

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with <i>Carol Mueller</i>	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	Victoria ISD Organization Name	235-902 County-District#
		Profit High School Campus Name	235902006 Campus Number
by telephone/e-mail/FAX on <u>11/1/10</u> by <i>James Connolly</i> of TEA.		746002453 9-Digit Vendor ID#	3 ESC Region
		105520017110066 NOGA ID# (Assigned by TEA)	Amendment #

Texas Title I Priority Schools Grant

Schedule #1 - General Information

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

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

Project Beginning Date: 08/01/2010

Project Ending Date: 06/30/2013

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

Tier I Tier II Tier III

Part 1: Index to the Application

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

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

Certification and Incorporation

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

Authorized Official

Typed First Name	Initial	Last Name	Title
Bob		Moore	Superintendent of Schools
Phone	Fax	Email	Signature/Date Signed (blue ink preferred)
361-576-3131	361-788-9233	bob.moore@visd.com	

Only the legally responsible party may sign this application.

June 3, 2010: *57*

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.

701-10-112-399

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Texas Title I Priority Schools Grant
Schedule #1—General Information

Part 2: List of Required Fiscal-Related Attachments and Assurances

For competitive applications, the application will not be reviewed and scored if any of the required attachments do not accompany the application when it is submitted. Applicants will not be permitted to submit required attachments, or any revisions to those required attachments, after the closing date of the grant. Attach all required attachments to the **back** of the application as an appendix.

1 <input type="checkbox"/>	<p style="text-align: center;">Proof of Nonprofit Status</p> <p>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.)</p>
2 <input checked="" type="checkbox"/>	<p style="text-align: center;">Assurance of Financial Stability</p> <p>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.</p>
3 <input checked="" type="checkbox"/>	<p style="text-align: center;">Assurance of Submittal of Reviewer Information Form</p> <p>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.)</p>

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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 Victoria Independent School District					
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code	
102 Profit Drive		Victoria	TX	77901	
U.S. Congressional District Number	Primary DUNS Number	Central Contractor Registration (CCR) CAGE Code		NCES Identification Number	
TX-014	06-946-8114	4F6E6		484415005579	
Campus Name Profit Magnet High School			County-District Campus Number 235902006		
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code	
102 Profit Drive		Victoria	TX	77901	
Applicant Contacts					
Primary Contact					
First Name	Initial	Last Name		Title	
Sherri		Hathaway		Principal	
Telephone	Fax	Email			
361-788-9650	361-788-9649	sherri.hathaway@visd.com			
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code	
102 Profit Drive		Victoria	TX	77901	
Secondary Contact					
First Name	Initial	Last Name		Title	
Sheila		Gann		Student Success Administrator	
Telephone	Fax	E-mail			
361-788-9650	361-788-9649	sheila.gann@visd.com			
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code	
102 Profit Drive		Victoria	TX	77901	

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

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

Part 2: Revised Budget

Complete this part if there are any budgetary changes.

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

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**Texas Title I Priority Schools Grant
 Schedule #3—Purpose of Amendment**

Part 3: Reason for Amendment Request. For all grants, regardless of dollar amount, check the appropriate box to indicate reason for amendment request.

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

Part 4: Amendment Justification

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

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Texas Title I Priority Schools Grant

Schedule #4—Program Summary and Application Requirements

Part 1: Grant Program Information;

Summary of Program: Purpose and Goals

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"> 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. 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"> 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 new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability; f. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; g. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students; h. Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and i. Provide appropriate social-emotional and community-oriented services and supports for students. 	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
18	<p>If the LEA/campus selects to implement the turnaround model, the campus may implement the following federal requirements.</p> <ol style="list-style-type: none"> 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	<p>If the LEA/campus selects to implement the school closure model, the campus must implement the following requirement.</p> <ol style="list-style-type: none"> 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	<p>If the LEA/campus selects to implement the restart model, the campus must implement the following federal requirements.</p> <ol style="list-style-type: none"> 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	<p>If the LEA/campus selects to implement the transformation model, the campus must implement the following federal requirements.</p> <ol style="list-style-type: none"> 1. Develop and increase teacher and school leader effectiveness. <ol style="list-style-type: none"> (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-- <ol style="list-style-type: none"> (1) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and (2) Are designed and developed with teacher and principal involvement; (C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so; (D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and 	Program Assurances

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

Part 2: Statutory Requirements

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

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

Part 2: Statutory Requirements

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

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

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. <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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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Texas Title I Priority Schools Grant
Schedule #4—Program Requirements

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	<p>If the LEA/Tier III campus selects to implement the transformation model, the campus assures That it will it implement the following federal requirements.</p> <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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Texas Title I Priority Schools Grant
Schedule #4—Program Requirements

Part 4: TEA Program Assurances

#	TEA Assurance Description
10	2. Comprehensive instructional reform strategies. <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> 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-- <ul style="list-style-type: none"> (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-- <ul style="list-style-type: none"> (A) Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective; (B) Implement a school wide "response-to-intervention" model; (C) Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content; (D) Use and integrate technology-based supports and interventions as part of the instructional program; and (E) In secondary schools-- <ul style="list-style-type: none"> (1) Increase rigor by offering opportunities for students to enroll in advanced coursework (such as advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework; (2) Improve student transition from middle to high school through summer transition programs or freshman academies; (3) Increase graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or (4) Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.

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

Part 4: TEA Program Assurances

#	TEA Assurance Description
13	An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as-- <ul style="list-style-type: none"> A. Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs; B. Extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff; C. Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or D. Expand the school program to offer full-day kindergarten or pre-kindergarten.
14	The LEA may also implement other strategies for providing operational flexibility and intensive support, such as-- <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> a. Number of minutes within the school year. b. Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup. c. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes. (High Schools Only) d. College enrollment rates. (High Schools Only) e. Teacher Attendance Rate f. Student Completion Rate g. Student Drop-Out Rate h. Locally developed competencies created to identify teacher strengths/weaknesses i. Types of support offered to teachers j. Types of on-going, job-embedded professional development for teachers k. Types of on-going, job-embedded professional development for administrators l. Strategies to increase parent/community involvement m. Strategies which increase student learning time

By submitting the application and signing Schedule #1, the applicant is certifying it will comply with the above assurances.

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

Part 1: Grant Eligibility

Tier I Eligible Campus Tier II Eligible Campus Tier III Eligible Campus

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

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

Part 2: Grant Program Summary. Provide a brief overview of the program you plan to implement on the campus. Be sure to address fundamental issues such as your local program goals and objectives that align with the RFA purpose and goals, rationale for program design, etc. Address the specific gaps, barriers, or weaknesses to be addressed by the intervention model to be selected. A response to this question must be completed in the original submission regardless of whether the LEA/campus has selected an intervention model at this time or not. Responses are limited to 1000 words, provided front side only, with a font size no smaller than 9 point (Arial or Verdana).

Fundamental issues: VISD and Profit Magnet High School propose to partner with Victoria College (VC) to implement a comprehensive reform strategy that will result in substantially improved student achievement. Using TEA's Transformation Model, Profit and VC will work together to improve student achievement and increase college and career readiness by building the capacity of campus leaders and teachers; improving the campus climate through social and emotional supports; and utilizing district support to transform systems. Specifically, Profit Magnet High School and VC will work within the guidelines of the Transformation Model to implement an Early College High School (ECHS) program on the Profit campus. District officials and the recently hired campus principal have been actively engaged in assessing the needs of Profit HS students and staff and have conducted extensive research on best practices and strategies that have worked to improve student achievement at the secondary level, especially with students from minority and low socio-economic groups. Throughout the research and development process, and as a result of the comprehensive needs assessment conducted, the Texas ECHS Initiative emerged as a promising option. The Transformation Model and implementation of an ECHS program align with VISD's district program goals and objectives, as well as those of the Profit HS campus. Additionally, the Transformation Model addresses specific gaps, barriers, and weaknesses identified in Profit's most recent Campus Improvement Plan (CIP).

Rationale for Program Design: Based on extensive research, input from stakeholders, visits and discussions with similar school districts and programs, VISD made the decision to pursue a viable means of implementing a full transformation for the Profit Magnet High School campus. The Early College High School model, as evidenced in El Paso ISD and several other Texas school districts has proven to be extremely effective in meeting the needs and raising achievement levels of at-risk students at the secondary level. With a sound partnership in place with Victoria College, VISD is certain that, with adequate funding, the TEA Transformation Model, including the implementation of an Early College High School program will produce successful results for VISD's Tier II eligible campus, Profit Magnet High School. Profit HS data analysis revealed significant need for improvement in the areas of student attendance, dropout, and completion rates, TAKS performance, and college readiness indicators. Additionally, Profit HS falls well below its Adequate Yearly Progress targets for graduation rates and for participation measures in both reading and math. Taking into consideration these factors, VISD recognizes the need for significant transformation for the Profit HS campus. The Early College HS program design will not only meet the established guidelines of the Transformation Model, but will provide significant opportunity for improvement of student achievement at multiple levels, including completion/graduation rates, state assessment performance, and college readiness. Profit teachers will also be required to use the CSCOPE curriculum and exemplar lessons recently purchased by VISD to increase student achievement and college readiness. We would like to hire a learning facilitator to provide on-going professional development for CSCOPE and to assist with classroom walk-throughs. The data from these walk-throughs will assist us with providing appropriate and relevant job-embedded professional development for our faculty members.

Specific Gaps, Barriers, Weaknesses to be Addressed: In assessing the needs of Profit HS, the following gaps, barriers, and weaknesses have been identified and will be addressed through the proposed implementation of the TEA Transformation Model and Early College High School program: Work/school scheduling conflicts and limited flexibility for academic scheduling; lack of family support system; lack of trust/respect for educational system; lack of family/community support system; drug/alcohol/gang-related issues and problems involving arrest, jail time, etc.; family responsibilities - need for immediate income, caring for family member, younger sibling, etc.; poor academic performance - years of failing grades, poor test scores; inconsistent attendance at school and/or TAKS prep classes; failure to see significance of state assessments - not tied to students' future goals; lack of motivation to complete and/or further educational pursuits; lack of future planning/goal setting, especially pertaining to education; lack of preparation, plans, knowledge, access to postsecondary education; lack of familial or community college-going role models; lack of communication regarding postsecondary opportunities, requirements, standards, etc.; poor economic conditions - students' beliefs that postsecondary education is too expensive, unobtainable, not for them, etc.; lack of adequate academic support systems, college-prep curriculum, and college expectations.

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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											69	65	72	50	256
Open-Enrollment Charter School															0
Total Students:	0	0	0	0	0	0	0	0	0	0	69	65	72	50	256
Total Instructional Staff														19	
Total Support Staff														4	

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

1	Academic Excellence Indicator System (AEIS) report
2	Disaggregated TAKS data
3	Disaggregated attendance data
4	Harris Poll – customer service survey sent to parents, community members
5	Organizational Health Inventory (OHI) – contracted survey correlated to student achievement
6	Safe and Civil School Survey
7	Campus specific at-risk data – Profit HS is an Alternative Education Campus (AEC) – at least 75% of students identified as at-risk
8	Meeting minutes/reports from the VISD Strategic Leadership Team – includes students, teachers, staff, community members, college and university representatives
9	Meeting minutes/reports from VISD Education Committee

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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.

A comprehensive needs assessment was conducted for Profit HS as a part of the annual Campus Improvement Plan process. All faculty and support staff from the campus were involved in the process, as well as students, parents, community members, business leaders, and college and university representatives. Participating individuals were divided into groups and assigned a district aim for analysis. The analysis included a review of all key processes in place to address each aim and the development of new key processes as deemed necessary by the teams. Campus goals were established to ensure strategic focus towards meeting the district's established aims and took into account the specific needs of the individual campus. To ensure an emphasis on improving student achievement, data was reviewed and analyzed for specific areas of weakness, identifying gaps in services that create barriers to success. Those weaknesses, gaps, and barriers were priority items as the improvement plan was developed. Finally, professional development and other resources needed to facilitate implementation of the strategies and/or processes were identified. The resulting Campus Improvement Plan goals are outlined in the chart below, including correlation to the district's goals and alignment with TEA's Transformation Model.

DISTRICT AIM	PROFIT MAGNET HS GOAL	ALIGNMENT WITH TRANSFORMATION MODEL
<i>High Student Performance and Achievement</i>	Provide opportunities for students to be actively engaged and to experience success as learners	Comprehensive instructional reform Increasing learning time and creating community-oriented schools
<i>Optimum Educational Resources</i>	Provide materials and resources to foster student growth and skill development	Comprehensive instructional reform Provide operational flexibility and sustained support
<i>Responsive to Student Needs</i> Goal 1: Provide means to ensure student input in addressing district concerns Goal 2: Create opportunities and sustain engagement of all students in co-curricular activities	Create and sustain an environment that recognizes and addresses the needs of all students	Increasing learning time and creating community-oriented schools Comprehensive instructional reform Develop and increase teacher and school leader effectiveness
<i>Highly Qualified and Effective Personnel</i> Goal 1: Retain a highly effective competent workforce Goal 2: Provide relevant, continuous high quality training and development for all personnel	Increase the skill and knowledge of all campus personnel to attract and retain an effective faculty and staff	Develop and increase teacher and school leader effectiveness Provide operational flexibility and sustained support
<i>Involvement of all Parents, Students, and Community</i> Goal 1: Create a culture that fosters involvement and increases participation among parents, students, and community Goal 2: Strengthen mutual trust and respect with parents, students, and community Goal 3: Engage parents, students, and community in educational partnerships to maximize student achievement	Provide opportunities for parental and community partnerships to increase achievement for all students	Increasing learning time and creating community-oriented schools Develop and increase teacher and school leader effectiveness

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Schedule #4B—Program Description		
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	VISD/Profit HS Teachers	
2	VISD/Profit HS Support Staff	
3	VISD/Profit HS Administration	
4	VISD Parents	
5	Community Members and Business Leaders	
6	Victoria College and University of Houston-Victoria faculty, staff, and administration	

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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.

