that provide increased learning time; and B. Provide ongoing mechanisms for family and community engagement. 4. Providing operational flexibility and sustained support. A. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and B. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).		
11	An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as-- (A) Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school; (B) Institute a system for measuring changes in instructional practices resulting from professional development; or (C) Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.		
12	An LEA may also implement comprehensive instructional reform strategies, such as-- (A) Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective; (B) Implement a school wide "response-to-intervention" model; (C) Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content; (D) Use and integrate technology-based supports and interventions as part of the instructional program; and (E) In secondary schools-- (1) Increase rigor by offering opportunities for students to enroll in advanced coursework (such as advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework; (2) Improve student transition from middle to high school through summer transition programs or freshman academies; (3) Increase graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or (4) Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.		

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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		
<input type="checkbox"/> Tier I Eligible Campus <input type="checkbox"/> Tier II Eligible Campus <input checked="" type="checkbox"/> Tier III Eligible Campus		
Identify which timeline the LEA/Campus the applicant will implement.		
<input type="checkbox"/> Option 1: LEA/campus currently engaged in aggressive reform <input checked="" type="checkbox"/> Option 2: LEA/campus in need of foundational technical assistance		
Part 2: Grant Program Summary. Provide a brief overview of the program you plan to implement on the campus. Be sure to address fundamental issues such as your local program goals and objectives that align with the RFA purpose and goals, rationale for program design, etc. Address the specific gaps, barriers, or weaknesses to be addressed by the intervention model to be selected. A response to this question must be completed in the original submission regardless of whether the LEA/campus has selected an intervention model at this time or not. Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Hubbard ISD is requesting School Improvement Grant support to implement a modified Transformation model at the targeted Tier II campus. Meeting and exceeding the specifications for the "transformation" model under the federal School Improvement Grant program of the American Recovery and Reinvestment Act of 2009 (ARRA), our proposed approach is a step-by-step implementation of the elements of effective instruction and school management, along with a laser focus on the foundational skills of reading, math, and writing. Transformational models can be powerful drivers of permanent change, as long as they focus on the right things, are rigorously implemented, and include practical and proven systems that remain in place after the formal transformation period is over. The approach we are proposing to implement does all these things. School Improvement Grant funds will primarily support the development of a technological infrastructure sufficient to support our Transformation activities. Hubbard ISD is funding other elements of the Transformation model. It will accomplish this through: 1) leveraging other funding programs (e.g., Title I funds, a newly-implemented Response to Intervention initiative, etc.); and 2) a bond issue for the purpose of building an entirely new facility to replace our current building, which is rapidly deteriorating due to a sinkhole. The high school and middle school will be located on the same campus and will share a library and gymnasium. The technology infrastructure is an essential element of our Transformation model. Our current infrastructure is in some cases, up to 15 years old and does not have the capacity to support current technologies and computerized assessments/interventions including wireless connectivity, video conferencing, networking, high-speed Internet access and the use of computer-based assessments and interventions for the purpose of providing self-based, targeted academic interventions for students. The development of this infrastructure will support these technologies. For instance, to improve student academic achievement while simultaneously increasing the use of relevant data for the purpose of driving instruction, we intend to acquire standards-based computerized reading and math assessment and enhancement programs. These software programs will enable practice for students in all grades, and ensure that educators can monitor individual student progress, differentiate instruction accordingly, and verify results. The scope and sequence of the program's grade level content will be based on extensive mathematics and standards research and consultation from reading and mathematics educators, literacy specialists, mathematicians, and university researchers. Learning objectives will reinforce the skills being taught, regardless of what instructional materials are used. The software programs will make it easy to select and organize learning objectives to suit any textbook and teaching approach. The upgraded technology infrastructure will enable our students to access a broad array of online tools and technologies that are currently unavailable to them with our current infrastructure (it is important to note that the technologies that we are requesting will be implemented in our current school building and can readily be transferred to the new facility when it is complete). Teachers and administrators will also be able to participate in ongoing, job embedded professional development through the video conferencing capabilities that our new infrastructure will support. Professional development will be provided by ESC 12 Regional Service Center (via video conferencing). We have also outlined a comprehensive framework with which to accurately and objectively monitor our progress towards achieving our stated goals and objectives. Continuous monitoring and review will enable project leaders to utilize real-time feedback and assessment data to refine, strengthen and improve the program approach (a process of continuous improvement). Evaluation activities will be carried out by a highly qualified, skilled third-party evaluator with extensive experience in evaluating education- and school transformation-related activities.		

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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								36	27	39					102
Open-Enrollment Charter School															0
Total Students:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Total Instructional Staff														7	
Total Support Staff														5	
Section B: Data Sources Reviewed or to be Reviewed in the Comprehensive Needs Assessment Process															
1	Student Achievement Results (standardized testing such as TAKS)														
2	Enrollment counts														
3	Dropout rates														
4	Graduation rates														
5	Students' demographic status														
6	Surveys of students, teachers, administrators, parents and community members														
7	Degree to which teachers, principal and counselors are able to participate in professional development														
8	Physical infrastructure of the school														
9	Surveys of students, teachers, administrators, parents and community members														
10	Formal and informal interviews of students, teachers, administrators, parents and community members														
11	Focus groups														

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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.		
<p>The needs assessment process focuses on gathering data across five dimensions: student achievement, curriculum and instruction, professional development, family and community involvement and school context and organization. In assessing the needs of the targeted campus, Hubbard ISD looked at the following information: student achievement results; enrollment counts; dropout rates; graduation rates; students' demographic status; need for and availability of professional development opportunities for the school principal, teachers and counselors; the technological infrastructure of the school; STaR Chart; availability of technology in the classroom; and level of parental involvement, among others. Once the data was gathered, it was organized into a different focus areas and the data was tabulated into charts, tables and tally sheets for analysis. Additional steps in the needs assessment process included:</p> <ul style="list-style-type: none"> • Identify gaps between the school's established vision for reform and the current operating state; • Uncover issues that have a significant impact on student achievement; • Identify priority areas to be addressed in the written comprehensive school wide plan; • Identify the strengths and challenges of the current school program; • Evaluate whether the evidence gathered supports staff assumptions about strengths and needs; • Identify information gaps and strategies for closing those gaps (review "best practices"); • Identify priorities from the suggested information; • Carefully review the data and findings; • Recruit "outside eyes" as appropriate; • Summarize the data, findings, and priority needs; • Share this information with stakeholders; • Solicit feedback and suggestions from stakeholders and • Develop strategies for addressing the identified needs while engaging stakeholders. <p>By following the process above, we were able to identify several key needs, including the following:</p> <ol style="list-style-type: none"> 1. The school facility itself must be torn down and rebuilt from the ground up (there is a sinkhole near the building, which is causing foundation problems, resulting in significant damage to the structure. Parts of the building may soon be "off limits" because they could represent a serious safety hazard. Engineers have determined that the building is not salvageable. Hubbard ISD hopes to break ground in July, 2010 on an entirely new facility and new gymnasium that will serve both the middle and high schools); 2. The school building is serious lacking in terms of its technological infrastructure. Many options (e.g., wireless capability, video conferencing, laptops in classrooms, networked computers, computer-based safety and security systems, etc.), that are commonplace in many other Texas school districts are not able to be implemented at because the building lacks the necessary technological "backbone;" 3. There is a significant need to provide professional development training for the school principal, all teachers and all school counselors; <p>As part of our implementation of the Transformation model, Hubbard ISD will implement an ongoing "comprehensive needs assessment" process. As part of this process, we will analyze the following data sets: student and staff profiles; student achievement data; curriculum, instructional programs; assessments; school culture and climate; student, family and community support; organizational structure; professional development and effective planning; and effective leadership. The "evaluation" section of this proposal outlines our strategies for continually monitoring and assessing this information.</p>		

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Part 1: Comprehensive Needs Assessment Cont.			
Section D: Groups of Participants Contributing/to Contribute to Needs Assessment Process, ensuring Parents and Community Groups were involved in the process.			
1	Parent(s)		
2	Community Representative(s)		
3	Principal		
4	Teachers		
5	Administrators		
6	Student Services Personnel		
7	Teacher Assistant Providers		
8	Secondary School Students		
9			
10			

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Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 2: Project Management		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Capacity -- Describe the LEA's capacity to use grant funds to provide adequate resources and related services/support to the campus to implement, fully and effectively, the required activities of the school intervention model.		
<p>Hubbard ISD has plans to build capacity, to develop infrastructures, policies, and practices consistent with successfully-implemented transformation models: Themes from Research which will enable the District to implement the intervention fully and effectively. Hubbard ISD has plans to develop operational flexibility at the building level and is developing processes to differentiate resources (e.g., fiscal, curricular human) based on the unique student needs of the school.</p>		
<p>Hubbard ISD will provide ongoing administrative support and technical assistance (training) to ensure effective implementation of the transformation model. In addition, se will leverage D-Link's core competency, which is Ethernet connectivity. They are a global leader in providing network connectivity solutions. D-Link's commitment to long-term quality, performance, and reliability will prove to be a valuable resource.</p>		
<p>We will secure support through Ricoh; another global leader not only in imaging but technology, infrastructure implementation, and deployment. Ricoh will be a main contributor to support and knowledge management. Ricoh's commitment to bringing all the pieces together from start to finish, as well as continued support is crucial.</p>		
<p>Hubbard ISD will continue to work closely with the Education Service Center, Region 12 to provide connectivity to the internet. We will also work closely with ESC12 to leverage the many options available for education and support. Many of ESC12's offerings are not available currently due to lack of funds. The required ongoing support from the Educational Service Center will be a must for successful implementation and ongoing support.</p>		

