

<b>For TEA Use Only</b> Adjustments and/or annotations made on this page have been confirmed with _____  by telephone/e-mail/FAX on _____  by _____ of TEA.	<b>TEXAS EDUCATION AGENCY Standard Application System (SAS)</b>  <b>School Years 2011-2014</b>	<b>MANOR ISD</b> Organization Name	<b>227-907</b> County-District#
		<b>MANOR EXCEL ACADEMY</b> Campus Name	<b>002</b> Campus Number
		<b>746003097</b> 9-Digit Vendor ID#	<b>13</b> ESC Region
		NOGA ID# (Assigned by TEA)	Amendment #

**Texas Title I Priority Schools Grant, Cycle 2**

**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: 08/01/2011**

**Project Ending Date: 06/30/2014**

**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	X
4	Program Summary and Application Requirements	X	<input type="checkbox"/>
4A	Program Abstract	X	<input type="checkbox"/>
4B	Program Description	X	<input type="checkbox"/>
4C	Model Requirements and Timeline	X	<input type="checkbox"/>
4D	Performance Assessment and Evaluation	X	<input type="checkbox"/>
4E	Program Waivers	X	<input type="checkbox"/>
4F	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
Andrew	B	Kim	Superintendent
Phone	Fax	Email	Signature/Date Signed (blue ink preferred)
512-278-4008	512-478-4008	andrew.kim@manorisd.net	
<b>Only the legally responsible party may sign this application.</b>			

6 complete copies of the application, at least 3 with original signature(s), must be received by 5:00 p.m. **Tuesday, June 21, 2011:**

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.

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by telephone/e-mail/FAX on _____ by _____ of TEA.		_____ Amendment No.
<b>Texas Title I Priority Schools Grant, Cycle 2</b>		
<b>Schedule #1—General Information</b>		
<b>Part 2: List of Required Fiscal-Related Attachments and Assurances</b>		
For competitive applications, the application will not be reviewed and scored if any of the required attachments do not accompany the application when it is submitted. Applicants will not be permitted to submit required attachments, or any revisions to those required attachments, after the application has been submitted. Attach all required attachments to the <b>back</b> of the application as an appendix.		
1 <input type="checkbox"/>	<b>Proof of Nonprofit Status</b>	
	<b>Open-enrollment charter schools operated by a nonprofit organization</b> must have the proper proof of nonprofit status on file with the TEA Division of Charter School Administration. <b>Check box to indicate that the open-enrollment charter school is in compliance with the proof of nonprofit status.</b>	
2 <input checked="" type="checkbox"/>	<b>Assurance of Compliance with Annual Financial Audit</b> (applies to federally funded grants)	
	<b>Required for all independent school districts, open-enrollment charter schools, and education service centers:</b> <b>Check box to indicate assurance that audit requirements have been met.</b> All public school districts, open-enrollment charter schools, and education service centers must be in compliance with submitting the required annual audit for the immediate prior fiscal year to TEA in the time and manner requested by TEA, and the audit must be determined by the TEA Division of Financial Audits to be in compliance with the applicable audit standards.	
3 <input checked="" type="checkbox"/>	<b>Proof of Financial Stability</b> (applies to federally funded grants)	
	For this particular RFA, TEA reserves the right not to award a grant to an entity that is not financially stable at the time the determination is made by TEA. Financial stability will be considered before a grant award is issued for each year of subsequent continuation funding, and TEA reserves the right to make it a pre-condition for award. a. A school district or open-enrollment charter school shall demonstrate financial stability if the district's or charter school's FIRST rating for at least one of the two most recent years rated is Standard Achievement, Above Standard, or Superior Achievement. Check box to indicate that the school district or open-enrollment charter school is in compliance with the FIRST rating demonstrating proof of financial stability. b. New organizations or new charter schools that have not yet had their first annual audit or are not yet rated under FIRST may submit alternate documentation as described in Part 1: General and Fiscal Guidelines, Conditions for Submission of Applications. Check box to indicate that a copy of the most recent audit or compilation report is attached as applicable. (See Part 1: General and Fiscal Guidelines for details.)	

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<b>Texas Title I Priority Schools Grant, Cycle 2</b>					
<b>Schedule #1—General Information</b>					
<b>Part 3: Applicant Information</b>					
<b>Local Educational Agency (LEA) Information</b>					
LEA Name <b>MANOR ISD</b>					
Mailing Address Line – 1	Mailing Address Line – 2	City	State	Zip Code	
<b>10335 US HWY 290E</b>		<b>MANOR</b>	<b>TX</b>	<b>78653</b>	
U.S. Congressional District Number	Primary DUNS Number	Central Contractor Registration (CCR) CAGE Code	NCES Identification Number		
<b>10</b>	<b>050223239</b>	<b>61510481</b>	<b>4828890</b>		
Campus Name			County-District Campus Number		
<b>MANOR EXCEL ACADEMY</b>			<b>227-907-002</b>		
Mailing Address Line – 1	Mailing Address Line – 2	City	State	Zip Code	
<b>600 EAST PARSONS ST</b>		<b>MANOR</b>	<b>TX</b>	<b>78653</b>	
<b>Applicant Contacts</b>					
<b>Primary Contact</b>					
First Name	Initial	Last Name		Title	
<b>Jamie</b>	<b>L</b>	<b>Stone</b>		<b>Director of Federal &amp; State Programs</b>	
Telephone	Fax	Email			
<b>512-278-4421</b>	<b>512-278-4017</b>	<b>jamie.stone@manorisd.net</b>			
Mailing Address Line – 1	Mailing Address Line – 2	City	State	Zip Code	
<b>10335 US HWY 290E</b>		<b>MANOR</b>	<b>TX</b>	<b>78653</b>	
<b>Secondary Contact</b>					
First Name	Initial	Last Name		Title	
<b>Christopher</b>		<b>Harvey</b>		<b>Principal</b>	
Telephone	Fax	E-mail			
<b>512-278-4075</b>	<b>512-278-4859</b>	<b>christopher.harvey@manorisd.net</b>			
Mailing Address Line – 1	Mailing Address Line – 2	City	State	Zip Code	
<b>600 EAST PARSONS ST</b>		<b>MANOR</b>	<b>TX</b>	<b>78653</b>	

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**Texas Title I Priority Schools Grant, Cycle 2**

**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<br><input type="checkbox"/> Schedule #3—Purpose of Amendment<br><input type="checkbox"/> Schedule #4—Program Requirements<br><input type="checkbox"/> Schedule #4A—Program Abstract<br><input type="checkbox"/> Schedule #4B—Program Description<br><input type="checkbox"/> Schedule #4C— Performance Assessment and Evaluation<br><input type="checkbox"/> Schedule #4D—Equitable Access and Participation | <input type="checkbox"/> Schedule #5—Program Budget Summary<br><input type="checkbox"/> Schedule #5B—Payroll Costs 6100<br><input type="checkbox"/> Schedule #5C—Professional and Contracted Services 6200<br><input type="checkbox"/> Schedule #5D—Supplies and Materials 6300<br><input type="checkbox"/> Schedule #5E—Other Operating Costs 6400<br><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 - Please describe the budget changes requested in this amendment.**

Describe the budget changes requested in this amendment. Ensure the following are addressed in your description.

- Year of the Budget change,
- Class-object coded to be changed, indicating any increase or decrease in amounts budgeted, and
- Reason for the budget changes.

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by telephone/e-mail/FAX on _____ by _____ of TEA.		<b>Texas Title I Priority Schools Grant, Cycle 2</b>
<b>Schedule #3—Purpose of Amendment</b>		
<b>Part 3: Reason for Amendment Request.</b> 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)	
<b>Part 4: Amendment Justification</b>		

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**Texas Title I Priority Schools Grant, Cycle 2**

**Schedule #4—Program Summary and Application Requirements**

**Part 1: Grant Program Information;**

**Summary of Program: Purpose and Goals**

School Improvement Grants (SIG), authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants through the Texas Education Agency (TEA) to local educational agencies (LEAs) 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 students in their lowest-performing schools. Under the final requirements published in the *Federal Register* in October 2010 school improvement funds are to be focused on each State's "Tier I" and "Tier II" schools.

Tier I schools are the lowest-achieving 5 percent of a State's Title I schools in improvement, corrective action, or restructuring, Title I secondary schools in improvement, corrective action, or restructuring with graduation rates below 60 percent over a number of years, and certain Title I eligible (and participating) elementary schools that are as low achieving as the State's other Tier I schools ("newly eligible" Tier I schools). Tier II schools are the lowest-achieving 5 percent of a State's secondary schools that are eligible for, but do not receive, Title I, Part A funds, secondary schools that are eligible for, but do not receive, Title I, Part A funds with graduation rates below 60 percent over a number of years, and certain additional Title I eligible (participating and non-participating) 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 ("newly eligible" Tier II schools). An LEA also may use school improvement funds in Tier III schools, which are Title I schools in improvement, corrective action, or restructuring that are not identified as Tier I or Tier II schools and , certain additional Title I eligible (participating and non-participating) schools ("newly eligible" Tier III schools).