Victoria Independent School District maintains the capacity to use grant funds to provide the resources and related services/support to Profit HS to implement, fully and effectively, the required activities of the Transformation Model and ECHS program being proposed. The district is experienced in managing grant projects, successfully implementing approximately 10-12 state and federally funded projects each year. Additionally, VISD manages and distributes to various school projects and efforts over \$200,000 a year in donations from Booster Clubs, PTAs, PTOs, businesses and individuals. VISD has earned the Superior Achievement rating from the School Financial Integrity Rating System of Texas (FIRST) for seven years and has been awarded a Certificate of Achievement for Excellence in Financial Reporting from the Government Finance Officers Association (GFOA) for the past eleven years for its comprehensive annual financial reports.

In addition to the district's resource management capacity, VISD has been actively engaged in the process of reforming the Profit HS campus program for over a year. Principal, Sherri Hathaway, was hired and assumed leadership of the school with the beginning of the 2009-2010 academic year. Much of her year has been spent analyzing relevant data, consulting with stakeholders, and developing plans for the improvement of student achievement. VISD has been supportive in facilitating the transformation process for the Profit HS campus, providing substantial operational flexibility, assisting with the collection and analysis of data, researching of best practices for school improvement, and providing processes for curriculum alignment, monitoring of instruction, and the effective utilization of resources and data.

One excellent example of how VISD has provided operational flexibility is in allowing the new campus principal the autonomy to develop and implement a comprehensive High School Equivalency Plan (HSEP) that would meet the needs of students in need of GED preparation and testing, Exit-Level TAKS preparation, and credit recovery. A flexible scheduling program was established to allow students to attend sessions from 4-7pm each evening. As a result of the program, at the end of the 2009-2010 school year, 182 high school credits were earned by students who may have otherwise been unable to receive the necessary instruction and preparation to fulfill graduation and/or equivalency requirements. The success of alternative/flexible scheduling was made possible through the innovation and effective leadership of the campus principal and the district's support of operational autonomy. The district will continue with this and other support and services to ensure that Profit HS is able to fully and effectively implement the proposed school intervention model.

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

Part 2: Project Management Cont.

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

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

VISD consults with relevant stakeholders, including students, staff, parents, community members, business leaders, and college/university representatives regularly. Several groups of stakeholders have been involved in the planning and development of this grant, both directly and indirectly. In determining the need and applicability of this project on both a fiscal and programmatic basis, the following individuals have been consulted and engaged in focused discussions and/or asked for input, guidance, and feedback: VC President, VC VP of College Advancement, VP of Instruction, and VP of Student Services, VC Dean of Academic Foundations, and VC Sponsored Programs Officer; VISD Superintendent, Assistant Superintendents, VISD Executive Director of Research and Development, VISD Director of Federal Programs, Profit HS campus principal, and VISD Student Success Administrator.

Communication regarding the implementation of a school intervention model for Profit HS was easily facilitated by the district's involvement on multiple community boards, committees, and leadership teams. VISD representatives are members of the Crossroads Commission on Education, a group formed by State Representative Geanie Morrison to improve the area's educational attainment to achieve the State's "Closing the Gaps by 2015" initiative. This group meets regularly to review and analyze relevant data pertinent to educational attainment on multiple levels. Through involvement on this commission, VISD has the opportunity to consult with a variety of stakeholders concerning their plans for improvement of student achievement at the district's level. The commission members are supportive of VISD's efforts and plans to implement an Early College High School program, recognizing that the success of such an intervention aligns with the overall goals of the commission to raise educational attainment levels in the region.

VISD has also recently completed an annual comprehensive strategic planning process. Through this process, a Strategic Leadership Team, including students, parents, staff, community members, college and university representatives, and business leaders meets twice a year to discuss, plan, review, analyze, and offer feedback on district initiatives. The proposed school intervention model has been shared with the Strategic Leadership Team and has their full support.

The District Education Committee (DEC) meets four times a year and also includes a representative cross-section of members who provide input, critique, guidance, and support for district initiatives. Again, plans for Profit HS have been shared with the DEC, with unanimous support and enthusiasm.

In addition to the formal groups that meet regularly, VISD and Victoria College leaders meet at least quarterly to address identified gaps and barriers to college participation and success for students in the district. Plans for implementing a school intervention model for Profit HS have often been at the forefront of discussion for this group. As a result of discussions initiated in these meetings, a team of VC and VISD faculty, staff, and administration traveled to El Paso ISD to further research the ECHS implementation process. Upon their return, additional meetings have been held to fine-tune plans, establish additional partnerships, and research funding opportunities for support of the proposed project.

As a result of pre-defined and well-established partnerships, all grant partners will have an active role in the implementation of the project. The Profit HS campus principal will ensure that project activities commence in a timely fashion while dedicated grant personnel are hired and trained. After the Notice of Grant Award (NOGA) is issued and activities are allowed to begin, it will be the duty of the principal, grant project director, and district shepherd to communicate with each other, as well as with VC liaisons, and Profit HS teachers and support staff on both a formal and informal basis. The existing configuration for data gathering and analysis will continue to be a collaborative process between the Profit campus and the district's Department of Research and Development, and incorporating relevant data obtained from VC's Office of Planning and Institutional Assessment. As an external partner, VC will also be relied on heavily to obtain professional development for qualified HS instructors preparing to teach college level courses for the first time. VC will also provide guidance and support in developing the appropriate sequence of college courses for Profit ECHS students, orienting students to the college environment, and aligning HS curriculum to established college readiness standards. Quarterly reports will be shared with district and site leadership to ensure that all personnel will be kept apprised of the progress of the grant activities.

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<p>Part 2: Project Management Cont.</p>		
<p>Section A: LEA (District) Capacity Responses are limited to <i>one page each</i>, front side only, with a font size no smaller than 9 point (Arial or Verdana).</p>		
<p>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>		
<p>VISD and VC administrators have committed to maximizing the use of shared resources such as space and materials and to provide relevant data and information needs to facilitate successful implementation of the proposed interventions. Some modifications to practices and/or policies are already in place as a result of the ongoing planning, discussion, and research that has taken place in the past year. Campus autonomy has been established, allowing the Profit HS principal to implement various practices, including flexible scheduling for the High School Equivalency Program (HSEP) and other innovative instructional programs aimed at addressing the specific needs of targeted populations. Other example include: VISD began an AVID (Advancement Via Individual Determination) classes at the 9th grade level this school year. Next year VISD will expand the AVID program to include 9th, one 10th grade class at each of the two new High Schools (East, West). Additionally this program will expand to (4) middle schools with AVID being offered in each of their 8th grade classes. This program is designed to provide support with rigorous expectations for students who have traditionally not seen college as an attainable goal or possibility. The students within the AVID programs will have an option to be able to use the ECHS program for one of the required advanced classes each semester. The VISD Advanced Learning Facilitator will be working collaboratively as the District Director for AVID with Profit High School administrators to ensure the success of students enrolled in the Profit ECHS program.</p>		
<p>During the first year of implementation, a grant oversight committee will be established to monitor and adjust program goals. This committee will include VISD administrators, Victoria College staff and administrators, Profit principal, VISD Advanced Learning Facilitator, teachers, community members, and parents. In years two and three this committee will meet at least quarterly to monitor progress of grant goals and make adjustments as necessary.</p>		
<p>Additionally, VISD has provided funding (through a partnership with VC and UH-V) for VISD teachers to pursue Master's level degrees qualifying them to teach dual-credit courses.</p>		

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<p>by telephone/e-mail/FAX on _____ by _____ of TEA.</p>		<p>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>Resource Management – Describe how the LEA/campus will align other resources (federal, state, local, and community) with the school improvement intervention.</p>		
<p>Coordination of this program with other district, state, and federal programs will be accomplished by networking between the campus principal, district leadership and community partners. During group meetings, such as those described in Schedule 4B, Part 2, Section A <i>LEA Capacity/Partnership/Involvement of Others</i>, program staff will ensure coordination with all other district programs, as well as related programs involving external partners, such as VC's College Connection, Perkins Tech Prep Partnership, Summer Bridge, and other programs that would benefit/enhance the Early College High School experience for Profit students.</p> <p>Information dissemination on best practices and "what works" will also be accomplished through this networking. Adequate space and equipment/ materials will be provided for the District Shepherd, VC ECHS liaison, VISD's grant project director, and other grant-related personnel to best assure the success of the project. The campus principal, although thoroughly involved with project implementation, will not have any portion of her salary paid from the grant.</p> <p>VISD Business Services Department will review and monitor the grant program for fiscal compliance. A staff accountant will be assigned to work with programmatic personnel periodically to ensure that fiscal reporting is accomplished in accordance with the grant specifications. This accounting function is also paid from district funds and will not impact the grant funds budget.</p> <p>Additional resources that will assist with the implementation of the proposed project include: VISD High School Allotment funds, State Compensatory Education funds, and other local funds available and designated for school improvement use.</p>		

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<p>Part 2: Project Management Cont.</p>		
<p>Section A: LEA (District) Capacity Responses are limited to <i>one page each</i>, front side only, with a font size no smaller than 9 point (Arial or Verdana).</p>		
<p>Grant Project Manager Qualifications – Describe the qualifications of the person selected to be the project manager for this grant on the campus.</p>		
<p>An assistant principal for the Profit HS campus will be hired with the understanding that the responsibilities of project manager for this grant will reside with that position. The campus principal will train and assist the individual selected for this position throughout the grant's implementation. Qualifications for this position will include:</p>		
<p><u>Required:</u> Master's degree with Principal Certification from an accredited university; minimum three years teaching experience; administrative experience; demonstrated and effective leadership skills; excellent written and verbal communication skills; supervisory and fiscal management experience; demonstrated sensitivity to the diverse academic, socioeconomic, cultural, ethnic, and disability backgrounds of at-risk students; demonstrated ability to build effective teams; and ability to analyze data/conduct comprehensive evaluations.</p>		
<p><u>Preferred:</u> Assistant Principal and secondary level experience; experience with federally and/or state-funded grant programs; experience with management of large projects with external partners.</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).

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

VISD has committed to the success of the Profit HS Transformation Project. While the leadership team consisting of the Superintendent, the HS Learning Community Assistant Superintendents, and the Profit HS campus principal all share responsibility and a great desire for the success of the grant program, additional grant personnel will be hired to provide focused day-to-day involvement and oversight.

VISD will structure and implement an assigned District Shepherd with the responsibility for supporting the Profit HS Transformation Project. The District Shepherd will be a full-time VISD employee assigned to the duties and responsibilities of the grant project. The roles and responsibilities of this individual will include, but not be limited to:

- Ensuring operational flexibility is provided for campus
- Ensuring effective implementation of all components of the transformation process
- Monitoring of progress of 90-day action plans established by campus and external project partners
- Maintaining regular communication with the transformation campus
- Conducting regularly scheduled meetings with the transformation campus and external project partners
- Working cooperatively with the transformation campus and the district to remove barriers that may hinder the transformation process
- Providing support and feedback to the principal, assistant principals, partner liaisons, teachers, and/or support staff when needed or requested
- Attending campus and district leadership meetings
- Taking an active role in problem-solving with the campus principal, project manager, project partners, and teachers
- Assisting in the recruitment of qualified staff, as needed

The District Shepherd (Transformation Specialist) will be invested in the project and view this role as integral to his/her responsibilities and will support all components of the transformation process. He/she will have a direct line of contact with the assigned High School Learning Community Assistant Superintendent and maintain regular contact with district-level administration, including the superintendent of schools.

All programmatic activities including quarterly reports and day-to-day functions will be the primary responsibility of campus personnel, including the project manager (campus asst. principal) and campus principal. Program activities will be monitored through both formal reports and informal observations of instructional practices, materials and classroom environments. Programmatic amendments will originate at the campus level and will be processed through the district hierarchy according to policy. It will be the job of everyone affiliated with the project to ensure continuous adjustments to improve the program.

Fiscal activities, monitoring and reports will be the responsibility of the project manager, in coordination with VISD Business Services Department. Working in tandem with the Business Services Department, the project manager will ensure that all fiscal reporting is conducted in a timely manner and meets TEA's stated timeline. VISD Business Services department will be consulted concerning any fiscal amendments, but the primary person to advise campus leadership of allowable/unallowable fiscal activities and to monitor budget expenditures will be the project manager.

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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).

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

VISD and Victoria College are committed to sustaining the Profit HS Transformation Project through the ongoing support of the Early College High School Program. Continuation of successful research-based activities/strategies and partnerships beyond the grant period will be thoroughly explored and evaluated. Within the final year of the grant-funded project, a sustainability plan that addresses the Critical Success Factors/Milestones outlined below will be employed. Each topic/sub-topic will be evaluated according to progress made throughout the grant period and given a numerical score to judge the progress and feasibility of sustainability.