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<p align="center">Texas Title I Priority Schools Grant Schedule #4B—Program Description</p>		
<p>Part 2: Project Management Cont.</p>		
<p>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).</p>		
<p>Partnership/Involvement of Others – Describe how the LEA/campus consulted with relevant stakeholders (students, staff, parents, community) regarding this application and proposed implementation of a school intervention model.</p>		
<p>At Hubbard ISD, parents are primarily involved in students' education and school/district activities through the Parent-Teacher Organization (PTO). Throughout the process of developing the Transformation model for the school, we have strived to actively involve a broad range of stakeholders including students, teachers, counselors and support staff, administrators, parents and members of the community. Through surveys and regular, ongoing meetings with these groups, we:</p> <ul style="list-style-type: none"> • Discussed what the school will look like in terms of students' success; • Discussed how the "vision" for what the school should be differs from the current school environment; • Identified the strengths, weakness and opportunities present in current school environment; and • Answered these important questions: <ul style="list-style-type: none"> ◦ What is our purpose here? ◦ What are our expectations for our students? ◦ What are the responsibilities of the adults who work here? ◦ How are we committed to continuous improvement? <p>All of these stakeholders will continue to be actively involved in the school Transformation process. Planning and decision making within the district and school require <i>teams, time, and access to timely information</i>. To that end, a decision-making group (leadership team) will be organized and given time to plan and monitor the implementation process. The leadership team will be comprised of: the district-level project director; the school principal and assistant principal; a "team leader" from each grade level; school counselors; parents; community members and student representation. The leadership team will meet monthly and will provide input regarding implementation of the transformation model. Our Transformation approach also includes the establishment of other school-based leadership groups (e.g., technology leadership group, professional development leadership group, etc.). Additional information about these groups is provided below.</p> <p>School/Campus- Based Leadership</p> <ul style="list-style-type: none"> • Assist and serve on leadership teams within the school/district with access to lesson plans and master schedules • Assist in planning and delivering campus-level professional development • Support continuity and coherence of campus-wide initiatives between and among all school stakeholders • Facilitate alignment of individual teacher's goals and campus goals • Strengthen school capacity for learning by encouraging and supporting teacher leadership • Enhance implementation of the campus curriculum in the content area • Assist in the development and implementation of the School Plan for Excellence as part of the instructional cabinet <p>Professional Development</p> <ul style="list-style-type: none"> • Provide on-site, content-specific staff development to ensure teacher knowledge of academic standards, content, curriculum, instruction, assessment, and intervention strategies including but not limited to facilitating collaborative study groups • Collaborate with teachers, administrators, and other personnel to identify professional development needs • Stay current in the areas of content, curriculum design and research-based instructional theory and practices through (differentiated) professional development opportunities • Attend district professional development sessions • Provide content-specific individualized professional development including but not limited to co-teaching, classroom demonstrations, and inter-visitations 		

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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).		
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>As part of the Transformation process, Hubbard ISD will review its current policies and practices for the purpose of identifying any that may inhibit or hinder implementation of the Transformation model. Any policies and/or practices that are identified will be discussed and modified as necessary to ensure effective and full implementation of the Transformation model as outlined in this proposal. A particular focus will be on ensuring that policies and practices enable 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.</p> <p>As an example, Hubbard ISD is creating a more rounded and effective IT support staff. We are moving from a sole Technology Director who handles support to a team approach of IT staff based in our campus labs as the first line of support. The teams will be part of a technology committee that will focus on student, teacher, and parent needs as well as maintain functionality as tier 1 support. The technology team will also focus on the tools needed by staff to be effective teachers in the 21st century classroom. The technology team will be trained in the new technologies to be implemented as well as train the end users (i.e. Teachers, students, parents, etc. IT will also change overall operations to include the support of implementation partners as well as the Regional Service Center to provide continuing modifications to policy in order to reflect new technologies.</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).		
Resource Management – Describe how the LEA/campus will align other resources (federal, state, local, and community) with the school improvement intervention.		
<p>The school will be leveraging these funds with Federal Title I, Title II (professional development, high quality teachers), Title IV (safe and drug-free schools) and Title VI (low income, rural schools) funds. We will also leverage School Improvement Funds with other grants that we have received such as an Apple technology grant.</p> <p>Hubbard ISD has implemented other initiatives that will be leveraged with School Improvement Grant funds to implement our Transformation model. For instance, we have implemented a Response to Intervention (RTI) model for the purpose of early identification of students with learning disabilities or special needs. Once the students have been identified, a targeted, individualized intervention is implemented to address the student's identified needs <i>before</i> they escalate. We have also implemented school-based leadership teams (comprised of administrators, teachers, support personnel, parents and community members) that are working to address individual areas of the Transformation process (e.g., curriculum, technology, and professional development, among others). Hubbard ISD has issued a bond to support reconstruction of the campus.</p> <p>In summary, School Improvement Grant funds will play an integral role in supporting the Transformation of the targeted campus. School Improvement Grant funds will primarily support the implementation of an effective technological infrastructure that will increase data-driven instruction; provide teachers and administrators with access to standards-based, ongoing job embedded professional development; provide students with access to technology-based tools for the purpose of improving academic achievement; and support ongoing assessment and evaluation of our progress towards achieving our stated goals, objectives and outcomes.</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).					
Grant Project Manager Qualifications – Describe the qualifications of the person selected to be the project manager for this grant on the campus.					
<p>Kenny Carter will serve as the overall Project Director, overseeing all aspects of Transformation model implementation. His background is summarized below:</p> <p>College/IT Industry instruction teaching students and industry leaders computer technologies and project management ranging from small projects to complex corporate IT reorganization using prominent industry best practices and methodologies</p> <p>15+ years experience creating and leading corporate IT implementation/reorganization efforts, most recently directing over 30 high-visibility projects and <u>always</u> delivering on time/early and within/under budget</p> <p>Strong technical and functional knowledge in accounting systems and procedures, healthcare, MS Office, procurement, e-procurement, manufacturing, inventory, production systems, and embedded software</p> <p>Strong accounting and project management skills, able to assemble, train, and motivate high-performance teams, track budget vs. actual costs, identify and mitigate risks, and control project scope</p> <p>Excellent interpersonal and communication skills, practiced at delivering technical and functional training and interviewing business managers to identify user requirements</p> <p>Particular expertise in Business Management, Multi-Project Management, Team Building, .NET, Microsoft Visual Basic, ASP/VBScript, InterDev, COM/DCOM, IIS, HTML, DHTML, XML, SQL Server, Stored Procedures, Relational Database Design & Architecture, Server Performance Tuning, Client-side interface to Legacy (mainframe) Systems, Middleware, Microsoft Office Automation, eCommerce, end-to-end Full Product Lifecycle, Multi-tier Architecture, Client/Server, VPN, LAN/WAN/VLAN, Routing, Switching, Fiber & UTP Cabling, advanced communications with TCP/IP. Mr. Carter teaches 6 semester hours at the local college.</p> <table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top; width: 33%;"> * Workflow Analysis * Budgeting and Business Planning * Oral & Written Communications * Quality Control Management </td> <td style="vertical-align: top; width: 33%;"> * Project Planning & Management * Managing Cross-Functional Teams * Systems Development Lifecycle * Team Building & Training </td> <td style="vertical-align: top; width: 33%;"> * Quality Assurance & Testing * Change Management * Network Architectures * Technical & User Training </td> </tr> </table>			* Workflow Analysis * Budgeting and Business Planning * Oral & Written Communications * Quality Control Management	* Project Planning & Management * Managing Cross-Functional Teams * Systems Development Lifecycle * Team Building & Training	* Quality Assurance & Testing * Change Management * Network Architectures * Technical & User Training
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LEA Support – Describe how the LEA will structure and implement an individual or office with responsibility for supporting the campus' school improvement efforts.		
<p>As noted above, Kenny Carter will serve as the overall Project Director, overseeing all aspects of the Transformation model implementation process. He will report directly to Hubbard ISD Superintendent Randy O'Brien, who in turn, reports to the School Board. Mr. O'Brien will provide executive-level guidance and direction for project implementation, while Mr. Carter will manage and delegate responsibility for day-to-day tasks associated with the Transformation process. Mr. Carter will prepare weekly reports, which he will discuss with the Superintendent each week. A school-based decision-making group (leadership team) will be organized and given time to plan and monitor the implementation process. The leadership team will be comprised of: the district-level project director; the school principal and assistant principal; a "team leader" from each grade level; school counselors; parents; community members and student representation. The leadership team will meet monthly and will provide input regarding implementation of the transformation model.</p> <p>Hubbard ISD leadership is firmly committed to the success of the Transformation model and will ensure that the school has the necessary resources and support it needs to successfully implement the model. For instance, the District will ensure that the school has 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. Hubbard ISD will also ensure that the school receives ongoing, intensive technical assistance and related support necessary for successful implementation of the Transformation model. Hubbard ISD is supporting all personnel costs and related costs associated with implementation of the Transformation model.</p> <p>Hubbard will also leverage bond money to fill the gaps of what this grant will not provide. Hubbard will also leverage the strengths of vendors such as Ricoh, D-Link, ESC12 and others to ensure effective implementation of our Transformation model.</p>		

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Program Continuation and Sustainability – Describe how the LEA will sustain the campus reforms after the funding period ends.		
<p>Hubbard ISD is firmly committed to sustaining our transformation model beyond the three-year funding period. To achieve that objective we have developed our transformation model with sustainability as a key central focus. We will accomplish this by creating and sustaining a climate of high expectations along with providing regular ongoing opportunities for sustained professional growth to meet school-wide and individual professional needs. Through the Transformation process, it is our goal to <i>sustainability change the culture of our school to one that supports a high expectations learning environment.</i></p> <p>The technological infrastructure that will be implemented with the assistance of SIG funds will provide many years of service (the technologies we are requesting will be implemented in the current school building and will be integrated into the new school building for a seamless transition. <i>All</i> of the technology we are requesting will function in both the existing and the new school building). The technological infrastructure will also enable Hubbard ISD to take advantage of the many distance-learning professional development opportunities available through the ESC 12 Regional Service Center. Our current technological infrastructure does not support video conferencing. The addition of video conferencing capability will ensure that our principal, teachers and counselors are provided with ongoing, standards-based professional development training.</p> <p>Also the project team will develop a sustainability strategy within 90 days' notice of funding award. This will include identifying and estimating funding needs beyond the three-year funding period. Once the funding needs have been identified, the team will research and identify a list of potential local, state and Federal funding sources, along with a strategy, list of action items and timeline for approaching each. The sustainability plan will be reviewed and updated quarterly.</p>		