**In the Tier I and Tier II schools an LEA chooses to serve, the LEA must fully 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. 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.
- Tier III grantees may select and expend grant funds for the Texas Tier III Transformation model, or the Texas Designed Model for Early College High Schools (ECHS), Texas Science, Technology, Engineering and Math (T-STEM), or College for All reform initiatives. Grantees selecting one of these models may expend grant funds to support the program requirements listed below.
- 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.

The Texas Designed Model for Tier III contains the applicant's option of the Texas Early College High School (ECHS), Texas Science, Technology, Engineering and Math (T-STEM) or College for All initiatives which all focus on the basic principles and the key elements as required by the TEA Designed Model for Transformation described above. These three models are described below in further detail.

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**Texas Title I Priority Schools Grant, Cycle 2**

**Schedule #4—Program Summary and Application Requirements**

**Part 1: Grant Program Information:**

**Allowable Activities Cont.**

- Early College High Schools (ECHS) are autonomous, small schools designed to create a seamless transition between high school and college. ECHS provide a course of study that enables students to receive both a high school diploma and either an associate’s degree or at least 60 credit hours towards a baccalaureate degree. Strong collaborative partnerships between schools and the IHE are developed to ensure the ECHS design elements are met. Schools implementing the ECHS model must apply for designation status through the Early College High School designation process. The pre-implementation period is required to design, develop and prepare for implementation with the guidance of the state approved technical assistance provider.
- Texas Science, Technology, Engineering and Math (T-STEM) academies are rigorous secondary schools focusing on improving instruction and academic performance in the STEM areas. T-STEM Academies use the Design Blueprint to build and implement STEM schools that address the seven benchmarks: 1) mission driven leadership; 2) school culture and design; 3) student outreach, recruitment, and retention; 4) teacher selection, development and retention; 5) curriculum, instruction, and assessment; 6) strategic alliances; and 7) academy advancement and sustainability. Schools implementing the T-STEM model must apply for designation status through the T-STEM designation process. The pre-implementation period is required to design, develop and
- College for All infuses college-ready reforms into an LEA model that enables every student to graduate with a minimum of 12 college-level credits and prepared to earn a post-secondary credential or degree. Design elements/strategies for this model include the following: 1) comprehensive district approach; 2) college-ready curriculum and instruction program; 3) strong P-16 partnerships; 4) comprehensive academic and social supports; 5) intensive summer academy for rising ninth graders including administration of a Texas Success Initiative assessment to determine level of readiness for college-level courses; and 6) college-going culture. The pre-implementation period is required to design, develop, and prepare for implementation with the guidance of the state approved technical assistance provider.

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, Cycle 2**

**Schedule #4—Program Summary and Application 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	Comprehensive Needs Assessment
2	The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each campus.	Project Management—Activity Timeline
3	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
4	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
5	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
6	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
7	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
8	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
9	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
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

**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.**

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**Texas Title I Priority Schools Grant, Cycle 2**

**Schedule #4—Program Summary and Application Requirements**

**Part 3: Statutory Assurances**

#	Statutory Assurance Description
1	The LEA 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	The LEA provides assurance that it will use its School Improvement/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	The LEA 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	The LEA 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.
5	The LEA provides assurance that it will report to the TEA the school-level data required under section III of the final federal requirements.
6	The LEA 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.

**Statutory assurance #7 continues on next page**

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<b>Schedule #4—Program Summary and Application Requirements</b>			
<b>Part 3: Statutory Assurances</b>			
#	Statutory Assurance Description		
7	If the LEA/campus selects to implement the <b>turnaround model</b> , the campus <b>must</b> implement the following federal requirements. <ul style="list-style-type: none"> <li>A. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;</li> <li>B. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students;             <ul style="list-style-type: none"> <li>1. Screen all existing staff and rehire no more than 50 percent; and</li> <li>2. Select new staff.</li> </ul> </li> <li>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;</li> <li>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;</li> <li>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;</li> <li>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;</li> <li>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;</li> <li>H. Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and</li> <li>I. Provide appropriate social-emotional and community-oriented services and supports for students.</li> </ul>		
8	If the LEA/campus selects to implement the <b>turnaround model</b> , the campus <b>may</b> implement the following federal requirements. <ul style="list-style-type: none"> <li>A. Any of the required and permissible activities under the transformation model; or</li> <li>B. A new school model (e.g., themed, dual language academy).</li> </ul>		
9	If the LEA/campus selects to implement the school <b>closure model</b> , the campus <b>must</b> implement the following requirement. <ul style="list-style-type: none"> <li>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.</li> <li>B. A grant for school closure is a one-year grant without the possibility of continued funding.</li> </ul>		
10	If the LEA/campus selects to implement the <b>restart model</b> , the campus <b>must</b> implement the following federal requirements. <ul style="list-style-type: none"> <li>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.</li> <li>B. Enroll, within the grades it serves, any former student who wishes to attend the school.</li> </ul>		

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**Texas Title I Priority Schools Grant, Cycle 2**

**Schedule #4—Program Summary and Application Requirements**

**Part 3: Statutory Assurances**

#	Statutory Assurance Description
11	<p>If the LEA/campus selects to implement the <b>transformation model</b>, the campus <b>must</b> implement the following federal requirements.</p> <ol style="list-style-type: none"> <li>1. Develop and increase teacher and school leader effectiveness.           <ol style="list-style-type: none"> <li>(A) Replace the principal who led the school prior to commencement of the transformation model;</li> <li>(B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--               <ol style="list-style-type: none"> <li>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</li> <li>2. Are designed and developed with teacher and principal involvement;</li> </ol> </li> <li>(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;</li> <li>(D) Provide staff ongoing, high-quality, job-embedded professional development (<u>e.g.</u>, 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</li> <li>(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.</li> </ol> </li> <li>2. Comprehensive instructional reform strategies.           <ol style="list-style-type: none"> <li>(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</li> <li>(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.</li> </ol> </li> <li>3. Increasing learning time and creating community-oriented schools.           <ol style="list-style-type: none"> <li>(A) Establish schedules and strategies that provide increased learning time; and</li> <li>(B) Provide ongoing mechanisms for family and community engagement.</li> </ol> </li> <li>4. Providing operational flexibility and sustained support.           <ol style="list-style-type: none"> <li>(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</li> <li>(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).</li> </ol> </li> </ol>
12	<p>An LEA <b>may</b> also implement other strategies in the <b>transformation model</b> to develop teachers’ and school leaders’ effectiveness, such as--</p> <ol style="list-style-type: none"> <li>(A) Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;</li> <li>(B) Institute a system for measuring changes in instructional practices resulting from professional development; or</li> <li>(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.</li> </ol>

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**Texas Title I Priority Schools Grant, Cycle 2**  
**Schedule #4—Program Summary and Application Requirements**

**Part 3: Statutory Assurances**

#	Statutory Assurance Description
13	<p>An LEA <b>may</b> also implement comprehensive instructional reform strategies in the <b>transformation model</b>, such as--</p> <ul style="list-style-type: none"> <li>(A) Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;</li> <li>(B) Implement a school wide "response-to-intervention" model;</li> <li>(C) Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;</li> <li>(D) Use and integrate technology-based supports and interventions as part of the instructional program; and</li> <li>(E) In secondary schools--             <ul style="list-style-type: none"> <li>(1) Increase rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Bacculaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;</li> <li>(2) Improve student transition from middle to high school through summer transition programs or freshman academies;</li> <li>(3) Increase graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or</li> <li>(4) Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.</li> </ul> </li> </ul>
14	<p>An LEA <b>may</b> also implement other strategies that extend learning time and create community-oriented schools in the <b>transformation model</b>, such as--</p> <ul style="list-style-type: none"> <li>(A) Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;</li> <li>(B) Extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;</li> <li>(C) Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or</li> <li>(D) Expand the school program to offer full-day kindergarten or pre-kindergarten.</li> </ul>
15	<p>The LEA <b>may</b> also implement other strategies for providing operational flexibility and intensive support in the <b>transformation model</b>, such as--</p> <ul style="list-style-type: none"> <li>(A) Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or</li> <li>(B) Implement a per-pupil school-based budget formula that is weighted based on student needs.</li> </ul>
16	<p>An LEA with nine (9) or more Tier I and Tier II schools, including both schools that are being served with Cycle 1 TTIPS funds and schools that are eligible to receive Cycle 2 TTIPS funds, may not implement the Transformation Model in more than 50 percent of those schools. For purposes of the Cycle 2 competition, the number of Tier I and Tier II schools an LEA has is based on the number of Tier I and Tier II schools the LEA <u>served</u> through the Cycle 1 competition and the number of additional Tier I and Tier II school in the LEA that are identified as <u>eligible</u> Tier I or Tier II on the State's Cycle 2 eligibility lists.</p>

**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, Cycle 2**

**Schedule #4—Program Summary and Application Requirements**

**Part 4: TEA Program Assurances**

#	TEA Assurance Description
1	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.
2	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Texas School Improvement Conference, and sharing of best practices.
3	For the LEAs selecting the TEA Designed Models the applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA, SIRC, and/or its subcontractors.
4	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.
5	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
6	The applicant will provide access for onsite visits to the LEA and campus by TEA, SIRC and its contractors.
7	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.
8	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.
9	<p>If the LEA/Tier III campus selects to implement the <b>transformation model</b>, the campus assures that it will implement the following federal requirements:</p> <ol style="list-style-type: none"> <li>1. Develop and increase teacher and school leader effectiveness.             <ol style="list-style-type: none"> <li>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.</li> <li>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;</li> <li>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</li> <li>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"> <li>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</li> <li>2. Are designed and developed with teacher and principal involvement</li> </ol> </li> </ol> </li> </ol>