- **Improve Academic Performance** – evidence of data-driven instruction; completed curriculum alignment documents (horizontally and vertically) and completed integration of high school and college curriculum to facilitate the possibility of high school students completing up to 60 hours of college credit by the end of their senior year; reports on monitored instruction; student improvement on state mandated assessments; student completion of college credit hours; student persistence rates (semester-to-semester and year-to-year)
- **Increase Teacher Quality** – review of grant-funded professional development activities and evidence of implementation of new strategies, activities, delivery methods, etc.; review of student achievement records, including state mandated assessments, course mid-term and final grades, and completion of evaluation of effectiveness of recruitment/retention strategies, including financial incentives (**common assessment measures**)
- **Improve School Climate** – increased attendance; decreased discipline referrals; increased involvement in co-curricular activities, such as college course enrollment, college field trips and orientation activities; evaluation of campus climate surveys
- **Increase Leadership Effectiveness** – review and evaluation of grant-funded professional development activities; review of instructional monitoring reports; review and analysis of OHI data; evaluation of operational flexibility; evaluation of resource and data usage
- **Increase the Use of Quality Data to Drive Instruction** – review and analysis of Professional Learning Communities implementation – evaluation of data shared during common planning time through Eduphoria reports, including common assessment measures
- **Increase Parent/Community Involvement** – evaluation of campus-developed surveys and Harris Interactive Poll data; review of attendance and participation records for all parent and community events (open house, ECHS events, parent/student center usage; college nights, etc.)
- **Increase Learning Time** – review and analysis of effectiveness of flexible scheduling options (8:30-7:30) including usage of service, academic results for students involved, use of PLATO web-based instructional software applications - # of credits earned by students participating in flexible options; and Virtual Schools Network usage

Each activity related to one of the critical success factors will be evaluated at each scheduled interval based on the scale below. Once given a rating, assessment teams will work to develop plans to improve, continue, revise, replace, or discontinue the activity.

- Scale:
- 0 = Important, but not feasible now
 - 1 = Able to develop
 - 2 = Partially in place, under development
 - 3 = Already in place

Through careful examination of the topics after the initial planning period and at intervals of six-months thereafter, the areas needing work will be identified. VISD and VC assessment teams will meet regularly to review the results of the sustainability plan and work towards establishing the necessary partnerships and means to sustain the successful components of the project.

The final determination for sustainability will rely on careful analysis of data to determine the effectiveness of each component/activity of the project with regard to student achievement measures and quality of instruction, and the other critical success factors.

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Schedule 34B - Program Description

Part 2: Project Management Cont.

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

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

Victoria College has been identified as an external partner for the Profit HS Transformation Project due to several factors including: convenient proximity; established partnership with the district; proven track record of serving at-risk student populations; successful implementation of dual-credit enrollment programs in over a dozen area high schools; successful implementation of several projects aimed at increasing educational attainment levels and promoting awareness of postsecondary education opportunities - College Connection, High School and Developmental Education Summer Bridge Programs, and other successful initiatives. The University of Houston - Victoria has also been identified as an external partner for the Profit HS Transformation Project.

As the project progresses, if the need for additional external providers is necessary, VISD will carefully evaluate their level of experience in meeting the needs of at-risk student populations, alignment of their organizational goals with those of the project, past experience working with the group, if applicable, and the organization's willingness to actively participate in the ongoing evaluation, revision, and sustainability of the project.

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NCLB Program Coordination

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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).

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.

The Profit HS campus principal will take a team of teachers and grant staff to visit El Paso ISD and other Texas school districts with successful experience implementing Early College High School programs.

Expected outcomes include: increased understanding and awareness of an experienced ECHS; explore a variety of instructional delivery methods for dual-credit courses; identify best practices and areas of concern based on the experience of the site visited; explore recruitment and student selection models; observe actual college courses taking place on the HS campus; talk to teachers, administrators, and students about the process of ECHS implementation and evaluation; learn about additional funding sources.

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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).

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.

VISD has no identified Tier I schools, and is applying to serve one of its Tier II schools, Profit Magnet High School.

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

Part 3: Intervention Model

Section A: Intervention Model Selection Process

Intervention Model to be Implemented – Indicate the model(s) being *considered* by the LEA/campus for implementation. Indicate whether the LEA/campus will participate in the TEA Approved Model with Technical Assistance provided by the TEA-funded School Improvement Resource Center or the LEA/campus will implement its own intervention design within the requirements of the grant program.

- Turnaround
 - Closure
 - Restart
 - Transformation
 - Tier III Modified Transformation
 - TEA Designed Model with Technical Assistance Provided by the School Improvement Resource Center
 - Supplemental Education Services (SES) incorporated into the intervention model
- Note: Applying to implement the TEA Approved Model with Technical Assistance Provided by the School Improvement Resource Center in no way implies or guarantees funding.*
- The LEA/campus will implement its own intervention design, within the parameters required by the final federal regulations released by USDE

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

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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 Transformation school intervention model was selected through a systematic and collaborative process involving stakeholders at various levels of the education continuum including: VISD administration, faculty, staff, parents, and students; community members and business leaders; and Victoria College and UH-V faculty, staff, and administration representatives. Throughout the 2009-10 school year, district and community educational committees, forums, and commissions met to discuss critical educational issues within the region. Educational attainment was often a focus of discussion, debate, and concern. As district data was made available to various constituencies and VISD began its annual strategic planning process, an interest in the Early College High School Initiative emerged as a consistent and promising intervention model aimed at addressing the specific concerns and issues represented in VISD's student achievement data.

Profit Magnet High School was quickly targeted as a focus for intervention by the district, as it has experienced consistently low student achievement levels, maintains a student population of more than 75% of students identified as at-risk. As in-depth research into the Early College High School Initiative was completed, district and campus officials were encouraged to seek funding opportunities to realize an ECHS program for Profit HS. Identified as a Tier II Texas Title I Priority School, Profit became eligible to seek the Title I Priority Schools Grant funding. VISD approached Victoria College about expanding their existing partnership to include the development of a Priority Schools Grant project. The Transformation Model was quickly identified as an ideal match for the identified needs of the campus.

Small groups were designated to further research the ECHS model and a group of 4 VISD and 4 VISD representatives made site visits to El Paso ISD Early College High Schools - Mission Early College High School, Valle Verde Early College High School, Northwest Early College High School, and Transmountain Early College High School. From that trip and the information gathered there, the team was able to begin to establish goals and objectives for a VISD ECHS project. The team focused their research on identifying the significant benefits of using an ECHS model versus the existing dual enrollment arrangement. Based on their comparisons, the decision to pursue funding to implement the ECHS model was solidified. The chart below outlines the comparisons the team used in their decision-making process.

	Dual Enrollment	Early College
Target population	High school juniors and seniors who meet college-mandated prerequisites for the course they want to take may participate.	Broad population, with a focus on low-performing students, low-income students, first-generation college students, potential dropouts, and those who want to accelerate high school completion. Most early college schools target students in grades 9-12, but other models target students in grades 6-12
Academic mission	Augment the high school curriculum with more challenging work for college-ready students	Prepare all students for college
Curriculum design	Students can earn at least 12 college credits while in high school.	Students can earn up to two years of credit toward a Bachelor's degree along with their high school diploma
Course load maximum	Two college courses per semester; only high-achieving students may take more	No restrictions
Student support services	Limited support beyond services provided to traditional college students by college sponsor of dual enrollment courses	Intensive supports and extra coursework to prepare students for college-level work and help ensure success in college classes

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

Part 3: Intervention Model

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

Additional work was done as the TTIPS grant program RFP was published in order to identify whether or not the ECHS program would be a good fit for any of the intervention models identified by TEA. Using the Profit HS Campus Improvement Plan and Comprehensive Needs Assessment documents, the comparisons between the major goals/objectives and components of the Transformation Model and the ECHS Initiative were made and correlated with the needs of Profit HS. Below is a chart identifying the significant alignment between the two models.

Identified/Targeted Gaps, Barriers, Weaknesses	Goals for Improvement through Alignment with Transformation Model/ECHS
Work, school scheduling conflicts – limited flexibility for academic scheduling Lack of family support system Lack of trust/respect for educational system	<u>Transformation Model (TM) Required Activities:</u> Implement comprehensive instructional reform strategies; Increase learning time and create community-oriented schools; provide operational flexibility and sustained support <u>ECHS Program Alignment:</u> Addresses: 1) student attendance, student persistence, graduation rates, and college credit and degrees - Students will complete high school with a diploma and up to two years of college credit; 2) leadership, outreach and recruitment, parent/family involvement, and community engagement – Engages students, parents, community, business, and public agencies in developing and sustaining ECHS
Work, school scheduling conflicts – limited flexibility for academic scheduling Family responsibilities Lack of family/community support system Lack of trust/respect for educational system Drug/alcohol/gang-related issues – problems involving arrest, jail time	<u>TM Required Activities:</u> Develops and increases teacher and school leader effectiveness; provides operational flexibility and sustained support; increases learning time and creates community-oriented schools <u>ECHS Program Alignment:</u> Addresses mission, leadership, school culture and design, location, student recruitment and selection, and teacher retention - Establishes the enabling conditions necessary to prepare students for success in rigorous, well-rounded structured academic program leading to high school graduation and up to two years of college credit
Work, school scheduling conflicts – limited flexibility for academic scheduling Family responsibilities – need for immediate income, caring for family member, younger sibling Lack of family/community support system Drug/alcohol/gang-related issues – problems involving arrest, jail time Poor academic performance–failing grades/test scores	<u>TM Required Activities:</u> Develops and increases teacher and school leader effectiveness; and creates community-oriented schools <u>ECHS Program Alignment:</u> Addresses personalization, respect, responsibility, and safety, and transfer and articulation plans – Provides comprehensive student supports based on students' academic and social needs
Inconsistent attendance at school and/or TAKS prep classes Failure to see significance of test—not tied to future goals Lack of motivation Lack of future planning/goal setting Lack of preparation or plans for postsecondary education	<u>TM Required Activities:</u> Develops and increases teacher and school leader effectiveness, increases learning time and creates community-oriented schools <u>ECHS Program Alignment:</u> Addresses curriculum and instruction, student assessment, continuous improvement, and professional development – Demonstrates effective practices

Identified/Targeted Gaps, Barriers, Weaknesses	Goals for Improvement through Alignment with Transformation Model/ECHS
<p>Lack of familial or community college-going role models Lack of motivation Lack of future planning/goal setting Lack of preparation or plans for postsecondary education Lack of opportunity and/or communication of postsecondary opportunities Poor economic conditions – students' beliefs that postsecondary education is too expensive, unobtainable, not for them, etc.</p>	<p><u>TM Required Activities:</u> Implement comprehensive instructional reform strategies; Increase learning time and create community-oriented schools; provide operational flexibility and sustained support</p> <p><u>ECHS:</u> Addresses: 1) student attendance, student persistence, graduation rates, and college credit and degrees - Students will complete high school with a diploma and up to two years of college credit; 2) leadership, outreach and recruitment, parent/family involvement, and community engagement – Engages students, parents, community, business, and public agencies in developing and sustaining ECHS</p> <p><u>ECHS:</u> Addresses collaborative leadership, agreements, and planning and coordination – Institutionalizes strong secondary/postsecondary partnerships to ensure student success</p>
<p>All of the above <i>and</i> Lack of adequate academic support, college-prep curriculum, and college expectations for all students</p>	<p><u>ECHS:</u> Addresses mission, leadership, school culture and design, location, student recruitment and selection, and teacher retention - Establishes the enabling conditions necessary to prepare students for success in rigorous, well-rounded structured academic program leading to high school graduation and up to two years of college credit</p>

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

Part 3: Intervention Model

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

Having clarified the alignment between the models, VISD and VC representatives began to develop the details of a comprehensive implementation plan to include the implementation of the TEA Transformation Model with the inclusion of the ECHS components for Profit HS. Beginning below and continuing to the following page is the overview of activities and preliminary timeline for implementation of the complete project.

Specific Activities	Timeline for Implementation
Improve Student Achievement in Reading/ELA and Mathematics	SP 12 – SU 13
Develop and increase teacher and school leader effectiveness	FA 10 – Ongoing
Develop and implement campus-specific evaluation systems for teachers and principals	SP 11 – Ongoing
Provide ongoing, high-quality, job-embedded professional development	FA 10 – SU 13
Plan and implement Early College High School Program for Profit HS campus	FA 10 – SU 13
Develop process to determine college readiness for ECHS students	FA 10 – SP 11
Develop targeted interventions to provide students with the foundational skills necessary to succeed at college level	SP 11 – SU 11
Develop clear scope and sequence of college level courses that will be made available to ECHS students	FA 10 – SP 11
Fully integrate HS curriculum with the college curriculum	FA 10 – SP 11
Develop a comprehensive student recruitment plan	FA 10 – FA 10
Plan comprehensive orientation sessions for staff, students, and parents	FA 10 – FA 10
Conduct periodic reviews of the college readiness and college level curriculum and delivery methods	FA 11 – Ongoing
Use and integrate technology-based supports and interventions as part of the instructional program	SP 11 – Ongoing
Continue credit-recovery program and comprehensive High School Equivalency Program (HSEP)	FA 10 – Ongoing
Institute a system for measuring changes in instructional practices resulting from professional development activities	SP 11 – SP 11
Fully implement the Professional Learning Communities model including common planning time, data sharing, etc.	SP 11 – Ongoing
Provide operational flexibility and sustained support for program implementation	FA 10 – Ongoing
Ensure that Profit HS receives ongoing, intensive technical assistance and related support from the school district, Victoria College, and other designated external partner organizations	FA 10 – Ongoing
Develop comprehensive personnel recruitment and selection plan	FA 10 – FA 10
Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of students	FA 10 - Ongoing
Extend or restructure the school day so as to add time for advisory periods, tutorials, test preparation sessions, college readiness assessment and preparation	SP 11 – Ongoing

Specific Activities	Timeline for Implementation
Provide multiple delivery methods for dual-credit and credit recovery programs including ITV, F2F, and online	SP 11 - Ongoing
Partner with parents and parent organizations, community and business leaders and college/university partners to offer multiple parent/community events	SP 11 – SU 13
Implement campus parent-student centers (PSCs) on the Profit HS campus and provide regularly scheduled activities for parents, students, and community members	FA 11 – SP 12 (planning and implementation)
Develop and implement ECHS orientation session for parents, staff, and students	SP 11 – Ongoing
Partner with parents and parent organizations, faith- and community-based organizations, other State or local agencies to create a safe school environment that meet students' social, emotional, and health needs	SP 11 – Ongoing
Implement positive behavioral support systems	FA 11 – Ongoing
Develop and implement campus-specific supplemental appraisal system	SP 11 – SU 11
Provide ongoing, high-quality, job-embedded professional development	FA 10 – Ongoing
Utilize recruitment and retention incentives that identify and reward teachers, 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	SP 11 – Ongoing
Develop a comprehensive sustainability plan for continued ECHS/Transformation Model support	SP 12 – SU 13

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<p>Part 3: Intervention Model</p>		
<p>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.</p>		
<p align="center">1</p>	<p>VISD/Profit HS Teachers</p>	
<p align="center">2</p>	<p>VISD/Profit HS Support Staff</p>	
<p align="center">3</p>	<p>VISD/Profit HS Administration</p>	
<p align="center">4</p>	<p>VISD Parents</p>	
<p align="center">5</p>	<p>Community Members and Business Leaders</p>	
<p align="center">6</p>	<p>Victoria College and University of Houston-Victoria faculty, staff, and administration</p>	

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

Part 3: Intervention Model

Section D: Improvement Activities and Timeline

On the following pages of charts applicants should describe all other school improvement activities that will be incorporated with the model to be selected.