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External Providers -- Describe how the LEA will recruit, screen, and select external providers to ensure their quality.		
<p>Hubbard ISD is committed to selecting only those external providers with a demonstrated track record of excellence and quality. In developing procedures to ensure a comprehensive, effective and equitable external provider process, the District reviewed various sources including information obtained from the School Reform Quality Center and The Finance Project. (2006). <i>Choosing an education contractor: A guide to assessing financial and organizational capacity</i>. District leaders will establish minimum criteria that any external provider must meet prior to providing a bid. For instance, in selecting a third-party evaluator, we will ensure that the firm is a highly respected, independent service agency that is nationally known for its expertise in educational research and its studies of elementary, secondary, collegiate, and graduate level professional development, student academic achievement, and teacher development programs. We will also select a firm that is led by PhD-level researchers who have extensive experience with a broad range of quantitative experimental and quasi-experimental evaluation designs that are highly effective in gauging program outcomes and impacts as well as qualitative strategies that can be especially effective at enhancing the value of formative evaluation activities. Similar criteria will be established for all potential external providers. Overall, District leaders will utilize the following steps in recruiting, screening and selecting external providers to ensure their quality:</p> <ul style="list-style-type: none"> • Identify unambiguous reasons for hiring an external partner; • Engage stakeholders about the need to hire external providers and ensure the entire process is transparent and fair; • Articulate specific goals of the relationship with the external partner, including measurable expectations and criteria for selection of external partners to meet these goals; • Create conditions to attract multiple high quality external partners (e.g., extend key flexibilities, allocate adequate funds for external providers, infuse fairness and transparency into selection and accountability processes); • Budget adequate funding to support relationship with external partner for duration of contract; • Develop a rigorous process to select an external partner whose experience and qualifications match the specified goals (e.g., a written application, due diligence to confirm track record of success and financial stability, an in-person interview with the external provider's leadership team, and, if appropriate due to scope, a site visit to schools receiving services from the external partner); • Negotiate a contract outlining roles and responsibilities of the external partner as well as the district and relevant schools, and if applicable, state department of education, as well as explicit and measurable outcomes, including interim indicators of growth; • Provide support as needed and appropriate but do not micro-manage external partner; • Evaluate the external partner's progress toward goals; and • Define consequences for failure (e.g., termination or modification of contract). 		

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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>It is our intent to visit other Texas campuses that have successfully implemented the modified Transformation model. In selecting the campuses that we should visit we will first look for campuses that serve a student body that is socio-economically similar to our own. We will also look for campuses that are approximately the same size as our own and face challenges similar to what we face on a daily basis. We hope to visit campuses that: are in the same Transformational stage as our campus (planning); are mid-way through the Transformation process; and have completed the Transformation process.</p>		
<p>We expect the following outcomes from these site visits:</p> <ul style="list-style-type: none"> • Network with our peers to develop a better understanding of how other campuses are addressing the challenges they face; • Discover how other campuses are approaching the Transformation process; • Develop an understanding of “best practices” in campus Transformation; • Uncover obstacles or barriers that we might face during the Transformation process and learn how other campuses overcame these obstacles or barriers; and • Find out what worked well and what did not work well for other campuses that have implemented the Transformation model. 		

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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.		
This section is not applicable		

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

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

Part 3: Intervention Model

Section B: Model Selection Process –Describe in detail:

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

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

The campus at which we are implementing the Transformation model is a Tier III school, therefore we are implementing the modified Transformation model. The selection of this model was driven by a number of factors including: a) this is a Tier III campus; b) the principal has been with the school for less than two years and is an integral part of our plans to Transform the school. More important though is the fact that the overall goals of the modified Transformation model are directly aligned to the needs of our campus. Precisely how each of the elements of the Transformation model is aligned to the needs of our campus is shown below (and why the selection of the model is appropriate to the needs of the campus).

1 – Improve Academic Performance, including (but not limited to) Reading/ELA and Math. As indicated in the “performance measures” section of this proposal our students’ academic performance is not where we want it to be. The technologies we are proposing to implement as part of the campus Transformation process will ensure that our students have access to standards-based tools (e.g., Internet-based learning tools) and standards-based educational software that will provide students with the targeted academic interventions they need to be able to address their *individual* areas of need in order to demonstrably boost academic performance.

- A. Data-driven instruction:** Our current technological infrastructure does not support extensive data-driven instruction. Improving our technological infrastructure will ensure that our educators and administrative staff have the tools with which to implement data-driven instruction available to them at all times (beginning within 90 days’ of award and continuing throughout the grant period and beyond);
- B. Curriculum Alignment (both horizontal and vertical):** The technological infrastructure and ongoing professional development will ensure both horizontal and vertical curriculum alignment (beginning within six months’ of funding award and ongoing);
- C. On-going Monitoring of Instruction:** Leadership teams, ongoing professional development, a comprehensive evaluation strategy performed by an unbiased, skilled experienced third-party evaluator and a functional technological infrastructure will allow for ongoing monitoring of instruction (beginning within 60 days’ notice of funding award and ongoing).

2 – Increase the Use of Quality Data to Drive Instruction

- D. Data Disaggregation/Training:** The technology strategies we are implementing as part of the Transformation model will allow for ready data disaggregation. Training will be provided for all teachers and administrative staff in proper use of technologies (beginning within six months’ of funding award and ongoing);
- E. Data-driven Decisions:** Ready, real-time access to disaggregated data will support data-driven decision-making (beginning within six months’ of funding award and ongoing);
- A. On-going Communication:** We have planned for a comprehensive, ongoing communication process throughout implementation of the Transformation model and beyond. The project director will meet with the school principal weekly. The school principal meets with teachers and support staff weekly as well. The project director will meet with the school-based leadership team on a monthly basis. Information and updates will also be communicated through formal and informal communication that occurs regularly on- and off-campus (e.g., email threads, staff meetings, etc.). Information about the Transformation will also be posted on the school and district website (ongoing).

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<p>3 – Increase Leadership Effectiveness</p> <p>A. On-going Job Embedded Professional Development: There is a significant need for on-going job embedded professional development for the campus principal, teachers and counselors. The technologies we are proposing to implement through the Transformation model will enable these individuals to participate in distance-learning professional development opportunities provided by the ESC 12 Regional Service Center (beginning within 120 days’ notice of funding and ongoing);</p> <p>B. Operational Flexibility: Hubbard ISD will review its operational policies and practices specifically for the purpose of identifying any that may interfere with or hamper the Transformation process. Should the district identify any such policies and/or practices, we will implement changes to ensure removal of the obstacle. Moreover, the district will ensure that the campus has the operational flexibility it needs to effectively implement the Transformation model (ongoing now).</p> <p>C. Resource/Data Utilization: As noted above, increased utilization of relevant data is a cornerstone of our Transformation approach. Disaggregated data will be used 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 (beginning once the technological infrastructure is complete and ongoing).</p> <p>4 – Increase Learning Time</p> <p>A. Flexible Scheduling: We will not be offering students flexible scheduling <i>but</i> through our Transformation model implementation, students <i>will</i> have increased learning time. This will be accomplished through the technological infrastructure that we have proposed. The technologies we will acquire will enable students to access computerized, Internet-based and distance learning opportunities that are currently unavailable to them due to our limited technological infrastructure (beginning once the technological infrastructure is complete and ongoing)..</p> <p>B. Instructionally-focused Calendar: The school-based leadership team will work with campus leadership to develop and implement an instructionally-focused calendar (ongoing).</p> <p>C. Staff Collaborative Planning: School staff will have increased time for collaborative planning. The campus-based leadership team will speak with teachers and determine appropriate schedules for increasing the amount of collaborative time each week (beginning within 90 days’ of funding notification and ongoing).</p> <p>5 – Increase Parent/Community Involvement</p> <p>A. Increased Opportunities for Input: Parents will have increased opportunities to become involved in the campus Transformation process through participation in the leadership team. As members of the leadership team, parents will have first-hand opportunities to involve themselves in the campus Transformation process (ongoing right now).</p> <p>B. Effective Communication: Transformation progress will be regularly communicated to parents through our district’s “parent’s portal,” as well as through the school newsletter and at school-based events (e.g., parent-teacher conferences, back-to-school nights, etc.). The parent’s portal allows parents to securely log in and review their children’s attendance, progress, grades, teacher comments, and more. It also provides a means of communication for parents and teachers. As members of the leadership team parents will also be able to effectively communicate their suggestions, thoughts and ideas regarding campus Transformation (ongoing right now).</p>		

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<p>C. Accessible Community Services: The school-based leadership team will reach out to and work with local community-based organizations to ensure that students and their parents have access to appropriate services available in the community (ongoing).</p> <p>6 – Improve School Climate</p> <p>A. Increased Attendance: By developing, implementing and sustaining a “high expectations” learning environment (through ongoing, job embedded professional development and access to technologies), we hope to build a school culture that is not only educationally effective, but one that <i>engages</i> students in the learning process (an active learning environment). An active learning environment is one in which students <i>want</i> to learn and excel and as students’ academic improvement increases, students have greater motivation to attend school (beginning within six months’ notice of funding award and ongoing).</p> <p>B. Decreased Discipline Referrals: Again, by developing, implementing and sustaining a high expectations learning environment we expect to see a decline in discipline referrals (beginning within six months’ notice of funding award and ongoing).</p> <p>C. Increased Involvement in Extra/Co-Curricular Activities: Our Transformation model does not include an emphasis on increased involvement in extra or co-curricular activities.</p> <p>7 – Increase Teacher Quality</p> <p>A. Locally Developed Appraisal Instruments: The professional evaluator will work with the project director and the leadership team to develop local instruments for the purpose of appraising teacher quality (the evaluator will meet with the project director and the leadership team within 90 days’ of funding notification to finalize the evaluation framework and development of appraisal instruments).</p> <p>B. On-going Job Embedded Professional Development: As noted earlier, our Transformation model includes a strong emphasis on providing ongoing job embedded professional development (provided by ESC 12 Regional Service Center via video conferencing). High-quality, job-embedded professional development will cover topics such as subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, and differentiated instruction, among others. All professional development will be 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 (will begin within six months’ of funding notification and ongoing).</p> <p>As noted in the evaluation section, we have outlined a comprehensive framework to ensure rigorous, transparent, and equitable evaluation for teachers and principals that takes 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. Moreover, our evaluation framework is designed and developed with teacher and principal involvement (through the leadership team). The evaluator will meet with the project director and leadership team within 60 days’ notice of funding award. Evaluation and assessment will begin immediately thereafter and continue throughout the project period and beyond.</p>		