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<b>Schedule #4—Program Summary and Application Requirements</b>			
<b>Part 4: TEA Program Assurances</b>			
#	TEA Assurance Description		
9	<p>2. Comprehensive instructional reform strategies.</p> <p style="margin-left: 20px;">A. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and</p> <p style="margin-left: 20px;">B. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p> <p>3. Increasing learning time and creating community-oriented schools.</p> <p style="margin-left: 20px;">A. Establish schedules and strategies that provide increased learning time; and</p> <p style="margin-left: 20px;">B. Provide ongoing mechanisms for family and community engagement.</p> <p>4. Providing operational flexibility and sustained support.</p> <p style="margin-left: 20px;">A. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and</p> <p style="margin-left: 20px;">B. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).</p>		
10	<p>An LEA <b>may</b> also implement other strategies to develop teachers' and school leaders' effectiveness, such as--</p> <p style="margin-left: 20px;">(A) Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;</p> <p style="margin-left: 20px;">(B) Institute a system for measuring changes in instructional practices resulting from professional development; or</p> <p style="margin-left: 20px;">(C) Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.</p>		
11	<p>An LEA <b>may</b> also implement comprehensive instructional reform strategies, such as--</p> <p style="margin-left: 20px;">(A) Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;</p> <p style="margin-left: 20px;">(B) Implement a school wide "response-to-intervention" model;</p> <p style="margin-left: 20px;">(C) Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;</p> <p style="margin-left: 20px;">(D) Use and integrate technology-based supports and interventions as part of the instructional program; and</p> <p style="margin-left: 20px;">(E) In secondary schools--</p> <p style="margin-left: 40px;">(1) Increase rigor by offering opportunities for students to enroll in advanced coursework (such as advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;</p> <p style="margin-left: 40px;">(2) Improve student transition from middle to high school through summer transition programs or freshman academies;</p> <p style="margin-left: 40px;">(3) Increase graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or</p> <p style="margin-left: 40px;">(4) Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.</p>		

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<b>Part 4: TEA Program Assurances</b>			
#	TEA Assurance Description		
12	An LEA <b>may</b> also implement other strategies that extend learning time and create community-oriented schools, such as-- <ul style="list-style-type: none"> <li>A. Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;</li> <li>B. Extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;</li> <li>C. Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or</li> <li>D. Expand the school program to offer full-day kindergarten or pre-kindergarten.</li> </ul>		
13	The LEA may also implement other strategies for providing operational flexibility and intensive support, such as-- <ul style="list-style-type: none"> <li>A. Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or</li> <li>B. Implement a per-pupil school-based budget formula that is weighted based on student needs.</li> </ul>		
14	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"> <li>A. Number of minutes within the school year.</li> <li>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.(ethnicity, sex, disability status, LEP status, economically disadvantaged status, migrant status)</li> <li>C. Number and percentage of students completing advanced coursework (e.g., AP/IB) early-college high schools, dual enrollment classes, or advanced coursework <b>and</b> dual enrollment classes. (High Schools Only)</li> <li>D. College enrollment rates. (High Schools Only)</li> <li>E. Teacher Attendance Rate</li> <li>F. Student Attendance Rate</li> <li>G. Student Completion Rate</li> <li>H. Student Drop-Out Rate</li> <li>I. Locally developed competencies created to identify teacher strengths/weaknesses</li> <li>J. Types of support offered to teachers</li> <li>K. Types of on-going, job-embedded professional development for teachers</li> <li>L. Types of on-going, job-embedded professional development for administrators</li> <li>M. Strategies to increase parent/community involvement</li> <li>N. Types of strategies which increase student learning time</li> <li>O. Number of teachers and principals at each performance level (proficient/non-proficient) used in the district evaluation systems for assigning teacher and principal performance ratings.</li> </ul>		
<b>By submitting the application and signing Schedule #1, the applicant is certifying it will comply with the above assurances.</b>			

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**Texas Title I Priority Schools Grant, Cycle 2**  
**Schedule #4A—Program Abstract**

**Part 1: Grant Eligibility**

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

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

**The data analysis conducted for Manor Excel Academy (MEA) shows the following:**

- The class of 2009 graduation rate of 13.2%, which was 67.4% lower than the state average of 80.6%. This graduation rate was 7.6% lower than the class of 2008 average of 20.8%. This indicates a severe need for restructuring the campus' academic program.
- During the 2008-2009 school year, the attendance rate was 67.4% which was 28.2% lower than the state rate of 95.6%. This attendance rate was 12.1% lower than the 2007-2008 school year rate of 75.8%. This indicates a severe need for providing social and emotional support systems and structures for students.
- The reading/ELA TAKS passing rate in 2010 for all grades tested was 62%, which was 28% lower than the state rate of 90%. This passing rate was 18% lower than the 2009 passing of 80%.
- The math TAKS passing rate in 2010 for all grades tested was 25%, which was 59% lower than the state rate of 84%. This passing rate was 11% lower than the 2009 passing of 36%. Both the reading/ELA and math results indicate a severe need for curriculum alignment and the implementation of a strong intervention program.
- The 2009 rate of graduates in the Recommended/Distinguished High School Program was 22.2%, which was 60.3% less than the state rate of 82.5%.
- The 2010 Texas Success Initiative (TSI) – Higher Education Readiness Rate was 18%, which was 42% below the state rate of 60% and 12% less than the 2009 rate of 30%. This indicates a severe need to increase the rigor of academic instruction.
- The 2009-2010 Academic Excellence Indicator System (AEIS) reports that the campus rate of economically disadvantaged students is 72%, which is 13% higher than the state rate of 59%; and an at-risk rate of 100%, which was 52.8% higher than the state rate of 47.2%; and a 2008-2009 mobility rate of 70.2% which is 51.3% higher than the state rate of 18.9%. This indicates a severe need for social and emotional.
- The Campus Environment section of the Manor ISD Employee Opinion Survey (May 2010), for MEA staff shows that only 42% believe there are good employee communications, only 47% believe there is a positive student/faculty atmosphere, only 47% have pride in the performance of the campus and only 37% believe there is trust amongst co-workers.

**Based on the identified gaps and areas of weakness, MEA stakeholders have identified the following needs:**

- Provide for more flexible scheduling to remove the barriers to student attendance due to work conflicts, parenting obligations, thereby increasing instructional time.
- Identify and adopt alternative methods for students to earn or recover course credits such as virtual learning.
- Expand emerging technology availability for student learning by updating outdated technology and adding more student workstations.
- Revise campus curriculum to align with TAKS and STAAR standards so that instruction is more rigorous and prepares students to be college and career ready.
- Design and implement professional development to integrate data analysis into Professional Learning Communities (PLCs) for campus academic interventions in math and reading.
- Create a culture of college and career readiness by increasing district support in college and career awareness, preparation, and application.
- Create advocacy and team building opportunities to create a positive, nurturing learning environment.
- Increase wrap-around services, social service such as counseling, parenting, homeless, LEP, SPED, etc.), and resources to support students and families in removing barriers to their physical, social, economic, and academic success.
- Develop systems to collect, distribute, and analyze and interpret data

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**Texas Title I Priority Schools Grant, Cycle 2**  
**Schedule #4B—Program Description**

**Part 1: Comprehensive Needs Assessment**

**Section A: Campus Grade Levels**

Type of School	*Number of Students Enrolled in Grade Levels on the Campus to be Served with Grant														
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public School	0	0	0	0	0	0	0	0	0	0	18	14	18	54	104
Open-Enrollment Charter School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total Students:</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>18</b>	<b>14</b>	<b>18</b>	<b>54</b>	<b>104</b>

<b>**Current Total Instructional Staff</b>	<b>5</b>
<b>**Current Total Support Staff</b>	<b>0</b>

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

<b>1</b>	Adequate Yearly Progress (AYP-Federal) Report (2010)
<b>2</b>	Academic Excellence Indicator System (AEIS-State) Reports (2003-2010)
<b>3</b>	Manor Excel Academy Staff Survey: Challenges, Successes and Recommendations
<b>4</b>	Administrator Meetings: Progress, Monitoring and Evaluation of General Campus Needs; CIP follow up, TAKS score review, adjustments to instructional programs (Held weekly)
<b>5</b>	Parent, staff, and community anecdotal data from Site Based Decision Making (SBDM) Team Meetings
<b>6</b>	May 2010 Manor ISD District Employee Opinion Survey: Employee Survey over Job Satisfaction & Campus Culture & Climate at MEA (Developed by Texas Association of School Boards)
<b>7</b>	Campus Staff Meetings on Late Start Mondays (Held weekly)
<b>8</b>	Campus Computer Inventory (2010)
<b>9</b>	Site Visits – San Marcos ISD, Leander ISD, Del Valle ISD, Temple ISD, Seguin ISD, Round Rock ISD, Austin ISD
<b>10</b>	Best Practices Presentations – Conferences & Workshops (ie. Region 13, A+ Conference, TAAE Conference, TABSE Conference, TEA Accountability Conference)

\*2010 October Snapshot student numbers  
 \*\*Enter Current number of Instructional and Support Staff

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**Texas Title I Priority Schools Grant, Cycle 2  
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 to identify the needs of the campus.**

In July 2010, the Manor ISD School Board appointed a new campus principal and two new coordinators to Manor Excel Academy, creating an entirely new administrative team at the campus. With limited time before the start of the school year, the campus administrative team worked diligently to gain an understanding of the current state of the campus and the existing needs by reviewing such sources as student achievement data, the Campus Needs Assessment (CNA) and the Campus Improvement Plan (CIP). To gauge the climate of the campus, the administrative team surveyed the staff about their perspective in such areas as campus needs, challenges and successes. Following review of these survey results, in conjunction with campus data sources, the principal and staff worked collaboratively to begin developing campus goals to be met over the next two years.