For each additional improvement activity entered, enter the Critical Success Factor Code(s) from this table, enter the LEA/campus' rationale for including the activity, provide the supporting research that indicates the activity will be effective, and indicate the beginning and ending date of the activity.

- 1 – Improve Academic Performance, including (but not limited to) Reading/ELA and Math
 - A. Data-driven instruction
 - B. Curriculum Alignment (both horizontal and vertical)
 - C. On-going Monitoring of Instruction
- 2 – Increase the Use of Quality Data to Drive Instruction
 - A. Data Disaggregation/Training
 - B. Data-driven Decisions
 - C. On-going Communication
- 3 – Increase Leadership Effectiveness
 - A. On-going Job Embedded Professional Development
 - B. Operational Flexibility
 - C. Resource/Data Utilization
- 4 – Increase Learning Time
 - A. Flexible Scheduling
 - B. Instructionally-focused Calendar
 - C. Staff Collaborative Planning
- 5 – Increase Parent/Community Involvement
 - A. Increased Opportunities for Input
 - B. Effective Communication
 - C. Accessible Community Services
- 6 – Improve School Climate
 - A. Increased Attendance
 - B. Decreased Discipline Referrals
 - C. Increased Involvement in Extra/Co-Curricular Activities
- 7 – Increase Teacher Quality
 - A. Locally Developed Appraisal Instruments
 - B. On-going Job Embedded Professional Development
 - C. Recruitment/Retention Strategies

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Texas Title I Priority Schools Grant
Schedule VAB - Program Description

Part 3: Intervention Model
Section B: Improved Activities and Timelines (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
CSF 1 A, B, and C	Improve Student Achievement in Reading/ELA	66% of Profit HS students met TAKS 2009 Reading/ELA Standard (Sum of All Grades Tested)	TEA AEIS report 2008-2009	August 2010	June 2013
CSF 1 A, B, and C	Improve Student Achievement in Mathematics	27% of Profit met TAKS 2009 Math Standard (Sum of All Grades Tested)	TEA AEIS report 2008-2009	August 2010	June 2013
CSF 1 C	Develop and increase teacher and school leader effectiveness	66% of Profit HS students met TAKS 2009 Reading/ELA Standard (Sum of All Grades Tested) 27% of Profit met TAKS 2009 Math Standard (Sum of All Grades Tested)	TEA AEIS report 2008-2009	August 2010	June 2013
CSF 1 A, C	Develop and implement campus-specific 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	66% of Profit HS students met TAKS 2009 Reading/ELA Standard (Sum of All Grades Tested) 27% of Profit met TAKS 2009 Math Standard (Sum of All Grades Tested)	TEA AEIS report 2008-2009	January 2010	July 2010
CSF 1 A, B	Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program	66% of Profit HS students met TAKS 2009 Reading/ELA Standard (Sum of All Grades Tested) 27% of Profit met TAKS 2009 Math Standard (Sum of All Grades Tested)	TEA AEIS report 2008-2009	August 2010	June 2013
CSF 1 C	Implement financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions designed to	66% of Profit HS students met TAKS 2009 Reading/ELA Standard (Sum of All Grades Tested) 27% of Profit met TAKS 2009 Math Standard (Sum of All	TEA AEIS report 2008-2009	August 2010	September 2010

	recruit, place, retain staff with skills necessary to meet the needs of students in a transformation school.	Grades Tested)			
CSF 1 A, B	Implement comprehensive instructional reform strategies	Use of the ECHS model to inform instructional reform has the potential to raise student achievement at multiple levels including: student attendance rates; student persistence rates and completion/graduation rates; college-going rates; and college completion rates and also leads to creation of accelerated and aligned curricular pathways	See ECHS Research Noted in rows below	August 2011	June 2013
CSF 1 A, B, and C; 2 A, B, and C; 3 A, C; 4 A, B, and C; 5 A, B, and C; 6 A, C; and 7B;	Implement an Early College High School Program on the Profit HS campus	The ECHS model is an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards, college readiness standards, and local and state goals to raise educational attainment levels-developed to target first-generation college goers, low-income students, minority students and English language learners	Kellogg/ECHS Literacy Institute presentation report July 2006; Jobs for the Future (JFF) publications www.earlycolleges.org and www.jff.org ; Woodrow Wilson National Fellowship Foundation publications; Mission Early College HS, El Paso ISD	August 2011	June 2013
CSF 1A; 2 B, C; 3C; 4 C; and 6C	Develop process to determine college readiness for ECHS students	The ECHS model is an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards, college readiness standards, and local and state goals to raise educational attainment levels-developed to target first-generation college goers, low-income students, minority students and English language learners	<i>Innovations in College Readiness</i> – JFF Publication October 2009 and <i>College and Career Readiness for All Texas High School Graduates</i> – JFF Publication March 2009	January 2011	June 2011
CSF 1 A, B; 2 A, B, and C; 4 A, C; and 6 C	Develop targeted interventions to provide students with the foundational skills needed to succeed at the college level	The ECHS model is an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards, college readiness standards, and local and state goals to raise educational attainment levels-developed to target first-generation college goers, low-income students, minority students and English language learners	<i>Innovations in College Readiness</i> – JFF Publication October 2009 and <i>College and Career Readiness for All Texas High School Graduates</i> – JFF Publication March 2009	January 2011	June 2011
CSF 1 A, B; 3 C; 4 B, C; and 5 A, B	Develop a clear scope and sequence of college level courses that will be made available to ECHS students and work to align and fully	The ECHS model is an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with	<i>Innovations in College Readiness</i> – JFF Publication October 2009 and <i>College and Career Readiness for All Texas High School Graduates</i>	August 10	June 2011

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	integrate the existing HS curriculum with the college curriculum	State academic standards, college readiness standards, and local and state goals to raise educational attainment levels-developed to target first-generation college goers, low-income students, minority students and English language learners	- JFF Publication March 2009		
CSF 2 B, C; 3 B, C; and 5 A, B, and C	Develop a comprehensive student recruitment plan	Potential benefits to students are huge - the more students who know about the opportunity, the better the results	<i>Innovations in College Readiness</i> - JFF Publication October 2009 and <i>College and Career Readiness for All Texas High School Graduates</i> - JFF Publication March 2009	January 2011	June 2011
CSF 5 A, B, and C; 6 A, B, and C; and 7 C	Plan comprehensive orientation sessions for staff, students, and parents	Orientation sessions familiarize staff, students, and parents with the benefits, processes, and expectations of the ECHS environment and are a critical component for students and their families, providing exposure to college activities and services	<i>Innovations in College Readiness</i> - JFF Publication October 2009 and <i>College and Career Readiness for All Texas High School Graduates</i> - JFF Publication March 2009	January 2011	June 2011
CSF 1 A, B, and C; 2 A, B, and C; 3 C; 5 A, B; and 7 A, C	Conduct periodic reviews to ensure that the College Readiness and college level curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective	Research and evaluative processes provide better understanding and allow for improvement to processes, policies, and programs	<i>Innovations in College Readiness</i> - JFF Publication October 2009 and <i>College and Career Readiness for All Texas High School Graduates</i> - JFF Publication March 2009	August 2011	June 2013
CSF 1 A; 2 A, C; 3 A, B, and C; 4 C; 6 A, C; and 7 B, C	Use and integrate technology-based supports and interventions as part of the instructional program	66% of Profit HS students met TAKS 2009 Reading/ELA Standard (Sum of All Grades Tested) 27% of Profit met TAKS 2009 Math Standard (Sum of All Grades Tested)		August 2010	June 2013
CSF 1 A, B, and C; 2 A, B, and C; 3 B, C; 4 A, B, and C; 5 C; and 6 A, C	Continue credit-recovery program and comprehensive High School Equivalency program	66% of Profit HS students met TAKS 2009 Reading/ELA Standard (Sum of All Grades Tested) 27% of Profit met TAKS 2009 Math Standard (Sum of All Grades Tested)		Sept 2010	June 2013

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Texas Title I Priority Schools Grant
Schedule 24B - Program Description

Part 3: Intervention Model
Section D: Improvement Activities and Timeline (cont.)
Critical Success Factor 2: Increase the use of Quality Data to Drive Instruction

CSF Milestones	Additional Improvement Activity	Rationale	Supporting Research	Timeline Start Date	Timeline End Date
CSF 1 A, C; 2 A, B, and C; 3 C; 4 B; and 7 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	Comprehensive evaluation provides necessary feedback and accountability for project staff and allows for timely improvement and adjustments to be made to best meet the needs of students served	<i>Innovations in College Readiness – JFF Publication October 2009 and College and Career Readiness for All Texas High School Graduates – JFF Publication March 2009</i>	August 2010	June 2013
CSF 1 A, C; 2 A, B, and C; and 7 A, B, and C	Institute a system for measuring changes in instructional practices resulting from professional development	ECHS staff require unique professional development since they are charged with implementing an instructional program and culture that enables all students to reach a college-ready standard while in high school – in order to determine the effectiveness of professional development activities, systems for measuring changes must be in place	<i>Innovations in College Readiness – JFF Publication October 2009 and College and Career Readiness for All Texas High School Graduates – JFF Publication March 2009</i>	August 2011	September 2011
CSF 2 A, B, and C; and 7 A, B, and C	Fully implement the Professional Learning Communities model including common planning time, data sharing, etc.	The professional community of learners, in which the teachers in a school and its administrators continuously seek and share learning and then act on what they learn. The goal of their actions is to enhance their effectiveness as professionals so that students benefit. This arrangement has also been termed communities of continuous inquiry and improvement.		August 2010	June 2013

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Texas Title I Priority Schools Grant

Schedule 24B - Program Description

Part 3: Intervention Model

Section 3: Improvement Activities and Timelines (cont.)

Critical Success Factor 3: Increase Leadership Effectiveness

CSF Milestones	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
CSF 3 B	Provide operational flexibility and sustained support	To implement full transformation on a HS campus, campus staff must maintain a level of autonomy that allows for decision-making and strategy implementation in a timely and effective manner	<i>Innovations in College Readiness</i> – JFF Publication October 2009 and <i>College and Career Readiness for All Texas High School Graduates</i> – JFF Publication March 2009	August 2010	June 2013
CSF 3 A, C	Ensure that the school receives ongoing, intensive technical assistance and related support from the school district, Victoria College, and/or other designated external lead partner organizations	We believe all decisions should be made at the most appropriate level in the organization and should be as close to the point of implementation as possible.	Fairman, M. and McLean, L. <i>Enhancing Leadership Effectiveness</i> , 2003.	August 2010	June 2013
CSF 3 A, C; and 7 A, B, and C	Develop comprehensive personnel recruitment and selection plan			January 2011	February 2011
CSF 3 A, C; and 7 A, B, and C	Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of students in a transformation school	In order to attract and retain highly effective teachers and principals, we also need to make targeted investments to incentivize change in our public education system. We need to change that by offering competitive compensation that recognizes and rewards different roles, responsibilities, and results.	Quality Teachers, Quality Schools Testimony to the House Education and Labor Committee By John Podesta May 11, 2007	March 2011	June 2013

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Texas Title I Priority Schools Grant

Schedule B4B - Program Description

Part 3: Intervention Model

Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 4: Improve Learning Time

CSF Milestones	Additional Improvement Activities	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
CSF 3 B; and 4 A, B, and C	Extend or restructure the school day so as to add time for advisory periods, tutorials, test preparation sessions, college readiness assessment and preparation.	Many students work to support families, have children of their own, are responsible for the care of younger siblings – flexible and extended scheduling options allows these students to complete academic requirements without completely sacrificing important personal responsibilities	Jobs for the Future (JFF) publications www.earlycolleges.org and www.iff.org ; Woodrow Wilson National Fellowship Foundation publications; Mission Early College HS, El Paso ISD	August 2010	June 2013
CSF 3 B, C; and 4 A, B, and C	Provide multiple delivery methods for dual-credit and credit recovery programs including ITV, F2F on HS campus, F2F on college campus, and online	More options = more student participation	Jobs for the Future (JFF) publications www.earlycolleges.org and www.iff.org ; Woodrow Wilson National Fellowship Foundation publications; Mission Early College HS, El Paso ISD	August 2011	June 2013

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Texas Title I Priority Schools Grant

Schedule #4B - Program Description

Part 3: Intervention Model

Section B: Improvement Activities and Timeline (cont.)