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<p>Lastly, selection of the intervention model and the activities comprising our chosen model (modified Transformation model) was driven by our student demographics, as shown below.</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Demographics</th> <th style="text-align: center;">State Average</th> <th style="text-align: center;">This District</th> <th style="text-align: center;">% Difference</th> </tr> </thead> <tbody> <tr> <td>Student Enrollment 2008</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">457</td> <td></td> </tr> <tr> <td>Student Poverty Rate 2008</td> <td style="text-align: center;">20.6%</td> <td style="text-align: center;">25.2%</td> <td style="text-align: center;">+22%</td> </tr> <tr> <td>Free and Reduced Price Lunch Enrollment 2008</td> <td style="text-align: center;">47.7%</td> <td style="text-align: center;">59.5%</td> <td style="text-align: center;">+25%</td> </tr> <tr> <td>Special Education Participation 2008</td> <td style="text-align: center;">10.1%</td> <td style="text-align: center;">12.3%</td> <td style="text-align: center;">+21%</td> </tr> <tr> <td>English Language Learners 2008</td> <td style="text-align: center;">9.7%</td> <td style="text-align: center;">0.7%</td> <td style="text-align: center;">-93%</td> </tr> <tr> <td>White Students 2008</td> <td style="text-align: center;">34.8%</td> <td style="text-align: center;">70.0%</td> <td style="text-align: center;">+101%</td> </tr> <tr> <td>African American Students 2008</td> <td style="text-align: center;">14.3%</td> <td style="text-align: center;">21.9%</td> <td style="text-align: center;">+53%</td> </tr> <tr> <td>Hispanic Students 2008</td> <td style="text-align: center;">47.2%</td> <td style="text-align: center;">7.0%</td> <td style="text-align: center;">-85%</td> </tr> <tr> <td>Asian Students 2008</td> <td style="text-align: center;">3.4%</td> <td style="text-align: center;">0.7%</td> <td style="text-align: center;">-81%</td> </tr> <tr> <td>American Indian Students 2008</td> <td style="text-align: center;">0.3%</td> <td style="text-align: center;">0.4%</td> <td style="text-align: center;">+26%</td> </tr> </tbody> </table> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Achievement</th> <th style="text-align: center;">State Average</th> <th style="text-align: center;">This District</th> </tr> </thead> <tbody> <tr> <td>4th Grade Math 2007-08 NCLB</td> <td style="text-align: center;">83%</td> <td style="text-align: center;">33%</td> </tr> <tr> <td>4th Grade Reading 2007-08 NCLB</td> <td style="text-align: center;">81%</td> <td style="text-align: center;">82%</td> </tr> <tr> <td>8th Grade Math 2007-08 NCLB</td> <td style="text-align: center;">80%</td> <td style="text-align: center;">73%</td> </tr> <tr> <td>8th Grade Reading 2007-08 NCLB</td> <td style="text-align: center;">93%</td> <td style="text-align: center;">95%</td> </tr> <tr> <td>High School Math 2007-08 NCLB</td> <td style="text-align: center;">62%</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td>High School Reading 2007-08 NCLB</td> <td style="text-align: center;">85%</td> <td style="text-align: center;">N/A</td> </tr> </tbody> </table>			Demographics	State Average	This District	% Difference	Student Enrollment 2008	N/A	457		Student Poverty Rate 2008	20.6%	25.2%	+22%	Free and Reduced Price Lunch Enrollment 2008	47.7%	59.5%	+25%	Special Education Participation 2008	10.1%	12.3%	+21%	English Language Learners 2008	9.7%	0.7%	-93%	White Students 2008	34.8%	70.0%	+101%	African American Students 2008	14.3%	21.9%	+53%	Hispanic Students 2008	47.2%	7.0%	-85%	Asian Students 2008	3.4%	0.7%	-81%	American Indian Students 2008	0.3%	0.4%	+26%	Achievement	State Average	This District	4th Grade Math 2007-08 NCLB	83%	33%	4th Grade Reading 2007-08 NCLB	81%	82%	8th Grade Math 2007-08 NCLB	80%	73%	8th Grade Reading 2007-08 NCLB	93%	95%	High School Math 2007-08 NCLB	62%	N/A	High School Reading 2007-08 NCLB	85%	N/A
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Hispanic Students 2008	47.2%	7.0%	-85%																																																																
Asian Students 2008	3.4%	0.7%	-81%																																																																
American Indian Students 2008	0.3%	0.4%	+26%																																																																
Achievement	State Average	This District																																																																	
4th Grade Math 2007-08 NCLB	83%	33%																																																																	
4th Grade Reading 2007-08 NCLB	81%	82%																																																																	
8th Grade Math 2007-08 NCLB	80%	73%																																																																	
8th Grade Reading 2007-08 NCLB	93%	95%																																																																	
High School Math 2007-08 NCLB	62%	N/A																																																																	
High School Reading 2007-08 NCLB	85%	N/A																																																																	

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Section B: Model Selection Process Cont. Responses are limited to <i>five pages</i> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<p>Due to the socio-economic disadvantaged status of our district, access is limited to online applications and study materials as well as dual credit opportunities available through distant colleges and universities. Our current infrastructure does not allow Hubbard ISD students to take advantage of learning tools available to students in more affluent districts with up-to-date technological infrastructures. School Improvement Grants will play a central role in our efforts to Transform our campus. School Improvement Grant funds will support implementation of technology strategies for students, educators and parents to extend beyond the realm of our own community (beginning within 60 days of funding). With an infrastructure that will support tools such as video conferencing, virtual reality, virtual classrooms, and access to educational resources would allow our students the opportunity to reach their full potential of learning.</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	Chair: coordinates planning		
2	Assistant Chair: guides planning activities		
3	Data Coordinator – identifies data collection instruments, leads data analysis		
4	Facilitator – identifies resources		
5	Teacher Representative – informed about meeting the educational needs of students		
6	Special Education Liaison: coordinates special education activities with regular program		
7	Paraprofessional Liaison: informed about paraprofessional roles and needs		
8	Staff Development Representative: identify staff needs, plan professional development		
9	Parent Representative: reports activities of the team to parent groups, informed about parent roles		
10			

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

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Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 1: Improve Academic Performance including (but not limited to) Reading/ELA and Math					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
+5%	Improve Student Achievement in Reading/ELA	Computer-, Internet- and distance-based learning opportunities will enhance achievement in Reading/ELA	Regan, M. Sheppard, S. Interactive Multimedia Courseware and the Hands-on Learning Experience: An Assessment Study (1996).	Within 90 days' of funding notice	Ongoing
+5%	Improve Student Achievement in Mathematics	Computer-, Internet- and distance-based learning opportunities will enhance achievement in Mathematics	<i>Efficacy of a Texas Technology Integration Project for 9th Grade Algebra I Students</i>	Within 90 days' of funding notice	Ongoing
+5%	Improve Student Achievement in Science	Computer-, Internet- and distance-based learning opportunities will enhance achievement in Science	Smith, T.M. Desimone, L.M. Zeidner, T.L. Dunn, A.C. Bhatt, M. and Romyantseva, N.L. Inquiry-Oriented Instruction in Science: Who Teaches That Way? Educational Evaluation and Policy Analysis, September 2007; 29: 169 - 199.	Within 90 days' of funding notice	Ongoing
+5%	Improve Student Achievement in Social Studies	Computer-, Internet- and distance-based learning opportunities will enhance achievement in Social Studies	Coffman, T. (2009). Engaging students through inquiry oriented learning and technology. Rowman & Littlefield Education	Within 90 days' of funding notice	Ongoing

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
50% of teachers will use quality data to drive instruction by the end of year one	Increase teachers' and administrators' access to quality data	Data-driven instruction allows academic instruction to be targeted to meet the specific needs of particular groups of students <i>and</i> individual students	Symonds, K. W. (2003). <i>After the test: How schools are using data to close the achievement gap</i> . San Francisco: Bay Area School Reform Collaborative.	Within 90 days' notice of funding award	ongoing
Increase availability of quality data available through our website by 30% in year one	Increase overall access to quality data	Providing parents' with secure access to their children's performance and attendance data will increase parental involvement and foster communication among parents/guardians and teachers	Williams, B., Williams, J., and Ullman, A. (2002). <i>Parental involvement in Education</i> (Research Report RR332). Department for Education and Skills.	Within 90 days' notice of funding award	ongoing

Add additional pages as needed.					

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Critical Success Factor 3: Increase Leadership Effectiveness					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
Increase professional development hours by at least 30% in year one	Increase ongoing job embedded professional development	Professional development provides leaders' with research-based knowledge and skills proven to enhance their effectiveness as leaders	A study conducted by the American Institutes for Research (American Educational Research Journal) shows that three core features of professional	Within 120 days	Ongoing
At least 75% of participant will demonstrate increased knowledge	Increase campus leaders' knowledge of effective research-based tools and strategies	Professional development provides leaders' with research-based knowledge and skills proven to enhance their effectiveness as leaders	development activities that have significant, positive effects on participants' self-reported increases in knowledge and skills and changes in classroom practice.	Within 120 days	Ongoing
At least 50% of participant will use these tools during year one of the grant	Increase campus leaders' use of effective research-based tools and strategies	Professional development provides leaders' with research-based knowledge and skills proven to enhance their effectiveness as leaders	These include: focus on content knowledge, opportunities for active learning and coherence with learning activities. All professional development/training activities will follow this and other similar proven research-based strategies.	Within 120 days	Ongoing

Add additional pages as needed.					