**Identifying Campus Needs and Developing the CIP**

In August 2010, Manor ISD principals participated in district training designed to guide campuses in applying the requirements of No Child Left Behind (NCLB) to the development of CIPs and budget management. Principals received training on district-wide systems for effectively facilitating Site Based Decision Making (SBDM) Teams which included standardized district CNA and CIP templates, year-long recommended meeting timelines and required agenda topics to further ensure the inclusion of NCLB requirements in these campus activities.

Guided by these district systems, MEA identified SBDM Team members and began work on the CNA and CIP in September 2010. The SBDM Team reviewed the 2009-2010 CNA, CIP and staff survey to identify new campus needs, align campus goals with new district goals and adjust meeting dates and agenda topics based on district recommendations. With the 2010-2011 CIP completed, the SBDM Team met regularly to review, monitor and adjust the targeted campus goals prior to Board approval.

Through this process, the campus SBDM ultimately identified 9 critical areas of need to address in the CIP:

- Flexible scheduling
- Alternative ways students can earn or recover credits
- Expand emerging technology availability for student learning
- Revise and edit curriculum to align with TAKS and STAAR standards
- Implement strong interventions for math and reading
- Focus on college and career readiness
- Change in climate and need for positive culture and learning environment
- Increase wrap-around services, social service such as counseling, parenting, homeless, LEP, SPED, etc., and resources to support students and families in removing barriers to their physical, social, economic, and academic success.
- Develop systems to collect, distribute, and analyze and interpret data

In November 2010, the Manor ISD School Board reviewed all campus CIPs and made recommendations for revisions. Following these recommendations, the campus SBDM Team adjusted the CIP and submitted the final version of the document to the Board in December 2010.

**Notification of TTIPS Grant Eligibility**

In late April 2011, Manor ISD central administration staff notified MEA of TTIPS Cycle 2 Grant eligibility as a Tier II campus for graduation rate and provided information to initiate the process of developing the grant. The following week, the MEA principal met with a grant consultant, the superintendent and district staff to begin discussions about how the key features of the grant supports the campus goals for school improvement.

The principal called a meeting of the campus SBDM Team to explain notice of the grant opportunity, review previous needs assessments and establish priority goals for the grant. The SBDM Team focused its efforts on the grant process, becoming known as the MEA TTIPS Team. Ongoing meetings have occurred between the MEA TTIPS Team, the superintendent and with the Superintendent and district staff to ensure seamless integration with LEA initiatives.

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**Texas Title I Priority Schools Grant, Cycle 2**  
**Schedule #4B—Program Description**

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

**Section D: Groups of Participants Contributing to the Needs Assessment Process, ensuring Parents and Community Groups were involved in the process.**

<b>1</b>	MEA Principal
<b>2</b>	Manor Alternative Program (MAP) Coordinator & Manor Excel Academy (MEA) Coordinator
<b>3</b>	MEA Parents
<b>4</b>	MEA Teachers
<b>5</b>	MEA Education Aides
<b>6</b>	District Director of Dropout Prevention
<b>7</b>	Community Member
<b>8</b>	MEA Student
<b>9</b>	Business Partners

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

**Section E: List the major needs (not to exceed the top 10) identified by the committee that will be addressed by the selected grant program.**

<b>1</b>	Flexible Scheduling
<b>2</b>	Alternative ways students can earn or recover credits
<b>3</b>	Expand emerging technology availability for student learning
<b>4</b>	Revise & edit curriculum to align with TAKS and STAAR standards
<b>5</b>	Interventions for Math & Reading
<b>6</b>	Focus on College and Career Readiness
<b>7</b>	Change in climate, need for positive culture and learning environment
<b>8</b>	Increase social support services to meet student and family needs (wrap-around services)
<b>9</b>	Develop systems to collect, distribute, and analyze and interpret data

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**Texas Title I Priority Schools Grant, Cycle 2**

**Schedule #4B—Program Description**

**Part 2: Project Management**

**Section A: LEA (District) Capacity** Responses are limited to **one page**, 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 selected.

**LEA Capacity to Use Grant Funds**

Manor ISD has an established record of acquiring and maximizing grant funds. The award-winning MISD New Technology High School program (Apple-Recognized School; nationally-recognized STEM campus), founded in 2007 and funded through diverse external resources including private, federal and state funds, demonstrates MISD's capacity for student and staff transformation. The campus boasts a *Think Forward Institute* teacher training unit that disseminates teacher knowledge about Project Based Learning (PBL) approaches and uses of 21<sup>st</sup> Century Skills. The professional development services of the Think Forward Institute have received state and national recognition, which has also attracted positive attention from governmental officials. Other grants which support student and teacher learning include Title funds, grants from Austin Samsung Semi-Conductor Corporation, Applied Materials, A+ Credit Union, Dropout Prevention Mini Grant, and more. The LEA has also proven capacity to use grant funds at Manor Excel Academy with the Dropout Recovery Grant, Cycle 2.

These successful projects establish the district's proven capacity to implement, fully and effectively, the required activities of the proposed Transformation model.

**Provision of Related Services and Support**

In implementing the program, the LEA will support the grant activities as scheduled:

<b>Department</b>	<b>Support</b>
Superintendent	Support & guidance for TTIPS grant
State & Federal Programs	Campus Needs Assessment, Campus Improvement Plan, and District Shepherd
Dropout Prevention	Dropout recovery, Leaver Team, grant design, attendance, credit accrual, GED-to-College, and community engagement and support
Student & Family Support Services	Social and emotional supports for students and families, home visits, homeless student support, language support with Spanish speaking families, mentoring, and court advocacy
Accountability & Data	Data analysis and reporting
Professional Development & Special Programs	Job-embedded professional development
Curriculum & Instruction	Curriculum alignment and instructional support, Project Based Learning (PBL), <i>Think Forward</i> professional development
Bilingual & ESL	Support for ESL students
Advanced Programs & Fine Arts	AVID strategies, Dual Credit, and increasing rigor
Special Education, Nurses & Homebound Services	Resources for students
Human Resources	Recruitment and retention of quality staff

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**Texas Title I Priority Schools Grant-CYCLE 2**

**Schedule #4B—Program Description**

**Part 2: Project Management Cont.**

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

**Pre-Implementation Activities and Timeline** - Identify activities that the LEA will carry out using TTIPS funds beginning on the NOGA date through August 1, 2011, when the grantee begins full implementation.

**July 15, 2011 – August 1, 2011**

	Activity
Professional Development	<ul style="list-style-type: none"> <li>• Attend Secondary School Summit and Preconference as scheduled and,</li> <li>• Attend SIRC Cycle 2 grantee Transformation Summit as scheduled</li> <li>• Attend the National Staff Development Council Learning Forward (NSDC) Summer Conference</li> <li>• Campus Grant Orientation</li> <li>• Provide stipends for teachers and district personnel to develop and realign campus curriculum during the summer</li> <li>• Provide professional development aligned to the data analysis in Professional Learning Communities (PLCs) in order to design and implement academic interventions for reading and math, such as General Intervention Support Team (GIST) systems</li> <li>• Begin planning for required PBIS training, extended learning time, teacher leadership, social emotional supports, and Transforming Classroom Practice</li> </ul>
Staffing & Hiring	<ul style="list-style-type: none"> <li>• Write job descriptions: Curriculum/Professional Development Coach, Accountability/Data Specialist, Social Worker/Parent Specialist</li> <li>• Create personnel profiles</li> <li>• Advertise positions</li> <li>• Screen applications</li> <li>• Create selection committee</li> <li>• Interview and Select candidate</li> <li>• Develop a plan for campus incentives and rewards</li> </ul>
Technology Improvements	<ul style="list-style-type: none"> <li>• Replace outdated technology with modern operating systems and software applications</li> <li>• Increase the number of student computers to continue 1-to-1 student to computer ratio</li> <li>• Purchase software application curriculum for alternative instructional methods such as Virtual Learning</li> </ul>
Travel to Required Training	<ul style="list-style-type: none"> <li>• Plan for required site visits to other LEA</li> <li>• Travel to require SIRC trainings</li> </ul>

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**Texas Title I Priority Schools Grant, Cycle 2  
Schedule #4B—Program Description**

**Part 2: Project Management Cont.**

**Section A: LEA (District) Capacity** Responses are limited to **one page**, 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 the school intervention model.