Critical Success Factor 5: Increase Parent/Community Involvement

CSF Milestones	Additions/Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
CSF 5 A, B, and C; and 6 C	Partner with parents and parent organizations, community and business leaders and college/university partners to offer multiple parent/community events including: college and career exploration; college orientation; ECHS information sessions; college/university field trips, etc.	Because community engagement is an ongoing and interactive process it can strengthen and enhance support and leadership for community and educational improvement	<i>Community Engagement: Early Lessons from Early College High Schools</i> by Michael Webb	January 2011	June 2013
CSF A, B, and C	Implement campus parent-student centers and provide regularly scheduled continuing education, language, parenting, and other workshops and mini-courses based on community needs	Community engagement processes often involve overcoming mistrust, perceptions of past discrimination, and managing relationships among people of different cultures, thus removing many common barriers to educational progress and reform	<i>Community Engagement: Early Lessons from Early College High Schools</i> by Michael Webb	August 2010	June 2013
CSF 5 A, B, and C; and 6 A, B, and C	Develop and implement ECHS orientation sessions for parents, staff, and students	Orientation sessions familiarize staff, students, and parents with the benefits, processes, and expectations of the ECHS environment and are a critical component for students and their families, providing exposure to college activities and services	<i>Innovations in College Readiness - JFF Publication October 2009</i> and <i>College and Career Readiness for All Texas High School Graduates - JFF Publication March 2009</i>	April 2011	April 2013

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Texas Title I Priority Schools Grant

Schedule #9B - Program Description

Part 3: Intervention Model

Section B: 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
CSF 6 A, B, and C	Establish early-warning system to identify students who may be at risk of failing to achieve to high standards or graduate	Early warning systems can help students to make a successful academic and social integration to new and challenging academic settings and they provide instructors with relevant information for designing additional support and intervention services	Jobs for the Future (JFF) publications www.earlycolleges.org and www.jff.org ; Woodrow Wilson National Fellowship Foundation publications; Mission Early College HS, El Paso ISD	January 2011	June 2013
CSF 5 A, B, and 6 A, B	Partner with parents and parent organizations, faith- and community-based organizations, other State or local agencies to create safe school environments that meet students' social, emotional, and health needs	Community engagement and involvement can lead to support for sustainability including local fundraising efforts, establishment of community foundations, and provision of in-kind support, so involving as many groups and organizations as possible with school initiatives and activities can lead to a variety of benefits for school programs – financial and otherwise	<i>Community Engagement: Early Lessons from Early College High Schools</i> by Michael Webb	August 2010	June 2013
CSF 6 A, B, and C	Implement positive behavioral support systems	Using school-wide systems of positive behavioral support can decrease the number of problem behaviors by students, providing a clearer focus for intervention on the students with the greatest support needs.	Validity of Office Discipline Referral Measures as Indices of School-Wide Behavioral Status and Effects of School-Wide Behavioral Interventions. <i>Journal of Positive Behavior Interventions – Terrence M. Scott</i>	August 2010	June 2013

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NCLB Program Coordination

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

Part 3: Intervention Model

Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 7: Increase Teacher Quality

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
CSF 1 A; 2 C; 3 C; and 7 A, B, and C	Develop and implement campus-specific supplemental appraisal system	ECHS staff require unique professional development since they are charged with implementing an instructional program and culture that enables all students to reach a college-ready standard while in high school – in order to determine the effectiveness of professional development activities, systems for comprehensive evaluation that may not be covered by traditional PDAS means should be implemented	<i>Innovations in College Readiness – JFF Publication October 2009 and College and Career Readiness for All Texas High School Graduates – JFF Publication March 2009</i>	March 2011	July 2011
CSF 7 B	Provide ongoing job embedded professional development	Specific and customized professional development is necessary for teachers and staff involved in the school transformation process – from topics such as literacy throughout the curriculum, inventing new forms of student support for college classes, creating e-portfolios, using inquiry and seminar methods of delivery, and using data for continuous improvement – ECHS staff must be well-versed in these topics to be effective within the ECHS environment	<i>Innovations in College Readiness – JFF Publication October 2009</i>	August 2010	June 2013
CSF 7, A, B, and C	Utilize recruitment and retention incentives that identify and reward teachers, 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	Community engagement and involvement can lead to support for sustainability including local fundraising efforts, establishment of community foundations, and provision of in-kind support, so involving as many groups and organizations as possible with school initiatives and activities can lead to a variety of benefits for school programs – financial and otherwise.	Community Engagement: Early Lessons from Early College High Schools by Michael Webb	August 2010	June 2013

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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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<p>by telephone/e-mail/FAX on _____ by _____ of TEA.</p>		

Texas Title I Priority Schools Grant

Schedule #4C—Performance Assessment and Evaluation

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

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

Feedback will be solicited and progress will be monitored on an ongoing basis through the collection of the following multiple measures of data as described in the *Data Analysis for Continuous School Improvement* (Bernhardt, 2004) model and related to each Critical Success Factor: Demographics; Perceptions; Student Learning; and Processes.

Specific areas to be assessed include the identified Critical Success Factors: Academic Performance; Use of Quality Data to Drive Instruction; Leadership Effectiveness; Learning Time; Parent/Community Involvement; School Climate; and Teacher Quality.

Mid-Course Corrections: The information collected will be used to identify and correct program deficiencies as they are encountered and to provide for continuous improvement of the project. Modifications will be made to district/campus improvement plans throughout the school year as deemed necessary.

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Texas Title I Priority Schools Grant

Schedule #4C—Performance Assessment and Evaluation

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

Section 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

The program's efficacy and progress to meet its objectives will be measured at quarterly intervals after the planning period. Formative assessment topics will encompass:

- Extent program is implemented as planned
- Impact of teacher, administrator professional development on classroom practices and student outcomes
- Efficacy of professional development based on scientifically-based research
- Efficacy of instructional programs/materials in providing college readiness and dual-credit instruction
- Efficacy of technical assistance provided by partners
- Increases in proficiency on assessments
- Increases in dual-credit enrollment and persistence/completion of high school and dual-credit courses
- Reduction of students requiring tutoring/remediation
- Reduction of rates at-risk for failure
- Participation by District/Campus and College Partner Leadership
- Quality of products and documents developed
- Strengths and weaknesses of programs and materials
- Recommendations for improving program

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<p align="center">Texas Title I Priority Schools Grant</p>		
<p align="center">Schedule #4C--Performance Assessment and Evaluation</p>		
<p>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)</p>		
<p>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>		
<p>Both qualitative and quantitative data related to the performance measures will be collected and analyzed through the use of the following methods:</p> <ul style="list-style-type: none"> - Disaggregation of student data (i.e., TAKS test results, AEIS reports, college enrollment and grade reports, campus report cards, common course assessments, etc.) - Attendance Rates - Administrator/Teacher/Parent Surveys and Informal Interviews conducted to assess school climate, attitudes, expectations, needs - Classroom Observations and Walkthroughs - Analysis of PEIMS and district-based Eduphoria database data collection and analysis - Fiscal Audits 		

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Texas Title I Priority Schools Grant

Schedule # 4C—Performance Assessment and Evaluation

Part 2: Process for Development of Performance Goals

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

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

In order to establish specific performance goals for the implementation of the Profit HS Transformation Project, review of the campus comprehensive needs assessment was conducted by a project development team. The resulting Campus Improvement Plan was analyzed to further refine the performance goals as related to and aligned with the TEA Transformation Model. Campus instructors, support staff, VISD administration, and Victoria College representatives made up the project development team and parents, students, and community members were kept apprised of plans through the ongoing involvement of team members on various educational boards and committees. The project team was divided into groups and assigned various groups of data for analysis. The analysis included a review of all key processes in place to address each district aim and campus goal. The development of new key processes became a critical function of the project design sub-teams. Campus goals were refined to ensure strategic focus towards meeting the district's established aims and took into account the specific needs of the individual campus. In determining the need and applicability of this project on both a fiscal and programmatic basis, the following individuals have been consulted and engaged in focused discussions and/or asked for input, guidance, and feedback: VC President, VC VP of College Advancement, VP of Instruction, and VP of Student Services, VC Dean of Academic Foundations, and VC Sponsored Programs Officer; VISD Superintendent, Assistant Superintendents, VISD Executive Director of Research and Development, VISD Director of Federal Programs, Profit HS campus principal, and VISD Student Success Administrator. To ensure an emphasis on improving student achievement, data was reviewed and analyzed for specific areas of weakness, identifying gaps in services that create barriers to success. Those weaknesses, gaps, and barriers were priority items as the project plan was developed. The general outline of the Profit HS Transformation Project is outlined below

DISTRICT AIM	PROFIT MAGNET HS GOAL	ALIGNMENT WITH TRANSFORMATION MODEL
<i>High Student Performance and Achievement</i>	Provide opportunities for students to be actively engaged and to experience success as learners	Comprehensive instructional reform Increasing learning time and creating community-oriented schools
<i>Optimum Educational Resources</i>	Provide materials and resources to foster student growth and skill development	Comprehensive instructional reform Provide operational flexibility and sustained support
<i>Responsive to Student Needs</i> <u>Goal 1:</u> Provide means to ensure student input in addressing district concerns <u>Goal 2:</u> Create opportunities and sustain engagement of all students in co-curricular activities	Create and sustain an environment that recognizes and addresses the needs of all students	Increasing learning time and creating community-oriented schools Comprehensive instructional reform Develop and increase teacher and school leader effectiveness
<i>Highly Qualified and Effective Personnel</i> <u>Goal 1:</u> Retain a highly effective competent workforce <u>Goal 2:</u> Provide relevant, continuous high quality training and development for all personnel	Increase the skill and knowledge of all campus personnel to attract and retain an effective faculty and staff	Develop and increase teacher and school leader effectiveness Provide operational flexibility and sustained support
<i>Involvement of all Parents, Students, and Community</i> <u>Goal 1:</u> Create a culture that fosters involvement and increases participation among parents, students, and community	Provide opportunities for parental and community partnerships to increase achievement for all students	Increasing learning time and creating community-oriented schools Develop and increase teacher and school leader effectiveness

Goal 2: Strengthen mutual trust and respect with parents, students, and community

Goal 3: Engage parents, students, and community in educational partnerships to maximize student achievement

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Texas Title I Priority Schools Grant
Schedule 4-4C - Performance Assessment and Evaluation

Part 3: Annual Performance Goals
Improve Academic Performance - Enter the annual goals for student achievement provided in the State's assessments or other accountability systems by the LEA or by the LEA's ISM. Be cautious, accountable.

#	Goal	Assessment	2009	2010	2011	2012
1	Improve Student Achievement in Reading/ELA	State Mandated Assessment - TAKS (or other) State Accountability Standard	66% Met TAKS 2009 Standard (Sum of All Grades Tested)	86%	88%	89.2%
2	Improve Student Achievement in Mathematics	State Mandated Assessment - TAKS (or other) State Accountability Standard	27% Met TAKS 2009 Standard (Sum of All Grades Tested)	40%	60%	88.7%
3	Improve attendance rates	Academic Excellence Indicator System (AEIS) (or other) State Accountability Reports	84% overall	86%	88%	90%
4	Improve completion/student status rates	Academic Excellence Indicator System (AEIS) (or other) State Accountability Reports Graduated	12.4%	17.6%	22.6%	27.6%
5	Improve college readiness indicators	(AEIS) (or other) State Accountability Reports Dual Enrollment Completion (overall) TSI ELA (College Ready) TSI Math (College Ready)	6.5% 20% 24%	4.4% 21% 25%	10% 22% 26%	15% 23% 27%

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.

#	Goal	Assessment	2009	2010	2011	2012
1	Improve/Increase use of Professional Learning Community Model	*Eduphoria reports	45%	100%	100%	100%
2	Improve effectiveness of data usage and sharing during common planning time	Teacher lesson plans and doc. of data usage	10%	40%	70%	100%
3	Increase effectiveness and usage of data disaggregation methods and targeted instructional strategies	Teacher lesson plans	10%	40%	70%	100%

* district-based database that includes customizable campus-level student achievement information

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Texas Title I Priority Schools Grant

Schedule 4-3C - Performance Assessment and Evaluation

Part 2: Annual Performance Goals

Increase Leadership Effectiveness - List the annual goals for increasing the effectiveness of campus leadership to which the TEA is holding the campus accountable.

#	Annual Performance Goal	Measurement	2010	2011	2012	2013
1	Increased job-embedded professional development	Evaluation reports for job-embedded professional development; # of PD opportunities provided per year	0	4	6	8
2	Increased operational flexibility, campus autonomy	Documentation of implemented strategies and activities	0	50%	75%	100%
3	Improved usage of available resources and data	Organizational Health Inventory (OHI) reports; Administrator Growth and Progress Reviews	OHI Goal Focus = 50% OHI Cohesiveness = 68%	OHI Goal Focus = 70% Cohesiveness = 80%	OHI Goal Focus = 85% Cohesiveness = 90%	OHI Goal Focus = 100% Cohesiveness = 100%

Increase Learning Time - List the annual goals for increasing learning time on the campus, to which the TEA is holding the campus accountable.

#	Annual Performance Goal	Measurement	2010	2011	2012	2013
1	Increased availability and student usage of flexible scheduling options	Flexible scheduling attendance records	70	90	110	120
2	Increased usage of PLATO we-based instructional software applications	PLATO usage logs	40	50	75	105
3	Increased usage of Virtual Schools Network	VSN usage logs	0	5	10	16
4	Increase in % of Profit HS students enrolled in dual-credit college courses	VC enrollment records	6.5%	7.5	8.5%	9.5%

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Schedule 90C - Performance Assessment and Evaluation

Part 3: Annual Performance Goals

Increase Parent/Community Involvement - Enter the annual goal(s) for increasing parent and community involvement, to which the LEA is holding the schools accountable.