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Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 4: Improve Learning Time					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
Increase student access to online tools by 50% in year one	Increase Accessibility for students to online tools	Online education tools engage students and allow for targeted, self-paced interventions	Topping, K. J., Samuels, J., & Paul, T. (2007). Computerized assessment of independent reading: Effects of implementation quality on achievement gain. <i>School Effectiveness and School Improvement</i> , 18(2), 191-208.)	As soon as technology infrastructure is in place (within 120 days)	Ongoing
Increase the amount of time students spend learning each week by 15% in year one	Increase the amount of time students spend learning each week	Increased time spent engaged in learning activities improves student academic achievement	Montgomery, S., "Addressing Diverse Student Learning Styles through the Use of Multimedia," <i>Proceedings, 1995 Frontiers in Education Conference</i> , Washington, D.C.: ASEE/IEEE.		Ongoing

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
Increase parental involvement in the PTO by 10% in year one of the grant	Increase Number of Parent Involvement with PTO	Parental involvement improves student academic achievement	Hohlfeld, Tina N.; Ritzhaupt, Albert D.; Barron, Ann E. The Evidence Continues to Grow: Parent Involvement Improves Student Achievement. National Committee for Citizens in Education, Columbia, MD.	Currently ongoing	Ongoing
Increase parental use of the district website by 10% in year one of the grant	Increase Parental Involvement Through District Website	Parental involvement improves student academic achievement		Within 120 days	Ongoing

Add additional pages as needed.

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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
At least 75% of respondent will indicate that the school has implemented a "high expectations learning environment"	Create High Expectation Learning Environment	High expectations learning environment drives student achievement and school transformation	Gore, Jonathan S. (2008) Acting in our interests: Relational self-construal and goal motivation across cultures. <i>Motivation and Emotion</i>	Currently underway	Ongoing

Add additional pages as needed.					

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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
At least 65% of teachers will demonstrate knowledge of instructional technologies in year one of the grant	Teachers Will Demonstrate Knowledge of Technologies	Professional development provides teachers' with research-based knowledge and skills proven to enhance their effectiveness as leaders	A study conducted by the American Institutes for Research (American Educational Research Journal) shows that three core features of professional development activities that have significant, positive effects on participants' self-reported increases in knowledge and skills and changes in classroom practice. These include: focus on content knowledge, opportunities for active learning and coherence with learning activities. All professional development/training activities will follow this and other similar proven research-based strategies.	Within 120 days	Ongoing
At least 75% of teachers will demonstrate knowledge of research-based tools and strategies in year one of the grant	Increase teachers' knowledge of effective research-based tools and strategies	Professional development provides teachers' with research-based knowledge and skills proven to enhance their effectiveness as leaders		Within 120 days	Ongoing

At least 50% of teachers will utilize research-based tools and strategies in year one of the grant	Increase teachers' use of effective research-based tools and strategies	Professional development provides teachers' with research-based knowledge and skills proven to enhance their effectiveness as leaders		Within 120 days	Ongoing
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.

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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 A: Ongoing Monitoring/Continuous Improvement - Describe the LEA/campus' process for providing on-going monitoring of grant activities to ensure continuous improvement		
<p>We have planned for a comprehensive framework with which to ensure accurate, objective evaluation of our progress towards achieving our stated goals and objectives. The Project Team—with the assistance of a highly qualified, experienced third-party evaluator—will develop and implement a framework to provide ongoing feedback and assessment through formative and summative qualitative and quantitative evaluation measures in order to ensure a process of continuous improvement. The evaluation plan for the initiative will serve several purposes. First and foremost, it will provide accurate and continually updated data so that we can better see where we have started, what have we accomplished, and what needs to change in order to achieve the mission and goals of the program. Monthly progress reports will present preliminary findings and summarize perceived trends apparent in the data analysis. Progress reporting, consistent data analysis and review, and the commitment to using a data-driven-decision-making process to continually improve interventions and support services will be key elements that ensure the program will accomplish its set goal, objectives, and targeted outcomes. At the outset of the program, a detailed evaluation plan will be finalized and timetables established which will help to further align the evaluation activities with intended outcomes and build a common understanding of the role of evaluation in the program's implementation. Measurable indicators will be assigned to all process, outcome, and performance objectives and milestones as appropriate. In addition, consistent data collection processes will occur throughout the program term on an ongoing and systematic basis. Monthly progress reports will also report on data collection, flow-through, quality, clean-up, and implementation/results gaps. Regular progress reports will also present preliminary findings and summarize perceived trends apparent in the data analysis. Examples of data to be reviewed include: quality, type, and degree of planning, implementation, and evaluation of project activities; quality, type, and degree of collaboration with project partners; quality and level of communication with and reporting to management on the progress of the project and any problems encountered; quality, type, and degree of participatory involvement practiced by the principals, teachers, parents, and, when appropriate, students; quality, type, and level of professional development activities; quality, type, and level of services actually provided to the targeted population; quality and type of curriculum that is utilized; and quality and type of instruction, among others.</p> <p>In addition, we will use a rigorous, transparent, and equitable evaluation systems for teachers, the principal and key administrative staff that 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 are designed and developed with teacher and principal involvement.</p> <p>Analysis of survey and evaluation data will be extensive and ongoing to ensure a constant flow of feedback to facilitate program improvement. The project team will meet monthly to review formative and summative evaluation results. The evaluation plan will be reviewed monthly—more, if necessary—to ensure that evaluation meets the reporting requirements of this funding program and provides sufficient data to help project managers implement a highly effective program. If desired outcomes of the project are not seen in the evaluation results, project leaders will solicit feedback and suggest modifications. The evaluator will prepare quarterly and annual reports as required by TEA.</p>		

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Section B: Formative Evaluation- Describe the LEA/campus' process for formative evaluation, including how the results of the evaluation will be used to improve the grant program		
<p>Our formative assessment strategy has been adapted from the model developed for the <i>Paper prepared for the Formative Assessment for Teachers and Students (FAST) State Collaborative on Assessment and Student Standards (SCASS) of the Council of Chief State School Officers (CCSSO)</i>. The primary purpose of the formative assessment process, as conceived in this definition, is to provide evidence that is used by teachers and students to inform instruction and learning during the teaching/learning process. Effective formative assessment involves collecting evidence about how student learning is progressing during the course of instruction so that necessary instructional adjustments can be made to close the gap between students' current understanding and the desired goals. Formative assessment is not an adjunct to teaching but, rather, integrated into instruction and learning with teachers and students receiving frequent feedback. One key feature of this definition is its requirement that formative assessment be regarded as a <i>process</i> rather than a particular kind of assessment. In other words, there is no such thing as "a formative test." Instead, there are a number of formative assessment strategies that are implemented. These range from informal observations and conversations to purposefully planned instructionally embedded techniques designed to elicit evidence of student learning to inform and adjust instruction. A second important part of the definition is its unequivocal requirement that the formative assessment process involve both teachers <i>and</i> students. The students must be actively involved in the systematic process intended to improve their learning. The process requires the teacher to share learning goals with students and provide opportunities for students to monitor their ongoing progress. One of the key components of engaging students in the assessment of their own learning is providing them with descriptive feedback as they learn. In fact, research shows descriptive feedback to be the most significant instructional strategy to move students forward in their learning. Descriptive feedback provides students with an understanding of what they are doing well, links to classroom learning, and gives specific input on how to reach the next step in the learning progression. Our formative assessment strategy will also include the following elements:</p> <ul style="list-style-type: none"> • Criteria and goal setting with students for the purpose of engaging them in instruction and the learning process by creating clear expectations. In order to be successful, students need to understand and know the learning target/goal and the criteria for reaching it. Establishing and defining quality work together, asking students to participate in establishing norm behaviors for classroom culture, and determining what should be included in criteria for success are all examples of this strategy. Using student work, classroom tests, or exemplars of what is expected helps students understand where they are, where they need to be, and an effective process for getting there. • Regular (weekly), purposeful classroom observations: Observations go beyond walking around the room to see if students are on task or need clarification. Ongoing observations assist teachers in gathering evidence of student learning to inform instructional planning. This evidence will be recorded and used as feedback for students about their learning or as anecdotal data shared with them during conferences. • Questioning strategies will be embedded in lesson/unit planning. Asking better questions allows an opportunity for deeper thinking and provides teachers with significant insight into the degree and depth of understanding. Questions of this nature engage students in classroom dialogue that both uncovers and expands learning. An "exit slip" at the end of a class period to determine students' understanding of the day's lesson or quick checks during instruction such as "thumbs up/down" or "red/green" (stop/go) cards are also examples of questioning strategies that elicit immediate information about student learning. Helping students ask better questions is another aspect of this formative assessment strategy. • Students will complete self- and peer-assessments: Self and peer assessment helps to create a learning community within a classroom. Students who can reflect while engaged in metacognitive thinking are involved in their learning. When students have been involved in criteria and goal setting, self-evaluation is a logical step in the learning process. With peer evaluation, students see each other as resources for understanding and checking for quality work against previously established criteria. Self and peer assessments will be conducted at least once each semester (one self assessment and one peer assessment per semester) • In addition to standard grading methodologies, students will maintain individual progress logs: Student record keeping helps students better understand their own learning as evidenced by their classroom work. This process of students keeping ongoing records of their work not only engages students, it also helps them, beyond a "grade," to see where they started and the progress they are making toward the learning goal. 		