On April 29, 2011, the Manor ISD district administrators provided information to Manor Excel Academy about the TTIPS grant and provided information about the grant to be reviewed over the weekend.

On May 4, 2011, the MEA principal met with a grant consultant, the superintendent, and the interim director over Federal & State Programs to discuss Texas Title I Priority Schools grant opportunity and key personnel needed. MEA distributed communication to our parents and community members, inviting them to attend the SBDM Team (teachers, staff, students, parents, campus and district administration, community members, and business partners) meeting to inform them of the grant and solicit their feedback and needs from MEA.

A meeting with staff and teachers was held on May 9, 2011. MEA discussed the grant and each staff member completed a form with their suggestions for improvement. This provided all stakeholders the opportunity to provide input on key components of the TTIPS grant such as: model selection, TEA requirements, CNA, district and campus grant and resource management, and partnership/stakeholder involvement.

On May 11, 2011 the Manor Excel Academy SBDM Team met to review and revise our current CNA and establish priorities for the grant.

On May 16, 2011 MEA met with the superintendent, district directors, and parent and community representations to ensure district support in writing and developing the grant. MEA created a timeline of meetings for the development of the grant and invited all stakeholders (parents, community members, business partners) to participate.

On May 20, 2011 MEA hosted a student forum to solicit student feedback about their needs and desires for the upcoming school year. MEA also asked students for suggestions to most help them succeed. Ongoing meetings have occurred with the Superintendent and district administrators to ensure seamless integration with LEA initiatives.

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**Texas Title I Priority Schools Grant, Cycle 2**

**Schedule #4B—Program Description**

**Part 2: Project Management Cont.**

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

**Management of Grant Activities** – Describe how the LEA and campus will modify its practices and/or policies, as necessary, to ensure its implementation of the intervention(s) fully and effectively.

To support full and effective implementation of the Transformation model, the LEA will ensure flexibility in district policies and standard operating procedures that may otherwise inhibit the ability for change. The MEA principal will utilize district support to transform systems and be provided with operational flexibility in practices and policies such as:

Current Practices & Policies	Proposed Changes/Modifications	Expected Outcome
Students attend 7 hour instructional day	Add half-day option based upon academic and social needs to improve the accessibility to education for working or parenting students	Increased student attendance, Increased learning time; TAKS tutorial for Summer Students; Increased graduation rate
Traditional school calendar	Extend the school year through to Mid-July	Increased student attendance, Increased learning time; TAKS tutorial for Summer Students; Increased graduation rate
Traditional school calendar	Submit required waivers/forms to TEA regarding campus changes	Increased student attendance, Increased learning time; TAKS tutorial for Summer Students; Increased graduation rate
Students work on course work during school hours	Modify virtual learning opportunities for enrolled students outside normal school day	Acceleration of credit accrual
Students must complete all course work	Credit by Examination at student request	Acceleration of credit accrual
Students are able to obtain high school credit only	Dual Credit Courses	More students will enroll & attend college
Only new teachers have mentors	Provide substitutes for all core subject instructors to shadow successful teachers in other alternative schools	Increased teacher effectiveness
Teachers currently revise and edit curriculum during the academic school year.	Realign campus curriculum during the summer and provide stipends for teachers and district personnel to develop	Improved curriculum; targeted instruction; Increased student achievement
Review TAKS reports to determine interventions	Create, analyze and integrate interval data analysis into professional learning communities for campus academic interventions in math and reading.	Increased student achievement in Math and reading, higher passing percentages on TAKS/STAAR
Students participate in college ready exams outside of school	Provide student opportunities to take a Texas Success Initiative test, such as ASSET at the campus	Increasing the number of students graduating college ready by TSI standards
Teachers only focus on student social concerns.	Redesign master schedule to allow creation and implementation of advocacy advisory period to create a positive, nurturing learning environment, such as First Things First	Decreased referrals, increased attendance, monitoring of student academic progress, constant and consistent communication with parents/guardians, and increase in rate of credit accrual
Professional Development Mondays focus on teaching strategies and campus news only.	Schedule teacher meetings to follow up on student data such as attendance, academics, and behavior.	Decreased referrals, increased attendance, monitoring of student academic progress, constant and consistent communication with parents/guardians, and increase in rate of credit accrual

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**Texas Title I Priority Schools Grant, Cycle 2**

**Schedule #4B—Program Description**

**Part 2: Project Management Cont.**

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

**Resource Management** – Describe how the LEA/campus will align other resources (federal, state, local, and community) with the school improvement intervention.

The LEA and campus will maximize grant funds through alignment with other existing federal, state, local and community resources that will support the Transformation model. The integration of all funds and resources will strengthen the campus reform efforts and ensure that cost effective measures are in place.

Ongoing teacher training requirements of the grant, such as online professional development, will be aligned with district training through the assistance of MISD’s Professional Development Department. Curriculum writing and alignment to the TEKS as well as monitoring and adjusting of the instructional program such as for the 4 hour instructional day, will be supported by the district Curriculum and Instruction Department. Further alignment of instructional supports and resources for the grant program will occur in conjunction with efforts of other MISD departments such as Career and Technical Education, College Readiness, Accountability and Data Analysis, Bilingual and ESL, Special Education, Dropout Prevention, Advanced Programs as described in the chart responding to Schedule #4B, Part 2 for LEA resource management.

The district department for Federal and State Programs and the Business Office, along with the District Shepherd, will support the grant by overseeing and managing the budgetary needs of the reform activities to ensure fiscal compliance and responsibility. The MISD Human Resources Department will adjust staffing selection and hiring processes to specifically address the grant goals at MEA.

Community partnerships with the campus and district will continue to be strengthened through alignment of communications, services and programs offered. The MISD Communications Team will assist with the efforts of keeping parents and community members up to date on the goals and progress of the grant activities through such outlets as emails and newsletters. Support for students’ social and emotional needs will continue to be aligned with such district programs as Project Mentor, Project Hope and the variety of resources and services available through the Student and Family Services Department. Through the grant award, MEA will add the position of Social Worker/Parent Specialist to further address students’ social and emotional needs.

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**Texas Title I Priority Schools Grant, Cycle 2  
Schedule #4B—Program Description**

**Part 2: Project Management Cont.**

**Section A: LEA (District) Capacity** Responses are limited to **one page**, 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.

If funded, the MEA grant management responsibilities will move to the MISD Department of Federal and State Programs Director who will oversee the grant program as the District Shepherd. Regular meetings and response protocols will provide for ongoing monitoring and feedback between the District Shepherd and the MEA Principal. To ensure that grant funds leverage maximum impact, the District Shepherd will troubleshoot any impediments to meeting the grant goals and requirements.

The job description of the MISD District Shepherd will include but not be limited to:

- Monitoring the 90-day action plans
- Monitoring the Quarterly Implementation Reports (QIR)
- Monitoring the End of Year Performance Assessment and Evaluation Reports
- Providing feedback to the MEA Principal and campus leadership team
- Responding promptly to the principal’s request for assistance and joining in problem solving as needed
- Creating an agenda, schedule, and enthusiasm for the regularly scheduled TTIPS Transformation meetings
- Serving as a liaison between personnel in central office and key grant personnel at MEA
- Providing a direct line of communication to the Superintendent

The District Shepherd will assist the principal in solving problems and will provide liaison between the SIRC providers, key central office stakeholders, TEA personnel, and the superintendent. The District Shepherd will communicate to the superintendent any and all updates on the CNA, results of professional development completed, changes in formal policy advisable, recommendations to consider for Board of Trustee approval, or adjustments in standard operating procedure that would move the Transformation forward.

The Transformation Shepherd will work collaboratively with the Chief Financial Officer (CFO) to leverage federal, state, and local resources to support the grant interventions. All together, the leadership and preparation achieved thus far will provide a “system of support . . . that functions to change the behaviors of practitioners and stakeholders in ways that produce better learning results for students” (2009, Perlman & Redding, 15). Along with the District Shepherd, the MEA grant team will investigate and carefully recruit, screen, and select all external providers following the district procurement policy.

This office will build support among parents, community stakeholders, the Board, and students to ensure that conditions for change remain favorable and that the initiative avoids well-researched “pitfalls.” The District Shepherd will link SIRC case management services, district resources, and MEA CNA-derived needs to ensure that all efforts are aligned and no components of the initiative get “siloesd.”

The District Shepherd will also nurture new leadership at the principal and teacher levels by modeling transparency in practice and data-keeping, overseeing provision of strategically placed job-embedded professional development, and expediting implementation of the campus staff incentive plan.

Of particular importance, the District Shepherd will work in unison with the Human Resources Department (HR) to assist in bringing acute awareness of specific MEA personnel needs to provide a pool of appropriate candidates and instituting the flexibility in hiring and retaining needed. The grant will provide additional compensation (MEA Incentive Program) to attract and retain staff with the skills necessary to meet the needs of the students in Transformation model and will ensure a fair and equitable system to measure changes in teacher growth based on student performance. Finally, HR will ensure that MEA will not be required to accept a teacher without the consent of the MEA principal regardless of the teacher’s seniority or other characteristics.