Goal Number	Goal Description	Measurement	2010-11	2011-12	2012-13	2013-14
1	Increase # of parents in attendance at orientation and open house events	Attendance records	75	90	110	125
2	Improved effectiveness of school-parent-community communication	Surveys at end of fall and spring semesters.	0	50%	75%	100%
3	Increase in # of parents attending and community members participating in Early College High School events - college nights, information sessions, career interest seminars, etc.	Attendance and participation records	36	60	64	86
4	Increased utilization of campus-based parent/community resources (i.e. parent/student center-PSC, educational resource materials and classes)	PSC Attendance logs	0	25	42	58
5	Improved accessibility and availability of community services	Surveys at end of fall and spring semesters.	0	50%	75%	100%

Improve School Climate - Enter the annual goal(s) for improving the school climate, to which the LEA is holding the schools accountable.

Goal Number	Goal Description	Measurement	2010-11	2011-12	2012-13	2013-14
1	Increased student attendance	AEIS report	84%	85%	86%	87%
2	Decreased discipline referrals	Campus referral records	221	210	200	190
3	Increased student involvement in available co-curricular activities	College-prep tutorial records; college orientation and field trip participation and attendance records; dual-credit enrollment records; academic and other tutorial attendance records	81	110	140	170

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Texas Title I Priority Schools Grant

Schedule 400C - Performance Assessment and Evaluation

Part 5: Annual Performance Goals

Identify the annual goals for increasing teacher quality by measures identified by the LEA to which the LEA is holding the campus accountable.

No.	Annual Performance Goal	Professional Development Appraisal System evaluation instrument	6 teachers	15 teachers	20 teachers	25 teachers
1	Improvement in individual teacher results on PDAS measures	Professional Development Appraisal System evaluation instrument	6 teachers	15 teachers	20 teachers	25 teachers
2	Increased participation by teachers in ongoing job embedded professional development	Professional development activity evaluation surveys	0	15	20	25
3	Increased recruitment and retention of teachers with Master's degree or higher	Personnel and recruitment records	2	6	11	17

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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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" 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 checked="" 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 checked="" type="checkbox"/>	<input checked="" 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 checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" 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 checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input checked="" 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 checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff.	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C08	Provide community service programs/activities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C09	Conduct parent/teacher conferences.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D02	Provide Counseling.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities.	<input checked="" 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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Texas Title I Priority Schools Grant

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community partnerships.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>
D15	Seek Collaboration/assistance from business, industry, or institution of higher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide Program materials/information in Braille.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E03	Provide program materials/information in large type.	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities.	<input checked="" 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 checked="" 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 checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>
H99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K02	Develop and implement a truancy intervention plan.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K03	Conduct home visits by staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K09	Develop/maintain community partnerships.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K11	Coordinate with the juvenile justice system.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institution of higher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>
L02	Establish partnerships with parents of highly mobile families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transferal system.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M03	Recruit volunteers to actively participate in school activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" 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 checked="" type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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by telephone/e-mail/FAX on _____ by _____ of TEA.	School Years 2010-2013	_____ Amendment No.

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 checked="" type="checkbox"/>
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N03	Provide mentor program for new teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>
N06	Collaborate with colleges/universities with teacher preparation programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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 checked="" 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 checked="" type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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

<p>Program Authority: P.L. 107-110, Section 1003(g), as amended by ARRA, P.L. 111-5 CFDA # 84.388A & 84.377A</p>	<p>Fund Code ARRA (CFDA# 84.388A): 286 Regular (CFDA# 84.377A): 276</p>
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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	\$ 1,368,629	\$ 60,000	\$ 0	\$ 1,428,629
Professional and Contracted Services	5C	6200	47,000	0	0	47,000
Supplies and Materials	5D	6300	773,113	5,400	0	778,513
Other Operating Costs	5E	6400	564,961	0	0	564,961
Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only)	5G	6600/ 15XX	89,397	0	0	89,397
		Total Direct Costs	2,843,100	65,400	0	2,908,500
		2.18% Indirect Costs		62,826	0	62,826

Grand Total						
Total Budgeted Costs:			\$ 2,843,100	\$ 128,226	\$ 0	\$ 2,971,326

Administrative Cost Calculation						
Enter total amount from Schedule #5 Budget Summary, Last Column, Total Budgeted Costs						\$ 2,971,326
Multiply by (5% limit)						X 5%
Enter Maximum Allowable for Administration, including Indirect Costs						\$ 148,566

RECEIVED
 9/2/10
 NOB Program Unit

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Texas Title I Priority Schools Grant

Schedule #5—Program Budget Summary

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

Year 1: SY 2010-2011 \$808,378

Year 2: SY 2011-2012 \$963,667 *

Year 3: SY 2012-2013 \$1,199,281 *

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

Provide any necessary explanation or clarification of budgeted costs.

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Aug 18 2010

NCLB Program Coordination

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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	Four additional teachers will be hired in year 2 and 4 in year 3 (\$45,000/year + benefits and 2% salary increase each year).	8		\$	\$679,500	
2	Educational Aide						
3	Tutor	5 part-time tutors will be hired year one. (20 hrs/week x \$20/hr + benefits). Tutoring will be available for 18 weeks in the fall and spring.		5		\$142,560	
Program Management and Administration							
4	District Shepherd	District Shepherd to provide oversight of the transformation process and direct line of communication to the superintendent and other critical LEA leadership (as required by grant) (hired year one - \$20,000/year)	1			\$60,000	
5	Project Coordinator						
6	Teacher Facilitator						
7	Teacher Supervisor						
8	Secretary/Administrative Assistant						
9							
10	Grant Accountant/Bookkeeper						
11	Evaluator/Evaluation Specialist						
Auxiliary							
12	Learning Facilitator	(hired year one - \$50,000/year + benefits and 2% salary increase each year)	1			\$199,402	
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:	Project Director: He/She will manage all campus level grant activities (hired year one - \$65,000/year + benefits and 2% increase each year.)	1			\$248,657	
23	Title:	Data Entry Clerk: (hired year one - \$23,000/year + benefits and 2% salary increase each year)	1			\$87,510	
24	Title:						
25	Title:						
26	Subtotal Employee Costs					\$	\$1,400,529

Substitute, Extra-Duty, Benefits 1,417,629.

Substitute, Extra-Duty, Benefits				
27	6112	Substitute Pay (Professional Development)	\$	\$ 1,000
28	6119	Professional Staff Extra-Duty Pay (Advancement Placement Training during summer - \$400/participant x 25 participants)		\$10,000
29	6121	Support Staff Extra-Duty Pay		
30	6140	Employee Benefits		
31		Subtotal Substitute, Extra-Duty, Benefits Costs	\$	\$ 11,000
32		Grand Total Payroll Budget (line 26 + line 31)	\$	\$ 1,428,629

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Texas Title I Priority Schools Grant

Schedule B-3C - 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)	\$	\$
6269	Rental or Lease of Buildings, Space in Buildings, or Land		
6299	Contracted Publication and Printing Costs (specific approval required only for nonprofit charter schools)		
6299	Scholarships and Fellowships (not allowed for nonprofit charter schools)		

Subtotal

6200 - Professional and Contracted Services Cost Requiring Specific Approval

Professional and Consulting Services (6212/6299) Less than \$10,000

#	Topic/Purpose/Service	Total Contracted Amount	Pre-Award	Total Amount Budgeted
1.	Tutors from University of Houston - Victoria to work with AVID students (years 2 and 3)	\$ 9,000	\$	\$ 9,000
2.	AVID Contract (years 2 and 3)	\$8,000		\$8,000
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

Subtotal

Professional and Consulting Services Less than \$10,000 \$ \$ 17,000

Professional and Consulting Services (6212) Greater than or Equal to \$10,000

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

Program Evaluation and School Improvement (\$10,000/ year for 3 years)

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs	1			
Joan Edmonds		\$30,000	\$	\$ 30,000
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (%)				
Total Payment:		\$ 30,000	\$	\$ 30,000

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Texas Title I Priority Schools Grant

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

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

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs	1	\$	\$	\$
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (___ %)				
Total Payment:		\$	\$	\$

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

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$	\$	\$
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		\$	\$	\$
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: \$ 30,000 \$ \$ 30,000

Subtotal of Professional and Contracted Services Costs Requiring Specific Approval:				
Subtotal of Professional and Consulting Services or Subgrants Less than \$10,000:		\$17,000		\$17,000
Subtotal of Professional and Consulting Services Greater than or Equal to \$10,000:		\$30,000		\$30,000
Remaining 6200- Professional and Contracted Services that do not require specific approval:				
Grand Total:		\$47,000		\$47,000

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Texas Title I Priority Schools Grant

Schedule #5D - Itemized 6300 Supplies and Materials Costs Requiring Specific Approval

Expense Item Description				Pre-Award	Total Budgeted	
Technology Hardware- Not Capitalized						
	#	Type	Purpose	Quantity		
6399	1	Laptop computers with docking station	Teachers and staff for classroom use (40) and administrative support (director, counselor, district shepherd and data entry - 4) \$2,700/each = \$118,800	44	\$ \$744,675	
	2	Laptops	At-risk students will check out laptops just as they would a textbook. The campus has well over 75% of its students identified as at-risk and many at poverty levels. Many students do not have access to technology. To increase the level of rigor and relevance students will need access to the most current information systems available. (150/year x 3 years) \$1,000/each x 450 = \$450,000	450		
	3	Printers	Teachers and staff (40) and administrative (2) - \$1,000/each x 42 = \$42,000	42		
	4	interactive handheld tablets	Supports student-centered, collaborative learning where both teacher and students can concurrently interact - designed for team activities, learning simulations and student exploration - \$375/each x 25 = \$9,375	25		
	5	smartboard interactive whiteboards	Full-size whiteboard that connects to a computer and projector. Encourages interactive, engaging learning experiences. Materials written and displayed on the whiteboard are saved for future reference. - \$1,300/each x 15 = 19,500	15		
	6					
7						
6399	Technology Software- Not Capitalized					\$744,675
6399	Supplies and Materials Associated with Advisory Council or Committee					
Total Supplies and Materials Requiring Specific Approval:						\$744,675
Remaining 6300- Supplies and Materials that do not require specific approval:						\$33,839
Grand Total					\$	\$ 778,513

The cost breakdown for the Remaining 6300 – Supplies and Material Costs that do not require specific approval:

General Office Supplies

General office supplies necessary for the carrying out the activities and administering the grant program include paper, pencils, forms, postage, testing materials, printer ink cartridges, etc.= \$36,664

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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: International Center for Leadership in Education Model Schools Conference (5 member team - Includes registration, hotel, meals and flights)	\$	\$ 8,435
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:			\$8,435
Remaining 6400 - Other Operating Costs that do not require specific approval:			\$556,526
Grand Total		\$	\$564,961

The cost breakdown for the Remaining 6400 - Other Operating Costs that do not require specific approval:

In-State Employee Travel for Required Professional Development/Trainings

- Texas High Schools That Work Conference (2 day) for a team of 5 - includes registration, hotel, mileage and meals = \$2,865
- Professional Learning Communities Training (3 day) for a team of 5 - includes registration, hotel, mileage and meals = \$3,661
- Capturing Kids Hearts (2 day) for a team of 5 - includes registration, hotel, mileage and meals = \$2,805
- El Paso, Texas ECHS Program Site-Visit for a team of 5 - includes hotel, flights, meals = \$3,495

AVID Summer Training - \$7,000

Professional Development/Training

In lieu of attending the National Advancement Placement Conference, the trainer will deliver the instruction at the District. Fees for on-site delivery are \$400/participant. 25 participants x \$400 = \$10,000

Travel for Students

Students will be transported to and from Victoria College to attend face-to-face dual-credit courses. Costs include buses, fuel and drivers - \$20,000/year x 3 years = \$60,000; Students in the AVID program will visit colleges/universities: 2,000/year x 3 years = \$6,000

Value Added Incentives for Teachers

A value added incentive program will be implemented to reward teachers who achieve program goals up to a maximum \$3,000/teacher/year (eligible teachers year one - 20, year two - 24, year three - 28) = \$216,000

Teacher Recruitment Costs

Teachers recruited for Profit will receive a \$1,000, one time incentive - 4 teachers year one and 4 teachers year two - 8 x \$1,000 = \$8,000

Student Tuition

150 students per year will take an average of 9 Victoria College credit hours beginning in year two. Tuition and fees for an in-district student total \$639 for 9 hours = 150 students x 2 years x \$639 = \$191,700

Publication and Printing Costs

Marketing and outreach materials describing the program will be printed and communicated to the public = \$15,000/year x 3 = \$45,000

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Texas Title I Priority Schools Grant

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	Electronic Databases covering all subjects - most are available remote access so students and teachers can access the information from off campus. Requested materials databases include: Gale (Literature Resource Center, General One File, Student Resource Center Gold and Info Trac Newsstand) \$1,722/year; Proquest (electric Library, SIRS for social issues and Proquest) \$2,110/year; CQ Researcher (governmental and social issues) \$767/year; Newsbank (national and Texas newspapers) \$1,200/year; ABC-CLIO (social studies) \$2,000/year; McGraw Hill's Encyclopedia of Science & Technology \$2,000/year				\$29,397
66XX/15XX- Technology Hardware - Capitalized					
2	Aruba wireless infrastructure that will allow students to access the Internet from any building on campus site.	\$60,000			\$60,000
3					
4					
5					
6					
7					
8					
9					
10					
11					
66XX/15XX- Technology Software- Capitalized					
12					
13					
14					
15					
16					
17					
18					
66XX/15XX- Equipment and Furniture					
19					
20					
21					
22					
23					
24					
25					
26					
27					
28					
Capital expenditures for improvements to land, buildings, or equipment which materially increase their value or useful life.					
29					
Total 6600/15XX- Capital Outlay Costs:					\$89,397

SCHEDULE #6A GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>235-902</u> County-District No.
Texas Title I Priority Schools Grant		

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

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

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

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

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

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

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>235-902</u> 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.