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Section C: Qualitative and Quantitative Data Collection Methods- Describe the LEA/campus' process for data collection methods to be implemented and 1) how the data will be disaggregated; 2) used to improve instruction; and 3) obtain continuous improvement results		
<p>Examples of quantitative and qualitative data to be analyzed will include sign-in sheets (attendance records), along with surveys to be regularly administered to parents, students, teachers, school administrators and community members (at least once per semester). Other qualitative and quantitative data will be derived from self-reports, minutes of meetings, and audit reports, among others. There will be a strong emphasis on collecting data that documents how staff, partners, students and parents perceive the effectiveness of our strategies and practices. A qualitative survey will be administered to parents and teachers at the beginning and end of each year of the project. Formative assessment data and quantitative data (test results) will be collected weekly (weekly quizzes), every six weeks (a more comprehensive test), once a semester (comprehensive test) and in April/May (TAKS testing). We will also track student progress (pre- and post-tests using proven testing strategies such as A-Plus and ITBS, among others. Process for collecting data: within 30 days' notice of funding award, the district will appoint one person at each grade level who will have primary responsibility for ensuring timely and accurate data collection for his or her grade level on a weekly basis. One administrator from the principal's office will be responsible for collection of all grade-level and school-wide data. All data will be turned into the principal's office each week for summary and analysis. All persons working with qualitative and quantitative data will be required to handle all data in accordance with all local, state and Federal confidentiality guidelines. No personal information will be revealed as part of the evaluation process. Data will be maintained in an electronic database with the capacity to import data from a variety of electronic sources into a relational database that can disaggregate the data as needed. Disaggregation of data: as part of our efforts to establish and sustain a data-driven transformation model, all qualitative and quantitative data collected will be disaggregated. Data will be disaggregated as follows: gender, socio-economic status; mobility; race and ethnicity; special education and disability; English as a Second Language (ESL); and enrollment patterns, among others that the project team may deem appropriate and useful. Using the data to improve instruction: Disaggregating the data by breaking them down into smaller elements will allow district leadership to determine more accurately the effects of the transformation model programs and strategies on segments of its student body. Disaggregating data also uncovers interesting realities that can form essential questions about the reasons for student outcomes and the ways to reverse poor results. This process will also help provide individualized instruction and services to meet the needs of specific groups of students as needed. It will also enable us to continually monitor the effects of our efforts to determine whether changes are needed. Thus helping us to ensure the success of the students who most need special supports and who otherwise might not have been noticed. Using the data for continuous improvement: as noted previously, disaggregated feedback and assessment (formative and summative) data will be monitored on an ongoing basis for the purpose of: understanding the degree to which our transformation efforts are achieving the desired results; uncovering trends or patterns; identifying specific groups of students who may be lagging behind their peers; and pinpointing those strategies and activities that <i>are</i> achieving the desired results as well as those strategies and activities that <i>are not</i> achieving the desired results. Project leaders will review this information weekly and discuss the ongoing results, soliciting input and suggestions for using the information gathered to refine, strengthen and improve the program approach. Additional steps that we will take to ensure effective evaluation and continuous improvement will include the following:</p> <ul style="list-style-type: none"> • As part of the initial evaluation framework development process, we will construct a logic model that describes the initiative's goals, its strategies for achieving its goals, its expected outcomes, and the anticipated timetable for program implementation and results; • Bring stakeholders into the evaluation process by taking account of their shared goals and concerns and by helping them meet their own information needs. Our goal is to make sure that stakeholders see how evaluation will help them do their jobs better; • Focusing data collection on key activities, strategies, events and outcomes that are central to our "transformation approach." In order to develop and sustain a "data-driven" transformation model it is essential that we collect the right types of data in order to identify the strongest and weakest relationships in the program model; • Utilize a research-based evaluation design that is accurate, objective and ongoing; and • Provide feedback from the evaluation to stakeholders early and often. We will also link reporting schedules to the timing of stakeholders' needs for information. In addition, analysis and reporting will focus on elements that stakeholders can change, not on conditions that are beyond the capacity of the program to affect. 		

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Schedule # 4C—Performance Assessment and Evaluation		
Part 2: Process for Development of Performance Goals		
Describe the process to be implemented to develop the campus' performance goals. Include the groups participating in the development of the goals. Responses are limited to two pages , front side only, with a font size no smaller than 9 point (Arial or Verdana). The process utilized to develop the performance goals for the campus was driven by the outcomes of the comprehensive needs assessment. The groups involved in this process included: parents, community representatives, the campus principal, teachers, administrators, Student Services personnel, teachers' assistants and students themselves. Development of performance goals for our Transformation model included the following steps: <i>Step One—Collecting relevant data</i> through a comprehensive needs assessment process. The needs assessment focuses on gathering data across five dimensions: student achievement, curriculum and instruction, professional development, family and community involvement and school context and organization. <i>Step Two— Developing a scorecard</i> based on the outcome of the needs assessment. At this stage of the process performance indicators are identified. <i>Step Three— Engaging stakeholders (see above) in discussions and analysis</i> during which the most <i>relevant</i> of the performance indicators previously outlined are identified and discussed. <i>Step Four— Developing an action plan</i> whereby stakeholders develop appropriate performance measures based on the outcomes of the needs assessment, their analysis of the scorecard and the results of their discussions and analysis of the identified performance indicators. Factors that influenced the selection of performance goals included: relevancy, timeliness, measurability, validity, reliability, reasonableness, impact and achievability.		

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Schedule # 4C—Performance Assessment and Evaluation
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Part 2: Process for Development of Performance Goals

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

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

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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	TAKS/STaR & benchmarks	83% passing	+3%	+3%	+3%
2	Improve Student Achievement in Mathematics	TAKS/STaR & benchmarks	63% passing	+4%	+5%	+5%
3	Improve Student Achievement in Social Studies	TAKS/STaR & benchmarks	92% passing	+1%	+2%	+2%
4	Improve Student Achievement in Science	TAKS/STaR & benchmarks	86% passing	+2%	+2%	+2%
5						
Increase the Use of Quality Data to Drive Instruction – Enter the annual goals for increasing the use of quality data to drive instruction, to which the LEA is holding the campus accountable.						
#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase teachers’ and administrators’ access to quality data	Self-reports, database reports	N/A	50%	80%	95%
2	Increase overall access to quality data	Website	30%	+10%	+30%	+25%
3						
4						
5						

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Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase ongoing job embedded professional development	Professional development hours	NA	+30%	+30%	+30%
2	Increase campus leaders' knowledge of effective research-based tools and strategies	PD hours, surveys	NA	75%	85%	95%
3	Increase campus leaders' use of effective research-based tools and strategies	Surveys	NA	50%	60%	85%
4						
5						

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase Accessibility for students to online tools	Surveys, database reports	50%	+25%	+10%	+10%
2	Increase the amount of time students spend learning each week	Self-reports, surveys	NA	+15%	+10%	+10%
3						
4						
5						

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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 Number of Parent Involvement with PTO	Sign-in sheet	35%	+10%	+20%	+30%
2	Increase Parental Involvement Through District Website	Parent Portal Sign-up	45%	+10%	+20%	+30%
3						
4						
5						
Improve School Climate – Enter the annual goals for improving the school climate, to which the LEA is holding the campus accountable.						
#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Create High Expectation Learning Environment	Survey	75%	+10%	+10%	+10%
2						
3						
4						
5						

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Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Teachers Will Demonstrate Knowledge of Technologies	Survey	65%	+10%	+10%	+10%
2	Increase teachers' knowledge of effective research-based tools and strategies	PD hours, surveys	NA	75%	85%	95%
3	Increase teachers' use of effective research-based tools and strategies	Surveys	NA	50%	60%	85%
4						
5						

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						
2						
3						
4						
5						

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

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Texas Title I Priority Schools Grant				
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/Tuancy				
#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program.	<input type="checkbox"/>	<input 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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Texas Title I Priority Schools Grant					
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 \$	\$	\$	\$
Professional and Contracted Services	5C 6200 36,371			36,371
Supplies and Materials	5D 6300 279,095			279,095
Other Operating Costs	5E 6400			
Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only)	5G 6600/15XX			
Total Direct Costs		315,466		315,466
% Indirect Costs				
Grand Total				
Total Budgeted Costs:		\$ 315,466	\$	\$ 315,466
Administrative Cost Calculation				
Enter total amount from Schedule #5 Budget Summary, Last Column, Total Budgeted Costs				
Multiply by (% limit)				X
Enter Maximum Allowable for Administration, including Indirect Costs				\$

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by telephone/e-mail/FAX on _____ by _____ of TEA.		Amendment No.
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 \$315,466 Year 2: SY 2011-2012 \$15,000 * Year 3: SY 2012-2013 \$15,000 * * 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		
<p>Hubbard ISD is requesting School Improvement Grant funding to support our implementation of a modified Transformation model at the targeted campus. School Improvement Grant funds will primarily support the development of a technological infrastructure sufficient to support our Transformation activities. Hubbard ISD is funding other elements of the Transformation model. It will accomplish this through: 1) leveraging other funding programs (e.g., Title I funds, a newly-implemented Response to Intervention initiative, etc.); and 2) a bond issue for the purpose of building an entirely new facility to replace our current building, which is rapidly deteriorating due to a sinkhole. The high school and middle school will be located on the same campus and will share a library and gymnasium. The technology infrastructure is an essential element of our Transformation model. Our current infrastructure is in some cases, up to 15 years old and does not have the capacity to support current technologies and computerized assessments/interventions including wireless connectivity, video conferencing, networking, high-speed Internet access and the use of computer-based assessments and interventions for the purpose of providing self-based, targeted academic interventions for students. The development of this infrastructure will support these technologies.</p>		

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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		\$ \$
2 Educational Aide		
3 Tutor		
Program Management and Administration		
4 Project Director		
5 Project Coordinator		
6 Teacher Facilitator		
7 Teacher Supervisor		
8 Secretary/Administrative Assistant		
9 Data Entry Clerk		
10 Grant Accountant/Bookkeeper		
11 Evaluator/Evaluation Specialist		
Auxiliary		
12 Counselor		
13 Social Worker		
14 Child Care Provider		
15 Community Liaison/Parent Coordinator		
16 Bus Driver		
17 Cafeteria Staff		
18 Librarian		
19 School Nurse		
Other Employee Positions		
22 Title:		
23 Title:		
24 Title:		
25 Title:		
26	Subtotal Employee Costs	\$ \$
Substitute, Extra-Duty, Benefits		
27 6112 Substitute Pay		\$ \$
28 6119 Professional Staff Extra-Duty Pay		
29 6121 Support Staff Extra-Duty Pay		
30 6140 Employee Benefits		
31	Subtotal Substitute, Extra-Duty, Benefits Costs	\$ \$
32	Grand Total Payroll Budget (line 26 + line 31)	\$ \$