Along with SIRC advice, the District Shepherd will also research and advise site visits to successfully transformed schools. The District Shepherd will also ensure that public relations outreach is thorough, including the use of district and campus web pages and social media outlets, as the Manor community has no newspaper.

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**Texas Title I Priority Schools Grant, Cycle 2**

**Schedule #4B—Program Description**

**Part 2: Project Management Cont.**

**Section A: LEA (District) Capacity** Responses are limited to **one page**, 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.

Many components of the Transformation model are self-sustaining. For example, the innovation called “Late Start Mondays” which allows teachers and leaders an opportunity to participate in professional development is now occurring at all secondary campuses with the inclusion of elementary campuses in the 2011-2012 school year. This uniformity ensures that all district buses run at the same time, thereby saving money on transportation. The end of the grant will not signal the end of such improvements to increase learning time and opportunities such as extending the school year through July, adding a half-day attendance option or partnerships with Austin Community College. These innovations, while jump-started with TTIPS funds, will continue, as they incur no substantial added costs to the current instructional format.

Throughout all three years of the grant program, TTIPS grant-funded personnel will assist in training other campus staff to build capacity and support continuation of the grant activities after the funding period ends.

Additionally, due to the extensive alignment of federal, state, local and community resources, the LEA will be capable of continuing and sustaining the campus reforms that have proven effective.

As key stakeholders see the value of transformation at MEA, a blueprint for future funding of effective components will be in place. This may include use of local funds to continue grant positions, entrepreneurial fees for services such as garnered by the *Think Forward Institute*, annual fundraisers, grants from local businesses and further federal funding.

Further, with the guidance of SIRC, a sustainability plan will be developed within the third year of the grant program to address maintaining the activities and goals of the Critical Success Factors of the grant program.

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**Texas Title I Priority Schools Grant, Cycle 2  
Schedule #4B—Program Description**

**Part 2: Project Management Cont.**

**Section A: LEA (District) Capacity** Responses are limited to **one page**, 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.

In order to secure an external provider, grant personnel will follow the Manor ISD procurement policy. This process includes releasing a Request for Qualification. Submissions will be reviewed by program personnel and rated on the following components:

- Experience
- Expertise of staff
- References
- Cost

MISD will identify potential providers through recommendations from TEA and SIRC and other school organizations as appropriate. The LEA will work with MEA to thoroughly evaluate prospective contractors through a selection process that is rigorous, transparent, and fair and complies with all federal and state guidelines on procurement.

External providers will be selected based on his/her ability to ensure the timely and accurate collection, evaluation, and submission of data to the state. Second, the external provider will collaborate on an ongoing basis with applicable grant personnel such as the MEA Principal and the Director of Federal & State Programs/District Shepherd.

A contract will be negotiated with providers to include goals, benchmarks, and plans to manage activities with an ongoing cycle of continuous progress for monitoring and adjusting. MISD will prepare proactive procedures to resolve problems, eliminate strategies that do not work and plan for evaluation. The HR Department along with the MEA Principal and the District Shepherd will be responsible for reviewing goals, benchmarks, and adjusting as appropriate for approved contracts.

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**Schedule #4B—Program Description**

**Part 2: Project Management Cont.**

**Section A: LEA (District) Capacity** Responses are limited to **one page**, 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/s.

With the guidance and assistance of SIRC and the District Shepherd, the MEA grant team will research and select sites that have successful experience implementing the various programs and activities aligned to the MEA Transformation model proposal. Sites will preferably be chosen in the local area or within the state of Texas.

Specific goals and desired outcomes will be articulated prior to visiting each selected site based on the program or activity to be observed and studied. Upon returning from each site visit, the MEA grant team will provide a report of their findings to such groups as the Superintendent, District Shepherd, the LEA TTIPS Team and the MEA campus leadership team.

Sites that align with and best meet the needs of the program goals of the MEA Transformation model proposal will be selected. **Site selection will include, but will not be limited to, the following criteria:**

**Successfully Transformed Campuses.** The overall campus culture, climate, structure, systems, programs, successes and challenges will be discussed and investigated to identify strengths and challenges.

**Alternative Education Campuses:** The team will look for sites that offer multiple options for students to earn course credits, such as through online coursework, Project Based Learning, Credit by Exam, Dual Credit, and Virtual Learning. The team will also hold discussions about successes and challenges with AEA campuses that employ operational flexibility in scheduling, instructional time, staffing and budgeting.

**Online Learning:** Site visits to campuses that utilize online learning tools, such as specific software applications will support MEA’s goal of exploring other options for effective online learning solutions.

**Blending Traditional Instructional Models with Online Learning:** MEA will observe how campuses have successfully implemented an instructional program that blends traditional teacher led instruction with online learning. Visits will focus on teacher effectiveness in a blended instructional model.

**Alternative Education Campuses Open to Partnering for Improvement:** MEA’s embedded ongoing professional development plan is centered around instructional best practices in an alternative education campus. This plan requires the partnership of successful alternative education campuses that will open its classrooms to MEA teachers for observations, shadowing teachers,

**Similar demographics:** The team should find a site whose demographics mirror that of MEA to have a better idea of how implementation of similar programs would look if implemented in Manor.

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**Texas Title I Priority Schools Grant, Cycle 2**

**Schedule #4B—Program Description**

**Part 2: Project Management Cont.**

**Section A: LEA (District) Capacity** Responses are limited to *one page*, 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. If the LEA is applying to serve all Tier I campuses or the LEA has no Tier I campuses, enter 'N/A'

**N/A**



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**Texas Title I Priority Schools Grant, Cycle 2  
Schedule #4B—Program Description**

**Part 3: Intervention Model**

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

1. The process the LEA and campus followed to select a school intervention model that aligns to the identified needs of the campus.

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

The Manor Excel Academy Site Based Decision Making team worked to first identify the needs of the campus. Once needs were identified, the four intervention models available for Tier II campuses were analyzed.

After reviewing Closure and Restart, MEA campus leadership and the Superintendent determined these options would not be in the best interest for students, staff, parents or the community. The Closure Model was removed as a viable option because it required closure of MEA. Although graduation rates for cohorts 2008 and 2009 have been below federal and state standards of accountability, the campus has had some successes. MEA has been able to increase the number of student graduates from 11 in 2008 to 42 in 2010 (381% increase), and decrease the dropout rate from 27% in 2008 to 17.46% (actual change -9.54%) in 2010 through incremental program redesign. Closing the campus now would halt the progress and intrinsic motivation the staff has for increasing student achievement.

The Restart Model requires an outside organization to partner with the district to manage campus transformation and campus operation. Manor ISD has a unique student population and community who require the same in an academic partner. In 2010, MEA had the following distinctions between campus and state demographics: Hispanic Students: MEA 64.5% vs. State 48.6% (15.9% difference); African American Students: MEA 24.7% vs. State 14% (10.7% difference); Economically Disadvantaged Students: MEA 72% vs. State 59% (13% difference); At-Risk Students: MEA 100% vs. State 47.2% (52.8% difference). The process for the Restart Model would require organizational research, interviews, and contracting a partnership; organization relocation to Manor, Texas; learning our history and understanding our community. This would require more time than available to ensure the creation of a program and partnership that would ensue towards academic success.

Next, all teams and stakeholders reviewed the Transformation Model and the Turnaround Model. The Transformation Model clearly defines four areas of importance to all stakeholder groups, thus was unanimously selected. These four areas are: developing and increasing teacher and school leader effectiveness, comprehensive instructional reform strategies, increasing learning time and creating community-oriented schools, and providing operational flexibility and sustained support. All eight needs identified in the Comprehensive Needs Assessment are supported in the four areas of the Transformation Model as indicated in the chart on the following pages.

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**Texas Title I Priority Schools Grant, Cycle 2**

**Schedule #4B—Program Description**

**Part 3: Intervention Model**

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

**Transformation Model**

Identified Campus Needs	Developing & Increasing Teacher/Leader Effectiveness	Comprehensive Instructional Reform Strategies	Increase Learning Time & Create Community-Oriented Schools	Provide Operational Flexibility and Sustained Support
Provide more flexible scheduling to remove the barriers to student attendance due to work conflicts, parenting obligations, and academic needs for more instructional time.		√	√	√
Identify and adopt alternative methods for students to earn or recover course credits, such as virtual learning.		√	√	√
Expand emerging technology availability for student learning by updating outdated technology and adding more student workstations.		√	√	
Revise and edit campus curriculum to align with TAKS and STAAR standards so that instruction is more rigorous and prepares students to be college and career ready.	√	√	√	√
Design and implement Professional Development to integrate data analysis into professional learning communities for campus academic interventions in math and reading.	√	√	√	√
Create a college and career readiness culture by increasing district support in college and career awareness, preparation, and application.	√	√	√	√

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**Texas Title I Priority Schools Grant, Cycle 2**

**Schedule #4B—Program Description**

**Part 3: Intervention Model**

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

**Transformation Model**

Identified Campus Needs	Developing & Increasing Teacher/Leader Effectiveness	Comprehensive Instructional Reform Strategies	Increase Learning Time & Create Community-Oriented	Provide Operational Flexibility and Sustained Support
Create advocacy and team building opportunities to create a positive, nurturing learning environment	✓	✓	✓	✓
Increase wrap-around services, social service such as counseling, parenting, homeless, LEP, SPED, etc.), and resources to support students and families in removing barriers to their physical, social, economic, and academic success.		✓	✓	✓
Develop systems to collect, distribute, and analyze and interpret data	✓	✓	✓	✓

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**Texas Title I Priority Schools Grant, Cycle 2**

**Schedule #4B—Program Description**

**Part 3: Intervention Model**

**Section C: Groups of Participants** – List the groups of participants who will actively assisted in the process to select a school intervention model that aligns to the identified needs of the campus.