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

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

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

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

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

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

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

T. Subcontracting: Contractor shall not assign or subcontract any of its rights or responsibilities under this contract, except as may be otherwise provided for in this application, without prior formal written amendment to this contract properly executed by both Agency and Contractor.

U. Use of Consultants: Notwithstanding any other provision of this application, Applicant shall not use or pay any consultant in the conduct of this application if the services to be rendered by any such consultant can be provided by Applicant's employees.

V. Capital Outlay: If Contractor purchases capital outlay (furniture and/or equipment) to accomplish the objective(s) of the project, title will remain with Contractor for the period of the contract. Agency reserves the right to transfer capital outlay items for contract noncompliance during the contract period or as needed after the ending date of the contract. This provision applies to any and all furniture and/or equipment regardless of unit price and how the item is classified in Contractor's accounting record.

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

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

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

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>235-902</u> County-District No.
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LL. High-Risk Status, Special Conditions, and Enforcement Actions: Pursuant to the provisions in 34 CFR 80.12 and 74.14, a grantee may be identified by TEA as high-risk if the grantee has a history of unsatisfactory performance; is not financially stable; has a financial management system that does not meet federal financial management standards or the requirements in TEA’s Financial Accounting and Reporting (FAR) module; has not conformed to terms and conditions of previous awards; or is otherwise not responsible. TEA may impose one or more special conditions or restrictions on a high-risk grantee, including payment on a reimbursement basis; withholding authority to proceed to the next phase until receipt of evidence of acceptable performance within a given funding period; requiring additional, more detailed financial reports; additional project monitoring; requiring the grantee to obtain technical or management assistance; establishing additional prior approvals; or other conditions that may be legally available. A grantee identified as high-risk will be notified in writing by TEA of the special conditions imposed and the process for removing the high-risk status and special conditions.

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

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

Rev. 03/2010

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

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	<u>235-902</u> 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	<u>235-902</u> County-District No.
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6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled ***Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions***, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Non-procurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

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

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

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

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

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

SCHEDULE #6C. Lobbying Certification	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 Required for all federally funded grants greater than \$100,000.	<u>235-902</u> County-District No.
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Submission of this certification covers all federal programs in this application, is required by the U. S. Department of Education and Section 1352, Title 31, of the United States Code, and is a prerequisite for making or entering into a subgrant or subcontract over \$100,000 with any organization. (Read instructions for this schedule for further information.)

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

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

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

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

11/89
 03/90

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

SCHEDULE #6D - Disclosure of Lobbying Activities	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>235-902</u> County-District No.
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Complete this form to disclose lobbying activities for lobbying services procured (pursuant to 31 U.S.C. 1352). This disclosure form is required for any federal grant/contract received in excess of \$100,000 and on any subgrant/subcontract made by the grantee/contractor. (Read the instructions for this schedule for further information.)
Do not sign and submit this disclosure form unless lobbying activities are being disclosed.

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

(Attach Continuation Sheet(s), if necessary)

[ITEMS 11-15 REMOVED]

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

Federal Use Only: Standard Form LLL

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

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

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>235-902</u> County-District No.
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- N. School Prayer:** The local educational agency certifies that it is in compliance with Section 25.901 of the Texas Education Code. In addition, as a condition of receiving funds under the No Child Left Behind Act, the local educational agency certifies that no policy of the local educational agency prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools, as detailed in the guidance provided by the U. S. Secretary of Education pertaining to such. The state educational agency shall report to the Secretary of Education each year a list of those local educational agencies that have not filed this assurance or against which complaints have been made to the State educational agency that the local educational agencies are not in compliance with this requirement (P. L. 107-110, section 9524(b)).
- O. Equal Access to Public Schools Facilities – Boy Scouts of America Equal Access Act:** No public elementary school, public secondary school or local educational agency that has a designated open forum or a limited public forum and that receives funds made available from the U. S. Department of Education shall deny equal access or a fair opportunity to meet, or to discriminate against, any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code (as a patriotic society), that wishes to conduct a meeting within that designated open forum or limited public forum, including denying such access or opportunity or discriminating for reasons based on the membership or leadership criteria or oath of allegiance to God and country of the Boy Scouts of America or of the youth group listed in Title 36 of the United States Code (as a patriotic society). For the purposes of this section, an elementary school or secondary school has a limited public forum whenever the school involved grants an offering to, or opportunity for, one or more outside youth or community groups to meet on school premises or in school facilities before or after the hours during which attendance at the school is compulsory. Nothing in this section shall be construed to require any school, agency, or a school served by an agency to sponsor any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code (as a patriotic society). Compliance with this provision will be enforced through rules and orders issued by the Office for Civil Rights. If the public school or agency does not comply with the rules or orders, no funds made available through the Department of Education shall be provided by a school that fails to comply with such rules or orders or to any agency or school served by an agency that fails to comply with such rules or orders (P. L. 107-110, section 9525).
- P. General Prohibitions:** None of the funds authorized under the No Child Left Behind Act shall be used to develop or distribute materials, or operate programs or courses of instruction directed at youth, that are designed to promote or encourage sexual activity, whether homosexual or heterosexual; to distribute or to aid in the distribution by any organization of legally obscene materials to minors on school grounds; to provide sex education or HIV-prevention education in schools that instruction is age appropriate and includes the health benefits of abstinence; or to operate a program of contraceptive distribution in schools (P. L. 107-110, section 9526).
- Q. Armed Forces Recruiter Access to Students and Student Recruiting Information:** In accordance with guidance issued by the U. S. Department of Education, each local educational agency receiving assistance under the No Child Left Behind Act shall provide, on a request made by military recruiters or an institution of higher education, access to secondary school students names, address, and telephone listings, upon prior written consent of a student or the parent of a student. A secondary school student or the parent of the student may request that the student’s name, address, and telephone listing not be released without prior written parental consent, and the local educational or private nonprofit school shall notify parents of the option to make a request and shall comply with any request. Each local educational agency receiving assistance under the No Child Left Behind Act shall provide military recruiters the same access to secondary school students as is provided generally to post secondary educational institutions or to prospective employers of those students (P. L. 107-110, section 9528).
- R. Unsafe School Choice Option:** The local educational agency certifies that it shall establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the Texas Education Agency, or who becomes a victim of a violent criminal offense, while in or on the grounds of a public elementary or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school (P. L. 107-110, section 9532).
- S. Civil Rights:** Nothing in the No Child Left Behind Act shall be construed to permit discrimination on the basis of race, color, religion, sex (except as otherwise permitted under Title IX of the Education Amendments of 1972), national origin, or disability in any program funded under the No Child Left Behind Act (P. L. 107-110, section 9534).

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>235-902</u> County-District No.
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- T. Student Privacy, Parental Access to Information, and Administration of Certain Physical Examinations to Minors:** The local educational agency assures that it is in compliance with Chapter 26 of the Texas Education Code concerning parental rights and responsibilities. In addition, the local educational agency receiving funds under the No Child Left Behind Act certifies that it shall develop and adopt policies, in consultation with parents, regarding certain rights of a parent to access and inspect information; student privacy; the administration of physical examinations or screenings (except for examinations or screenings required by state law); and the collection, disclosure, or use of personal information collected from students for the purpose of marketing or selling that information. The local educational agency also assures that it is in compliance with the requirements for annually notifying parents of such policies and specific events (P. L. 107-110, Title X, Part F, section 1061).
- U. Assurances related to the education of homeless children and youths:**
- (1) The LEA assures that each child of a homeless individual and each homeless youth shall have equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youth.
 - (2) The LEA assures that homeless children and youth are afforded the same free, appropriate public education as provided to other children and youth.
 - (3) The LEA assures that it will review and undertake steps to revise any laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youth.
 - (4) The LEA assures that it will not separate students from the mainstream school environment on the basis of homelessness alone.
 - (5) The LEA assures that homeless children and youth have access to the education and other services that they need 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	<u>235-902</u> County-District No.
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4. Highly Qualified:

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

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

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>235-902</u> County-District No.
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6. Professional Development includes activities that:

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

7. Scientifically Based Research:

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

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

8. Teacher Mentoring: Activities that–

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

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

- W. ESEA Performance Goals, Indicators, and Performance Reporting:** The LEA assures it has adopted the five performance goals and the related performance indicators established by the U. S. Department of Education and as submitted in the *Texas Consolidated State Application for Funds Under the No Child Left Behind Act*. The LEA also assures that it will develop and implement procedures for collecting data related to the performance indicators where such data is not already collected through the Academic Excellence Indicator System (AEIS) or PEIMS and that it will report such data to the Agency in the time and manner requested.
- X. Transfer of School Disciplinary Records:** The LEA assures it has a procedure in place to transfer disciplinary records, with respect to a suspension or expulsion, to any private or public elementary school or secondary school for any student who is enrolled or seeks, intends, or is instructed to enroll, on a full- or part-time basis, in the school. This requirement shall not apply to any disciplinary records with respect to a suspension or expulsion that are transferred from a private, parochial or other nonpublic school, person, institution, or other entity, that provides education below the college level (P. L. 107-110, section 4155).

Revised 03/03

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

SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013	<u>235-902</u> County-District No.
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Federal Statutory Requirements

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

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

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

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individual students.

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

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

Statutory Program Assurances

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

TEA Program Assurances

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

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

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

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

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

Terms defined:

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

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

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

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

GRANTEE – the subrecipient of TEA and applicant of funds.

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

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

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

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

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

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

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

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

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

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

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3. **Quarterly Reporting for ARRA:** Not later than 10 calendar days after the end of each calendar quarter, TEA and any other **direct** recipient of ARRA funds must report to the U.S. Department of Education with regard to recovery funds received in accordance with number 4 below (Section 1512[c]). (A "direct recipient" is a state agency or any entity that applies for and receives funds **directly** from a federal government agency.) TEA must obtain certain information from grantees in order to comply with this reporting requirement. By submitting this application, the grantee agrees to submit information to TEA in the time, form, and manner requested.

4. **Data Elements for Quarterly Reporting for ARRA:** In accordance with Section 1512(c) of ARRA and the Federal Funding Accountability and Transparency Act of 2006 (Public Law 109-282), TEA is required to provide quarterly reports to the U.S. Department of Education or through a central government-wide portal (<http://www.FederalReporting.gov>). The information adopted by OMB contains the following data elements: submitting this application, the grantee agrees to submit the information to TEA in the time, form, and manner requested. The information may change pending final adoption by OMB.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	Victoria Independent School District	235-902
		LEA Name	County-District#
Liberty Academy		006	
Campus Name		Campus Number	
by telephone/e-mail/FAX on _____ by _____ of TEA.	9-Digit Vendor ID#	III	ESC Region
	NOGA ID# (Assigned by TEA)	August 23, 2010	Date of Report

Texas Title I Priority Schools Grant

Tier I and Tier II Model Selection and Description Report - TRANSFORMATION

Option 1 Timeline Due to TEA no later than August 31, 2010.
Option 2 Timeline Due to TEA no later than February 1, 2011.
May be submitted any time prior to deadline.

For each area, enter applicable information for the identified Critical Success Factor (CSF) and milestones from this table.

- 1 -- Improve Academic Performance
 - A. Data-driven instruction
 - B. Curriculum Alignment (both horizontal and vertical)
 - C. On-going Monitoring of Instruction
- 2 -- Increase the Use of Quality Data to Drive Instruction
 - A. Data Disaggregation /Training
 - B. Data-driven Decisions
 - C. On-going Communication
- 3 -- Increase Leadership Effectiveness
 - A. On-going Job Embedded Professional Development
 - B. Operational Flexibility
 - C. Resource/Data Utilization
- 4 -- Increase Learning Time
 - A. Flexible Scheduling
 - B. Instructionally-focused Calendar
 - C. Staff Collaborative Planning
- 5 -- Increase Parent/Community Involvement
 - A. Increased Opportunities for Input
 - B. Effective Communication
 - C. Accessible Community Services
- 6 -- Improve School Climate
 - A. Increased Attendance
 - B. Decreased Discipline Referrals
 - C. Increased Involvement in Extra/Co-Curricular Activities
- 7 -- Increase Teacher Quality
 - A. Locally Developed Appraisal Instruments
 - B. On-going Job Embedded Professional Development
 - C. Recruitment/Retention Strategies

Part 1: Identified Needs

List the local needs identified in each Milestone to be addressed by the Intervention Model selected as it relates to the Critical Success Factors (CSF).

1. Improve Academic Performance

Milestones	A	In Reading/ELA and Mathematics, using student data, differentiating instruction, providing job-embedded professional development (PD) opportunities, implementing, system for measuring change in instructional practices, and developing college readiness determination process.
	B	Using C-SCOPE to align curriculum/ compare to college readiness skills, providing job-embedded PD, implementing instructional reform and an ECHS program, targeting interventions to provide I skills for college level, continuing credit recovery (CR) and HSEP.