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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	Total Amount Budgeted
1.				\$	\$	\$
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
Subtotal						
Professional and Consulting Services Less than \$10,000				\$	\$	
Professional and Consulting Services (6219) Greater than or Equal to \$10,000						
1. Description of Professional or Consulting Service (Topic/Purpose/Service):						
Contractor's Cost Breakdown of Service to be Provided			# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs				\$	\$	\$
Title: _____						
Subgrants, Subcontracts, Subcontracted Services						
Supplies and Materials						
Other Operating Costs						
Capital Outlay (Subgrants Only)						
Indirect Cost (____%)						
Total Payment:				\$	\$	\$

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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):				
Highly qualified, skilled evaluator, skilled in evaluating education-related initiatives. The chosen firm will have sufficient relevant experience and be led by PhD-level researchers. The evaluator will work with the project leadership to ensure ongoing, effective, accurate and objective measurement of our progress towards achieving our stated goals and objectives.				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$ 36,371	\$	36,371
Title: Professional evaluator				
Subgrants, Subcontracts, Subcontracted Services		34,371		34,371
Supplies and Materials				
Other Operating Costs		2,000		2,000
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$ 36,371	\$	\$ 36,371
3. Description of Professional or Consulting Service (Topic/Purpose/Service):				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$	\$	\$
Title:				
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		\$	\$	\$
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:		\$	\$	\$
Subtotal of Professional and Contracted Services Costs Requiring Specific Approval:				
Subtotal of Professional and Consulting Services or Subgrants Less than \$10,000:				
Subtotal of Professional and Consulting Services Greater than or Equal to \$10,000:				
Remaining 6200- Professional and Contracted Services that do not require specific approval:				
Grand Total:				

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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			\$	\$	
	#	Type	Purpose			Quantity
	1	Infrastructure technology	Establish and maintain sufficient technological infrastructure to support Transformation model. Details are provided in the attached spreadsheet			
	2					
	3					
	4					
5						
6399	Technology Software- Not Capitalized				15,000	
6399	Supplies and Materials Associated with Advisory Council or Committee					
Total Supplies and Materials Requiring Specific Approval:						
Remaining 6300- Supplies and Materials that do not require specific approval:						
Grand Total				\$	\$ 279,095	

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Texas Title I Priority Schools Grant			
Schedule #5E - Itemized 6400 Other Operating Costs Requiring Specific Approval			
	Expense Item Description	Pre-Award	Total Budgeted
6411	Out of State Travel for Employees (includes registration fees) 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: _____		
	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:			
Grand Total		\$	\$

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by telephone/e-mail/FAX on _____ by _____ of TEA.		School Years 2010-2013		Amendment No. _____	
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Schedule #5G - Itemized 6600/15XX Capital Outlay- Capitalized Assets Regardless of Unit Cost (15XX is for use by Charter Schools sponsored by a nonprofit organization)					
	Description/Purpose	Unit Cost	Quantity	Pre-Award	Total Budgeted
6699/15XX- Library Books and Media (capitalized and controlled by library)					
1					
66XX/15XX- Technology Hardware - Capitalized					
2					
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					
Grand Total					
Total 6600/15XX- Capital Outlay Costs:					

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

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

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

- L. Financial Management and Accounting:** Grantee assures it will maintain a financial management system that complies with federal standards established in 34 CFR 80.20 and 74.21 and that provides for accurate, current, and complete disclosure of the financial results of each grant project. The financial management system records will identify adequately the source and application of funds and will contain information pertaining to grant awards, authorizations, obligations, unobligated balances, assets, outlays (i.e., expenditures), income, and interest. Fiscal control and accounting procedures will permit the tracing of funds to a level of expenditure adequate to establish that funds have been used in accordance with the approved grant application. The applicant agrees to maintain effective control over and accountability for all funds, property, and other assets. Public school districts, open enrollment charter schools, and regional education service centers in Texas must comply with the accounting requirements in the Financial Accounting and Reporting (FAR) module of the *Financial Accountability System Resource Guide*, Texas Education Agency (34 CFR 74.21; 34 CFR 80.20; TEA *Financial Accountability System Resource Guide*).
- M. Expenditure Reports:** Contractor shall submit expenditure reports in the time and manner requested by Agency as specified in the instructions to the Standard Application System (SAS) which are incorporated by reference. Unless otherwise specified, interim reports are due to TEA within 15 days after the end of each reporting period. Unless otherwise specified, the final expenditure report is due within 30 days after the ending date of the grant. Revised expenditure reports, where the grantee is claiming additional expenditures beyond that originally requested, must be submitted within 60 days after the ending date of the grant, or as specified in the applicable Program Guidelines.
- N. Refunds Due to TEA:** If Agency determines that Agency is due a refund of money paid to Contractor pursuant to this contract, Contractor shall pay the money due to Agency within 30 days of Contractor's receipt of written notice that such money is due to Agency. If Contractor fails to make timely payment, Agency may obtain such money from Contractor by any means permitted by law, including but not limited to offset, counterclaim, cancellation, termination, suspension, total withholding, and/or disapproval of all or any subsequent applications for said funds.
- O. Records Retention:** Contractor shall maintain its records and accounts in a manner which shall assure a full accounting for all funds received and expended by Contractor in connection with the contract project. These records and accounts shall be retained by Contractor and made available for programmatic or financial audit by Agency and by others authorized by law or regulation to make such an audit for a period of not less than five years from the date of completion of the contract project or the date of the receipt by Agency of Contractor's final claim for payment or final expenditure report in connection with this contract, whichever is later. If an audit has been announced, the records shall be retained until such audit has been completed.
- Contractor understands that acceptance of funds under this contract acts as acceptance of the authority of the State Auditor's office, or any successor agency, to conduct an audit or investigation in connection with those funds. Contractor further agrees to cooperate fully with the State Auditor's Office or its successor in the conduct of the audit or investigation, including providing all records requested. Contractor will ensure that this clause concerning the authority to audit funds received indirectly by subcontractors through Contractor and the requirements to cooperate is included in any subcontract it awards.
- P. Time and Effort Recordkeeping:** For those personnel whose salaries are prorated between or among different funding sources, time and effort records will be maintained by Applicant that will confirm the services provided within each funding source. Applicant must adjust payroll records and expenditures based on this documentation. This requirement applies to all projects, regardless of funding source, unless otherwise specified. For federally funded projects, time and effort records must be in accordance with the requirements in the applicable OMB cost principles.
- Q. Forms, Assurances, and Reports:** Contractor shall timely make and file with the proper authorities all forms, assurances and reports required by federal laws and regulations. Agency shall be responsible for reporting to the proper authorities any failure by Contractor to comply with the foregoing laws and regulations coming to Agency's attention, and may deny payment or recover payments made by Agency to Contractor in the event of Contractor's failure so to comply.
- R. Intellectual Property Ownership:** Contractor agrees that all Works are, upon creation, works made for hire and the sole property of TEA. If the Works are, under applicable law, not considered works made for hire, Contractor hereby assigns to TEA all worldwide ownership of all rights, including the Intellectual Property Rights, in the Works, without the necessity of any further consideration, and TEA can obtain and hold in its own name all such rights to the Works. Contractor agrees to maintain written agreements with all officers, directors, employees, agents, representatives and subcontractors engaged by Contractor for the Contract Project, granting Contractor rights sufficient to support the performance and grant of rights to TEA by Contractor. Copies of such agreements shall be provided to TEA promptly upon request.

SCHEDULE #6A – cont.
GENERAL PROVISIONS &
ASSURANCES

County-District No.

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	<p style="text-align: center;">TEXAS EDUCATION AGENCY</p> <p style="text-align: center;">Standard Application System School Years 2010-2013</p>	<p style="text-align: center;">County-District No. _____</p>
Texas Title I Priority Schools Grant		

5. the **Age Discrimination Act of 1975**, as amended (prohibition of discrimination on basis of age), and any regulations issued thereunder, including the provisions contained in 34 CFR Part 110;
6. the **Family Educational Rights and Privacy Act (FERPA) of 1975**, as amended (ensures access to educational records for students and parents while protecting the privacy of such records), and any regulations issued thereunder, including **Privacy Rights of Parents and Students (34 CFR Part 99)**, if Contractor is an educational institution (20 USC 1232g);
7. Section 509 of H.R. 5233 as incorporated by reference in P. L. 99-500 and P. L. 99-591 (**prohibition against the use of federal grant funds to influence legislation pending before Congress**);
8. **Pro-Children Act of 2001**, which states that no person shall permit smoking within any indoor facility owned or leased or contracted and utilized for the provision of routine or regular kindergarten, elementary, or secondary education or library services to children [P. L. 107-110, Section 4303(a)]. In addition, no person shall permit smoking within any indoor facility (or portion of such a facility) owned or leased or contracted and utilized for the provision of regular or routine health care or day care or early childhood development (Head Start) services [P. L. 107-110, Section 4303(b)(1)]. Any failure to comply with a prohibition in this Act shall be considered to be a violation of this Act and any person subject to such prohibition who commits such violation may be liable to the United States for a civil penalty, as determined by the Secretary of Education (P. L. 107-110, Section 4303(e)(1)).
9. **Fair Labor Standards Act (29 USC 207), Davis Bacon Act (40 USC 276(a), and Contract Work Hours and Safety Standards Act (40 USC 327 et seq.)**, as applicable, and their implementing regulations in 29 CFR 500-899, 29 CFR Parts 1,3,5, and 7, and 29 CFR Parts 5 and 1926, respectively.
10. **Buy America Act**: Contractor certifies that it is in compliance with the Buy America Act in that each end product purchased under any federally funded supply contract exceeding \$2,500 is considered to have been substantially produced or manufactured in the United States. End products exempt from this requirement are those for which the cost would be unreasonable, products manufactured in the U. S. that are not of satisfactory quality, or products for which the agency head determines that domestic preference would be inconsistent with the public interest. Contractor also certifies that documentation will be maintained that documents compliance with this requirement (FAR 25.1-.2).
11. P.L. 103-227, Title X, Miscellaneous Provisions of the GOALS 2000: Educate America Act; P.L. 103-382, Title XIV, General Provisions of the Elementary and Secondary Education Act, as amended; and General Education Provisions Act, as amended.
12. **Prohibition of Text Messaging and E-mailing while Driving during Official Federal Grant Business**: Personnel funded from federal grants and their subcontractors and subgrantees are prohibited from text messaging while driving an organization-owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using organization-supplied electronic equipment to text message or e-mail while driving. Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership On Reducing Text Messaging While Driving," October 1, 2009 (pursuant to provisions attached to federal grants funded by the U.S. Department of Education).