1	Manor ISD Superintendent
2	MEA Principal
3	Manor Alternative Program (MAP) Coordinator & Manor Excel Academy (MEA) Coordinator
4	MEA Parents
5	MEA Teachers
6	MEA Education Aides
7	District Director of Dropout Prevention
8	Community Member
9	MEA Student
10	City of Manor Business Partners

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**Texas Title I Priority Schools Grant, Cycle 2**  
**Schedule # 4C—Model Requirements and Timeline**

**Reform/Improvement Activity Timeline for Implementation**

**Instructions** –Complete the charts below using the Model Requirement Numbers and the Critical Success Factor (CSF)/Milestone Codes from *Part 3: Schedule Instructions* of the RFA for the intervention model selected. Briefly list the reform/improvement activities to be implemented in the grant program and enter the beginning and ending dates for the activity. Activities should be entered in relative date order to reflect the order in which the activities will be implemented (to the extent possible). Note that all Model Requirements must be addressed and each CSF must be addressed, although not each milestone must be addressed.

Reform/Improvement Activity	Begin Date MM/YY	End Date MM/YY	Model Requirement Number	CSF/ Milestone Code
The principal who led the school prior to commencement of the Transformation model was replaced	06/09	06/09	TR-1	3B
Partner with the LEA to increase community and parental support and resources through assistance from district social workers	08/10	06/14	TR-5	5A
Investigate and examine additional web-based opportunities as alternative methods for to students to earn and recover course credits, and increase learning time	09/10	05/12	TR-5	4A
Extend the school year through Mid-July to allow for increased learning time	04/11	06/14	TR-5	4A
Provide Credit by Examination opportunities for students to earn and recover credits	04/11	06/14	TR-3	4A
Submit required waivers/forms to TEA for operational changes such as extended year and full time daily requirements	05/11 05/12 05/13	08/11 08/12 08/13	TR-4	4A
Modify master schedule to allow student participation in alternative course credit solutions for earning and recovering credits	05/11	06/14	TR-4	4A
Communicate program changes to current students and parents, as well as future students and parents through newsletters, emails, phone calls	05/11 05/12 05/13	09/11 09/12 09/13	TR-5	5B
Require an extra week of summer professional development for teachers to have adequate preparation time for the school year; provide a stipend	06/11	06/14	TR-4	7B
Increase the ratio of computers to students to 1-to-1 to allow constant access to technology during the school day	07/11	08/11	TR-5	4A
Update technology with current operating systems and software applications to increasing student learning and preparedness for college	07/11	10/11	TR-5	4A
Develop and implement a system for examining campus performance to identify and either provide rewards and incentives to successful staff or remove unsuccessful staff (including school leaders, teachers, and other personnel) such as Teacher Advancement Program (TAP) school model	07/11	06/14	TR-8	7A

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**Schedule # 4C—Model Requirements and Timeline**

<b>Reform/Improvement Activity Timeline for Implementation-continued.</b>				
<b>Reform/Improvement Activity</b>	<b>Begin Date MM/YY</b>	<b>End Date MM/YY</b>	<b>Model Requirement Number</b>	<b>CSF/ Milestone Code</b>
Attend the National Staff Development Council Learning Forward (NSDC) Summer Conference	07/11	07/13	TR-7	3A
Upgrade current online curriculum to allow web-based access to increase learning time	07/11	09/11	TR-3	1B
Provide stipends for teachers and district personnel to identify, align, and implement a TEKS-aligned curriculum to increase rigor; which includes direct teach instruction, online software, and Project Based Learning	07/11	07/12	TR-3	1B
Increase teacher & campus support systems to improve student achievement outcomes and increase graduation rates by hiring additional campus staff such as a Curriculum/Professional Development Coach, Accountability/Data Specialist, Social Worker/Parent Specialist	07/11	06/14	TR-4	7B
Add half-day option based upon academic and social needs to improve the accessibility to education for working or parenting students	08/11	06/14	TR-4	4A
Continue the Leaver Team, early warning system, which identifies struggling learners and students at-risk of dropping out	08/11	06/14	TR-3	6A
Contract with the School Improvement Resource Center (SIRC) to provide assistance with: district and campus snapshots, on-site technical assistance, webinars/podcasts/publications, resources/technical assistance, campus case management and customized performance management system; for teachers	08/11	06/14	TR-4	7B
Contract with the School Improvement Resource Center (SIRC) to provide assistance with: district and campus snapshots, on-site technical assistance, webinars/podcasts/publications, resources/technical assistance, campus case management and customized performance management system; for administrators	08/11	06/14	TR-4	3A
Establish and implement the practice of Professional Learning Communities (PLC) to build capacity in teachers	08/11	06/14	TR-7	7B
Establish a flexible scheduling system to accommodate academic interventions for content areas to include reading and math	08/11	06/14	TR-4	4A
Provide professional development in data analysis, Professional Learning Community processes, and designing and implementing academic Response-to-Interventions (RTI), such as practices similar to the General Intervention Support Team (GIST)	08/11	06/14	TR-3	2A

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**Schedule # 4C—Model Requirements and Timeline**

<b>Reform/Improvement Activity Timeline for Implementation-continued.</b>				
<b>Reform/Improvement Activity</b>	<b>Begin Date MM/YY</b>	<b>End Date MM/YY</b>	<b>Model Requirement Number</b>	<b>CSF/ Milestone Code</b>
Train teachers in programs such as Positive Behavior Interventions & Supports (PBIS)	08/11	06/14	TR-10	6A
Teachers will participate in online Professional Development provided by SIRC	08/11	06/14	TR-7	7B
Adjust master schedule to implement advisory/advocacy curriculum such as First Things First Program in order to follow-up on student data such as attendance, academics and behavior	08/11	06/14	TR-7	6A
Partner with Austin Community College's "College Connection" Program to prepare students for and provide administration of the Texas Success Initiative test, such as ASSET at the campus	08/11	06/14	TR-5	5C
Provide monthly information meetings for parents, students, community members and stakeholders about the TTIPS grant and the transformation of MEA	08/11	06/14	TR-5	5A
Evaluate the effectiveness of the campus principal (Principal/Leader Competency Review)	09/11	06/12	TR-1	3A
Provide intensive tutorials for students struggling in the areas of reading and math for additional TAKS/STAAR preparation	09/11	06/14	TR-3	1A
Campus administration and identified lead teacher(s) will conduct site visits to successfully transformed alternative education campuses	10/11	06/12	TR-7	3A
Provide substitutes to allow teachers to visit other alternative campuses to observe and learn from successful teachers as determined by TAKS scores and student demographics	11/11	05/14	TR-4	7B
Provide substitutes for teachers to review and disaggregate data in student data information system	11/11	06/14	TR-4	2A
Provide substitutes for teachers to participate in social service staffing meetings to identify student barriers and needs	12/11	06/14	TR-4	6A
Identify teacher leaders to work with the campus principal and district to create distributive leadership and shared responsibilities for the grant	01/12	06/14	TR-9	7C
Expand the use of the current evaluation system, for teachers and principals, to include more reflective meetings over student achievement and high school graduation rates, with teacher input	01/12	06/14	TR-6	7A
Set academic performance goals annually through the Campus Improvement Plan (CIP) process with Site Based Decision Making Team (parents, teachers, staff, students, superintendent, and School Board )	04/12 04/13	10/12 10/13	TR-2	2A

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**Schedule # 4C—Model Requirements and Timeline**

<b>Reform/Improvement Activity Timeline for Implementation-continued.</b>				
<b>Reform/Improvement Activity</b>	<b>Begin Date MM/YY</b>	<b>End Date MM/YY</b>	<b>Model Requirement Number</b>	<b>CSF/Miles tone Code</b>
Expand web-based opportunities as alternative methods for to students to earn and recover course credits, and increasing learning time	05/12	07/14	TR-5	4A
Provide face-to-face training/professional development on instructional strategies, such as AVID	06/12	06/14	TR-7	7B
Implement differentiated instructional strategies such as AVID	06/12	06/14	TR-3	1B
Provide opportunities for students to visit colleges and universities to encourage interest in the pursuit of higher education	06/12	06/14	TR-10	6A
Partner with a Community College for opportunities for students to participate in programs such as Dual Credit to increase rigor by earning both high school and college credits	08/12	06/14	TR-10	5C
Provide a retention stipend to retain campus administrators, teachers, and staff with the skills necessary to meet the needs of the students in a alternative education setting	08/12	06/14	TR-9	7C
Create the Richard Jackson College and Career Center similar to the "Go College Center" in Manor ISD at Manor High School which provides a place for parents and students to access resources for post-secondary opportunities	08/12	06/14	TR-5	5C

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**Texas Title I Priority Schools Grant, Cycle 2**

**Schedule #4D—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, font size no smaller than 9 pt, Arial or Verdana)

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

**Ongoing Monitoring/Continuous Improvement:** The District Shepherd and MEA leadership team will monitor implementation of the improvement activities and progress towards Annual Performance Goals through the Quarterly Implementation Reports prepared for TEA.