	C	By monitoring instructional practices to ensure gains are made in Reading, LA and Math; increasing teacher and school leadership; collaborating with teachers and principal to develop an evaluation system based on student data, observations, and graduation rates; implementing financial incentives to promote and retain staff; ensuring that ECHS program reflects college readiness standards
2. Increase the Use of Quality Data to Drive Instruction		
Milestones	A	By providing data disaggregation training specific to college readiness; student interventions, including technology; continuing CR and HSEP; promoting formative assessment data use to improve and differentiate instruction; and implementing learning communities.
	B	By using data driven decisions in targeting interventions, developing a student recruitment plan; ensuring that college level curriculum is implemented; continuing credit recovery and HSEP; differentiating instruction; measuring changes from PD; and implementing learning comm.
	C	By implementing ECHS; developing interventions and student recruitment; implementing college level curriculum; integrating technology; and continuing CR and HSEP; using student data; measuring effectiveness of PD; and implementing learning communities.
3. Increase Leadership Effectiveness		
Milestones	A	By implementing ECHS; using and integrating technology; ensuring technical assistance is ongoing; developing personnel recruitment system; and providing compensation to retain staff.
	B	By developing a comprehensive student recruitment system; integrating technology; continuing credit recovery and HSEP; providing operational flexibility; extending school day; and providing multiple delivery methods for dual credit and credit recovery
	C	By implementing ECHS and HSEP; determining college readiness; utilizing C-SCOPE; developing a student recruitment plan; continuing CR and HSEP; ensuring technical assistance; developing personnel recruitment; providing compensation to retain staff
4. Increase Learning Time		
Milestones	A	By implementing an ECHS; targeting interventions; continuing CR and HSEP; extending school day; and providing multiple delivery for dual credit and CR programs
	B	By implementing ECHS; targeting interventions; using C-SCOPE; integrating technology; continuing CR and HSEP; extending school day; and providing multiple delivery
	C	By implementing ECHS; targeting interventions; using C-SCOPE; integrating technology; continuing CR and HSEP; extending school day; and providing multiple delivery for Dual Credit
5. Increase Parent / Community Involvement		
Milestones	A	By implementing ECHS; using C-SCOPE; planning and implementing ECHS orientation for students, staff, and parents; ensuring college readiness curriculum; partnering with parents and others
	B	By using C-SCOPE; develop student recruitment plan; plan and implement ECHS orientation for staff, students, and parents; ensure college readiness curriculum; implementing parent centers
	C	By implementing ECHS; developing student recruitment; partnering with parents and other stakeholders; implementing parent student centers; develop/implement orientation for ECHS
6. Improve School Climate		
Milestones	A	By planning/implementing student recruitment; continuing CR and HSEP; developing ECHS orientation; establishing early warning system; partnering; implementing PBIS
	B	By planning/implementing ECHS orientation sessions; establishing early warning systems; partnering with parents and other stakeholders to provide safe school environments; implement PBIS
	C	By implementing student recruitment and orientation; partnering with stakeholders; establishing early warning system; implementing early warning system
7. Increase Teacher Quality		

Milestones	A	By ensuring college readiness curriculum; measuring effectiveness of PD; implementing learning communities; developing recruitment/incentives for personnel; providing additional compensation; developing supplemental appraisal system
	B	By promoting use of student data; measuring effectiveness of PD; implementing learning communities; developing recruitment, including incentives and compensation; developing an appraisal system; providing job embedded PD
	C	By planning/implementing orientation sessions; ensuring college readiness curriculum; integrating technology; measuring job embedded PD; implementing learning communities; recruiting and providing additional incentives; developing appraisal system
Other Identified Needs (not listed above)		
	A	
	B	

Part 2: Budget by Identified Needs	
Enter the percent of the "Total Grant Funds" budgeted for each of the following categories.	
Improve Academic Performance	65%
Increase the Use of Quality Date to Drive Instruction	5%
Increase Leadership Effectiveness	10%
Increase Learning Time	3%
Increase Parent / Community Involvement	3%
Improve School Climate	3%
Increase Teacher Quality	9%
Other Remaining Costs	2%
Enter the percent of the State or Local Funds budgeted for each of the following categories in support of this grant program. Note: Matching State or Local Funds are not required. If none, enter "0" on each line.	
Improve Academic Performance	0%
Increase the Use of Quality Date to Drive Instruction	0%
Increase Leadership Effectiveness	0%
Increase Learning Time	0%
Increase Parent / Community Involvement	0%
Improve School Climate	0%
Increase Teacher Quality	0%
Other Remaining Costs	0%

Part 3: Intervention Model
<input checked="" type="checkbox"/> Transformation
<input checked="" type="checkbox"/> TEA Approved Model with technical assistance provided by the School Improvement Resource Center <input type="checkbox"/> The LEA will implement its own intervention design, within the parameters required by the final regulations released by USDE
<p>Intervention Description –Describe the intervention model selected and how it will be implemented consistent with the final regulations released by USDE for this grant program. Include all major activities of the model.</p> <p>Responses are limited to <i>eight pages</i>, front side only, with a font size no smaller than 9 point (Arial or Verdana).</p> <p>Complete the appropriate model pages below.</p>

Part 3: Intervention Description – TRANSFORMATION MODEL

Describe how the LEA/campus has/will address each of the following requirements of the model.

I. Develop and increase teacher and school leader effectiveness.

- A. Replace the principal who led the school prior to commencement of the transformation model; or list when in the past two years the principal was replaced and describe the intervention in which the principal was replaced.**

Sherri Hathaway is the principal of Liberty Academy in her second year. During the 2009-2010 school year, TAKS scores, attendance rates, and graduation rates increased significantly.

- B. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--**

- i. Take into account data on student growth (as defined below) 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 graduations rates; and**

- ii. Are designed and developed with teacher and principal involvement;**

The principal and teachers will develop an additional appraisal system which measures the impact of instruction on student achievement as indicated by data.

- 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;**

The principal and teachers will develop a system for rewarding school leaders, teachers, and other staff, using student data to drive the decisions. We will provide a growth plan for faculty members who are not increasing student achievement and remove faculty who are negatively affecting student outcomes.

- D. Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and**

Based on the individual needs of teachers to better serve students, job-embedded professional development will be implemented and measured to determine effects on student achievement.

- 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.**

The principal, together with teachers and the district human resource department will create a system to support financial incentives and promotions to retain and recruit staff members that possess the skills to meet the needs of the students.

II. 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

Recently, the district purchased C-SCOPE, which is carefully aligned to state standards. The principal and project director will carefully monitor classrooms implementation of C-SCOPE. In addition, the ECHS program will move to ensure the continuation of college readiness standards.

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.

With the addition of C-SCOPE, continuous student data through formative, interim, and summative assessments will be readily available and provide valuable feedback for teachers to tailor their instruction to the needs of the students.

III. Increase learning time and create community-oriented schools.

A. Establish schedules and strategies that provide increased learning time (as defined below);

*Increased learning time means using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for (a) instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography; (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations; and (c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects. Research supports the effectiveness of well-designed programs that expand learning time by a minimum of 300 hours per school year. (See Frazier, Julie A.; Morrison, Frederick J. "The Influence of Extended-year Schooling on Growth of Achievement and Perceived Competence in Early Elementary School." *Child Development*. Vol. 69 (2), April 1998, pp.495-497 and research done by Mass2020.) Extending learning into before- and after-school hours can be difficult to implement effectively, but is permissible under this definition with encouragement to closely integrate and coordinate academic work between in school and out of school. (See James-Burdumy, Susanne; Dynarski, Mark; Deke, John. "When Elementary Schools Stay Open Late: Results from The National Evaluation of the 21st Century Community Learning Centers Program." *Educational Evaluation and Policy Analysis*, Vol. 29 (4), December 2007, Document No. PP07-121.) http://www.mathematica-mpr.com/publications/redirect_PubsDB.asp?strSite=http://epa.sagepub.com/cgi/content/abstract/29/4/296*

For the 2010-2011 school year, at the high school level Victoria ISD is implementing the modified block schedule, providing 90 minute blocks of instruction. Liberty has created time in the master schedule for an advisory class to be implemented daily. In addition, students will have the opportunity to stay after school Monday through Thursday for tutoring or credit recovery. Student clubs will also be implemented. Students will also have the opportunity to participate in intramural activities.

B. Provide ongoing mechanisms for family and community engagement.

Parents support and input will be sought through orientation meetings, open house, and grade level parent meetings. A campus parent-student center will be created for parents and student to explore college and job opportunities, create resumes, complete financial aid, and submit college applications.

IV. Provide 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;

Liberty Academy will be open from 8:30 A.M. - 7:30 P.M., Monday through Thursday and 8:30 A.M. - 4:15 P.M. on Friday. In previous years, we were only able to extend our hours of operation two days per week. This year, we have extended our hours of operation four days a week for credit recovery, tutorials, and HSEP preparation.

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).

Liberty Academy will receive ongoing support and technical assistance from the district and stakeholders outside of the district. Communication and collaboration will be common place during the planning, implementation, and evaluation of grant activities.

The LEA/campus may also implement other strategies within the four components. Describe any other strategies to be implemented. Enter "N/A" if a particular optional strategy is not to be implemented.

I. Develop and increase teacher and school leader effectiveness.

A. Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school

A system for recruiting and retaining staff will be developed through principal and teacher collaboration.

B. Institute a system for measuring changes in instructional practices resulting from professional development;

A system will be developed that hones in on student achievement as a result of professional development.

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.

The principal and human resource department will collaborate about employees for Liberty Academy, ensuring the an employee will not be placed at Liberty.

II. Comprehensive instructional reform strategies.

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;

Using data from C-SCOPE and walk throughs, the principal and project director will ensure the implementation of the curriculum.

B. Implement a schoolwide "response-to-intervention" model;

N/A

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;

N/A

D. Use and integrate technology-based supports and interventions as part of the instructional program;

Technology will be used in the classroom to provide instructional delivery through various modes, catering to the learning styles of the students and peaking their interest through the use of technology.

E. In secondary schools--

i. 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;

In addition to enrollment in dual credit courses through the ECHS, students will be encouraged to take Pre-AP and AP courses offered at Liberty and the Victoria Area Center for Advanced Learning (V-CAL). Beginning 2011-2012, Liberty students will have the opportunity to participate in the AVID program, which requires that students take at least one Pre-AP or AP class.

ii. Improve student transition from middle to high school through summer transition programs or freshman academies;

N/A

iii. 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;

Credit recovery classes will be available to students during the day and evening where students will be able to use PLATO as well as modules. In addition, Liberty is a smaller learning community and will continue to focus on the individual needs of its students.

iv. Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.

Liberty will establish an early warning system that will identify students who are at-risk of not achieving high standards, leading to graduation. C-SCOPE assessments, attendance data, grades, and behavior, among other factors will provide data to study in developing a comprehensive warning system.

III. Increase learning time and create community-oriented schools.

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;

Parents will become a focus for partnerships as Liberty dialogues with parents and shows them the academic and career possibilities for their students. Parents and the community will begin to see Liberty in a new light, a light pointing toward the success of the students served.

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;

An advisory period will be attended each day by students. Students will attend advisory with the same students and teacher, developing connections and completing group activities and projects.

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;

Liberty will implement PBIS to improve school climate and discipline. During the first day of school, all teachers will show a PowerPoint that details students expectations and consequences.

Expand the school program to offer full-day kindergarten or pre-kindergarten.

N/A

IV. Provide operational flexibility and sustained support.

A. Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA;

N/A

B. Implement a per-pupil school-based budget formula that is weighted based on student needs.

N/A

Part 4: Activity Timeline – Describe the timeline delineating the steps the campus will take to implement the selected intervention model and additional Improvement activities chosen.

Critical Success Factor	Milestone	Improvement Activity	Begin Date MM / YY	End Date MM / YY
1	A	Improve achievement in Rdg/ELA and Math through use of C-SCOPE curriculum and data.	August 2010	June 2013
	B	Improve achievement in Rdg/ELA and Math through use of C-SCOPE curriculum and data.	August 2010	June 2013
	C	Administrators and teacher leader will ensure use of C-SCOPE by conducting walkthroughs.	August 2010	June 2013
2	A	A professional development disaggregation training will be held in the fall of 2010 and repeated if necessary.	October 2010	June 2013
	B	OFSDP tutorials will target all TAKS re-testers, required to attend at least 3 of the offered 12 hours per week.	September 2010	June 2011
	C	Plan to implement ECHS, orientation for parents, students, and staff, and system for determining college readiness.	January 2011	June 2013
3	A	Provide job embedded PD to teachers through campus PD days, conferences, book studies, and webinars/workshops	August 2010	June 2013
	B	Develop teacher leaders and autonomy teachers to promote operational flexibility and impact student achievement	September 2010	June 2013
	C	Use data from assessing college readiness standards, C-SCOPE assessments, PD to effect instructional change.	September 2010	June 2013
4	A	Extend school day Monday - Thursday 8:30 - 7:30; Friday will be normal hours of 8:30 - 4:00 to increase learning.	September 2010	June 2013
	B	Follow C-SCOPE curriculum to maintain instructional focus.	August 2010	June 2013
	C	Implement PLC's so core subjects can plan and collaborate; meet with entire faculty to plan student interventions.	August 2010	June 2013
5	A	Hold parent open house and mtgs. to solicit input/feedback.	September 2010	June 2013
	B	Mail monthly newsletters to parents about upcoming events; hold college financial aid/registration nights; include important dates on progress reports and report cards.	September 2010	June 2013
	C	Create a parent center for access to information concerning college, financial aid, community services, and CIS.	September 2010	June 2013
6	A	Plan competitions for classroom attendance and provide rewards/incentives for best and most improved attendance.	August 2010	June 2013
	B	Plan and implement PBIS to decrease discipline and foster classroom autonomy/authority.	August 2010	June 2013
	C	Create advisories; meet with advisory daily; survey students for advisory interests; hold club meetings one day a week; provide team-building advisory activities.	August 2010	June 2013
7	A	Collaborate with ECHS teachers to create a local appraisal system, which will focus on student achievement/college readiness.	March 2011	June 2013
	B	Provide job embedded PD specific to teachers' needs and effects on student achievement.	August 2011	June 2013
	C	Collaborate with teachers and administrators to develop an incentive plan for attracting and retaining quality teachers.	August 2010	June 2013

GRANT FUNDS WILL BE USED TO PAY ONLY FOR ACTIVITIES OCCURRING BETWEEN

THE BEGINNING AND ENDING DATE OF THE GRANT AS SPECIFIED ON THE NOTICE OF GRANT AWARD.