CC. Federal Regulations Applicable to All Federal Programs:

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

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

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

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

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.	_____ County-District No.
Texas Title I Priority Schools Grant		

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

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

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

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

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

11/89
 03/90

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

SCHEDULE #6D -

Disclosure of Lobbying Activities

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

County-District No. _____

Texas Title I Priority Schools Grant

Complete this form to disclose lobbying activities for lobbying services procured (pursuant to 31 U.S.C. 1352). This disclosure form is required for any federal grant/contract received in excess of \$100,000 and on any 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☐

- a. Contract
b. Grant

2. Status of Federal Action:☐

- a. Bid/Offer/Application
b. Initial award
c. Post-award

3. Report Type:☐

- a. Initial filing
b. Material change

For Material Change Only:

Year: _____

Quarter: _____

Date of last Report: _____

4. Name and Address of Reporting Entity:☐

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):

N/A

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# _____

254: 576-2564

Date: 6-2-10

Federal Use Only:

Standard Form LLL

SCHEDULE #6ENCLB ACT PROVISIONS &
ASSURANCES_____
County-District No.**Texas Title I Priority Schools Grant**

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

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

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

- 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	_____ 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.

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	_____ County-District No.
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4. Highly Qualified:

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

5. **Parental Involvement:** The participation of parents in regular, two-way and meaningful communication involving student academic learning and other school activities, including ensuring:

- (A) that parents play an integral role in assisting their child's learning;
- (B) that parents are encouraged to be actively involved in their child's education at school;
- (C) that parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and
- (D) the carrying out of other activities, such as those described in section 1118 of P. L. 107-110.

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

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Federal Statutory Requirements

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

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

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

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

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

Terms defined:

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

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

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

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

GRANTEE – the subrecipient of TEA and applicant of funds.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- 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.
- 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.
- 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	_____ 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

Middle School

Bill of Materials

	Qty	Part No.	Description	Unit Cost	Total Cost
Switching			xStack Managed 24-Port Gigabit Stackable L3 Switch, 4 Combo SFP Slots, 3 10-Gigabit Slots, IPv6	\$3,209.99	\$3,209.99
	1	DGS-3627			
	1	DGS-3627-LW	Extended Warranty for the DGS-3627	\$1,605.00	\$1,605.00
	3	DCSP-4	9x5-Next Business Day Response for DGS-3627/ yr	\$319.99	\$959.97
	37	DGS-3100-24P	Managed 24-Port Gigabit Stackable L2 PoE Switch, 4 Combo SFP Slots, 20-Gigabit Stacking	\$1,279.99	\$47,359.63
	3	DEM-311GT	1000BASE-SX SFP Module, up to 550m	\$399.99	\$1,199.97
Storage	1	DSN-5210-10	xStack 8x1GbE iSCSI SAN Array, 12 Bays, 2U Rackmount, w/ Primary Controller, w/o Drives, w/ Trays	\$12,000.99	\$12,000.99
	1	DSN-5210-10-LW	Extended Warranty for the DSN-5210-10	\$6,000.00	\$6,000.00
	3	DCSP-1	9x5-Next Business Day Response for DSN-5210-10/yr	\$1,669.99	\$5,009.97
	1	DSN-520	xStack 8x1GbE Secondary iSCSI SAN Controller for DSN-5210-10	\$5,400.99	\$5,400.99
	1	DSN-520-LW	Extended Warranty for the DSN-520	\$2,700.00	\$2,700.00
	3	DCSP-2	9x5-Next Business Day Response for DSN-520/yr	\$899.99	\$2,699.97
	1	DSN-500	xStack iSCSI SAN I/O Board	\$1,467.99	\$1,467.99
	1	DSN-500-LW	Extended Warranty for the DSN-500	\$734.00	\$734.00
	3	DCSP-5	9x5-Next Business Day Response for DSN-500/yr	\$239.99	\$719.97
	1	DSN-210-SW	SureSync Continuous Data Protection & Replication Software for xStack Storage	\$1,149.99	\$1,149.99
Wireless	24	DWL-8600AP	Unified Wireless PoE Access Point, Simultaneous Dual Band 802.11n	\$799.99	\$19,199.76
IP Surveillance	25	DCS-6110	10/100 Fixed Dome IP Network Camera, CMOS, 1.5 Lux, 3.7mm-12mm Varifocal Lens, MPEG-4 & MJPEG, 3G, PoE	\$699.99	\$17,499.75
	14	DCS-3110	10/100 Fixed IP Network Camera, 1.3 Megapixel CMOS, 1.5 Lux, Day & Night, 6mm Lens, MPEG-4 & MJPEG, 2-Way Audio, 3G, PoE	\$599.99	\$8,399.86
	14	DCS-55	IP Camera Outdoor Enclosure, IP66 Cert, Heater, Blower, PoE	\$219.99	\$3,079.86

Middle School

Prof Services

35

DCSP-54

D-Link Professional Services - 1000

\$1,439.99

\$50,399.65

Total

\$190,797.31

MS Cabling

Hardware					
Leviton Superior Essex Cat5E 350Mhz. PlenumSolid Cable - Jr./Sr. Wing	155	\$	92.00	\$	14,260.00
Reference Standard UL Subject 444, EIA/TIA 568 & ISO/IEC 11801					
Leviton Superior Essex Cat5E 350Mhz. Plenum Solid Cable - Jr. High Wing	57	\$	92.00	\$	5,244.00
Reference Standard UL Subject 444, EIA/TIA 568 & ISO/IEC 11801					
Leviton Superior Essex Cat5E 350Mhz. Plenum Solid Cable - Sr. High Wing	121	\$	92.00	\$	11,132.00
Reference Standard UL Subject 444, EIA/TIA 568 & ISO/IEC 11801					
Leviton Superior Essex Cat5E 350Mhz. Plenum Solid Cable - Gymnasium	16	\$	92.00	\$	1,472.00
Reference Standard UL Subject 444, EIA/TIA 568 & ISO/IEC 11801					
CommScope 62.5/125M mm Tight Buffered 6ct. OSP Fiber	3	\$	450.00	\$	1,350.00
900um tight-buffered fibers, water blocking aramid fiber strength members and a PVC jacket					
Associated ST Connectors & ST-SC or LC patch Cables, as needed					
Hardware					
GigaMax® Category 5e QuickPort® 48 Port Patch Panel	11	\$	422.00	\$	4,642.00
Preloaded with Leviton Gigamax 5e+ connectors (black).					
GigaMax® Category 5e QuickPort® 24 Port Patch Panel	1	\$	215.00	\$	215.00
Preloaded with Leviton Gigamax 5e+ connectors (black).					
1,2,3 & 4 port modular outlets	245	\$	2.80	\$	686.00
Leviton 1,2,3 & 4-port Quickport compatible, as needed					
Leviton cat5e modular inserts	245	\$	6.95	\$	1,702.75
GigaMax 5e QuickPort connector					
Leviton Cat5e Patch Cables	245	\$	3.79	\$	928.55
1', 3' & 5' RJ45 booted, as needed					
2 Post Rack	3	\$	178.57	\$	535.71
35U Standard, Black Powder Coat, Ladder assembly as needed					
Wall Mounted Rack	1	\$	321.43	\$	321.43
12U Standard					
Leviton Wall Mount Fiber Enclosure	4	\$	178.57	\$	714.28
Includes 6ct ST bulkhead, 16-gauge heavy steel with a black painted finish					
Misc.	1	\$	1,674.29	\$	1,674.29
Tie wraps, labels, assorted connections, terminals & fasteners					
J-Hooks, ceiling wire, Ramset material, emt conduit					
Labor					
Labor (Cabling)	245	\$	64.29	\$	15,751.05
Cable suspension system, dress bundle					
Tone, test, label & map all outlets & terminations					
Labor (Fiber)	12	\$	107.00	\$	1,284.00
Total				\$	61,913.06

MS Video Cabling

Middle School

Description	Middle School				
Superior Essex Cat5E 350Mhz, Plenum Solid Cable - Middle School	50	\$	115.00	\$	5,750.00
Gray: Reference Standard UL Subject 444, EIA/TIA 568 & ISO/IEC 11801					
Hardware					
GigaMax® Category 5e QuickPort® 48 Port Patch Panel	1	\$	421.00	\$	421.00
Preloaded with Leviton Gigamax 5e+ connectors (black)					
GigaMax® Category 5e QuickPort® 24 Port Patch Panel	1	\$	214.00	\$	214.00
Preloaded with Leviton Gigamax 5e+ connectors (black)					
Surface Mount: Single port modular outlets	50	\$	4.25	\$	212.50
Leviton Single-port Quickport compatible as needed					
Leviton cat5e modular inserts	50	\$	6.95	\$	347.50
GigaMax 5e QuickPort connector					
Leviton Cat5e Patch Cables	50	\$	3.80	\$	190.00
1', 3' & 5' RJ45 booted, as needed					
Wall Mounted Rack	1	\$	192.86	\$	192.86
6U Standard					
Misc.	1	\$	807.00	\$	807.00
Tie wraps, labels, assorted connections, terminals & fasteners					
J-Hooks, ceiling wire, Ramset material, emt conduit					
Labor					
Labor	50	\$	65.00	\$	3,250.00
Cable suspension system, dress bundle					
Tone test, label & map all outlets & terminations					
Total				\$ 11,384.86	

Educational assessment and enhancement software programs

Standards-based computerized reading and math assessment and enhancement programs. Software programs that will enable practice for students in grades 1 through 12, and ensure that educators can monitor individual student progress, differentiate instruction accordingly, and verify results. The scope and sequence of the program's grade level content will be based on extensive mathematics and standards research and consultation from reading and mathematics educators, literacy specialists, mathematicians, and university researchers. Learning objectives will reinforce the skills being taught, regardless of what instructional materials are used. The software programs will make it easy to select and organize learning objectives to suit any textbook and teaching approach.

Year 1 \$15,000

Grand total \$279,095