To monitor instructional practices and programs on a daily basis, as well as to ensure compliance with grant requirements, the district and campus leadership teams will perform routine focused classroom and campus walk-throughs. An instructional monitoring rubric will be used to observe, analyze, and review teaching practices to determine strengths and weaknesses. In addition to program monitoring by campus leadership, the district leadership team will also conduct walk-throughs to provide feedback and guidance from various departments in the district. The team will utilize the same rubric to ensure consistent data is monitored and collected. At the end of each campus visit, the walk-through teams will debrief with the MEA Principal and District Shepherd regarding their findings and the team will work to address any challenges identified. This data will guide decisions about teacher effectiveness and the potential need for extended job-embedded professional development and/or coaching opportunities. Accompanying targeted feedback with specific recommendations will also be provided to the teachers and followed up with reflective conversations aimed at continuous improvement in teacher effectiveness and student achievement.

The district leadership team will continue to monitor campus systems and performance through scheduled data checks using short-cycle assessment and district benchmark data. Various district level departments will monitor student performance data and guide the campus teams in correcting program deficiencies.

**The LEA and MEA SBDM Teams will monitor the grant's Critical Success Factors through the following approaches:**

1. **Improve Academic Performance:** MEA leadership team will evaluate TAKS scores, graduation rates, number of students graduating on recommended/distinguished programs, number of students graduating higher education ready, and number of students enrolled in dual credit programs through district data reporting systems, AYP, AIES, and PEIMS data reports.
2. **Increase the Use of Quality Data to Drive Instruction:** MEA leadership team will monitor PLC meeting documentation and data usage therein, implementation and monitoring of student binder system to evaluate student data and student understanding of data
3. **Increase Leadership Effectiveness:** MEA leadership team will monitor TASB surveys, TEA campus accountability rating, and PEIMS data to determine leadership effectiveness
4. **Increase Learning Time:** MEA leadership team will inform AskTED of the change in school calendar days and monitor the number of course credits achieved through the alternative methods implemented
5. **Increase Parent/Stakeholder Involvement:** MEA leadership will monitor through a monthly communication contact log, weekly volunteer log, weekly home visit log, mentoring agreements, and a parent/teacher/student summary log
6. **Improve School Climate:** MEA leadership team will monitor through the TASB survey, PBIS walk-through/observation form, SIRC evaluations, and a student survey.
7. **Increase Teacher Quality:** MEA leadership team will monitor through staff professional development transcripts and staff data in PEIMS pertaining to recruitment and retention

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

**Formative Evaluation:** Both campus and district leadership teams will utilize formal evaluations of activities to improve the grant program. The formative evaluation process will include daily and weekly data collections, as appropriate. Key evaluation activities will include conducting annual surveys, site visits, interviews, focus groups, observations, analyses, and reporting. Data collected will be summarized and analyzed to determine successful practices, trends, and effectiveness of grant program activities. Once program implementation begins, logs will be generated to document planning, implementations, and evaluation efforts. These logs will be evaluated quarterly by the District Shepherd and MEA leadership and SBDM team to determine areas for improvement. These evaluators will also participate in the formative debriefing meetings as appropriate.

Documentation of collaboration with partners will be kept and stakeholders will reflect on effectiveness of programs. Student progress towards meeting program goals will be monitored regularly and discussed in professional learning communities to determine challenges and resolutions. Campus and district leadership teams will utilize walk-throughs to observe classroom instruction and provide feedback related to what is working and what needs to be modified to meet student needs. Participant evaluations will be conducted after each professional development activity to determine quality. A professional development log will be maintained to provide a snapshot of what was delivered. Students will be surveyed to determine effectiveness of activities and of the overall grant program outcomes. Student progress toward achieving defined performance goals will be used to evaluate the effectiveness of curriculum and instruction. The LEA grant and MEA leadership teams will evaluate all program activities, the design of the program itself, and will provide input related to recommended improvements. In summary, all stakeholders will be encouraged to provide feedback related to grant program effectiveness and implementation.

Additionally, formative evaluations will include:

- Quarterly Implementation Reports for grant activities with a calendar of submission dates
- Planning, implementation, and evaluation projects and activities
- One meeting per month will be held to gather feedback from teachers about progress of the grant
- Walk-throughs will be conducted by both campus and district leadership teams
- A calendar for short cycle assessments will be developed. The calendar must coordinate with scheduled benchmarks from the LEA, TAKS, EOC dates and scheduled assessments. The timeline should include when data will be collected and who will collect and how it will be conducted, scheduled meeting times to discuss the data, when and how teachers will respond instructionally, and how interventions will be designed.
- Walk-throughs will also conduct to ensure horizontal alignment of instruction. Trends noted from walk-through data will be shared with teachers involved. Teachers will be guided through reflective conversations to discuss instructional strengths and weaknesses and assisted with selecting a target improvement area and improvement plan.

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**Schedule #4D—Performance Assessment and Evaluation**

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**Section C: Qualitative and Quantitative Data Collection Methods-** Describe the LEA/campus' process for data collection methods to be implemented. Explain the following in the space provided:  
1) How the data will be disaggregated; 2) How the results will be used to improve instruction; and 3) How continuous improvement will result from ongoing data analysis.

MEA will employ a variety of qualitative and quantitative data collection methods using both internal and external resources.

**Qualitative and Quantitative Data Collection Methods:** In collaboration with Manor ISD's Department of accountability and Data Analysis, the District Shepherd and MEA leadership team will be responsible for the supervision of data collection. The district currently collects reporting data through online student management systems on a wide array of student statistics including enrollment, attendance, grades, course history, testing scores, and demographic information, both district and campus-wide as well as disaggregated by population categories. In addition, the campus will collect data related to graduation rate, higher education readiness, dual credit enrollment, type of graduation plan, and credit accrual.

Teachers will be responsible for monitoring the progress of their students. Through the guidance of SIRC, teachers will participate in training for data collection, analysis, and effectively utilizing data in instructional planning. Additionally, professional development in MISD's online student data management systems will be provided to ensure that teachers regularly access and monitor their students' data. Following short-cycle assessments and benchmarks, teachers will compile results and formulate a plan to monitor and adjust instructional planning and content delivery to achieve desired results. The MEA leadership team will schedule regular professional learning community data meetings where teachers work with campus leadership to respond to students' strengths and weakness by making data driven instructional decisions. Data will be used to address specific student needs through differentiated student centered lessons, assessments and interventions.

**Quantitative** data will include statistics and information regarding student achievement, academic rigor, student attendance, and overall school climate. Through routine classroom and campus visits, the district and campus leadership teams will use various qualitative data collection methodologies, such as observations, focus groups, and staff and student surveys. Feedback will be provided regularly to the District Shepherd and MEA leadership team. Quarterly reports will be prepared for TEA throughout program implementation and operation. End of Year Reports required by TEA and more in-depth annual analyses will be prepared by the District Shepherd and MEA leadership team for review by the LEA grant and MEA SBDM team.

Manor ISD is committed to complying fully with the data collection and evaluation requirements established by TEA and will submit all evaluation reports in the format requested. The LEA and campus will work with SIRC to ensure that all requirements and recommendations are met.

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**Texas Title I Priority Schools Grant, Cycle 2**

**Schedule # 4D—Performance Assessment and Evaluation**

**Part 2: Process for Development of Performance Goals**

**Describe** the process used 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).

**Process for Developing Campus Performance Goals**

**Notification of TTIPS Grant Eligibility**

After the MEA SBDM team identified the campus needs, the team defined goals to address the needs. In late April 2011, Manor ISD central administration staff notified MEA of TTIPS Cycle 2 Grant eligibility as a Tier II campus for graduation rate and provided information to initiate the process of developing the grant. The following week, the MEA principal met with a grant consultant, the superintendent and district staff to begin discussions about how the key features of the grant supports the campus goals for school improvement.

The principal called a meeting of the campus SBDM Team to explain notice of the grant opportunity, review previous needs assessments and establish priority goals for the grant. The SBDM Team focused its efforts on the grant process, becoming known as the MEA leadership Team. Ongoing meetings have occurred between the MEA leadership Team, the superintendent and with the Superintendent and district staff to ensure seamless integration with LEA initiatives.

**Creating Activities & Goals for the Grant**

In May 2011, the campus principal blocked 3-5 hours daily until June 8 to work with members of the site based decision making team to identify goals and activities to meet campus needs. The following members are listed below, and they used the listed data sources.

Participating Groups:

1. MEA Teachers
2. MEA Education Aides
3. MEA Coordinator & MAP Coordinator
4. MEA Principal
5. MEA Parents
6. MEA Students
7. District Director of Dropout Prevention
8. Community Members
9. Business Partners

Data Sources:

- AYP Report
- AEIS Performance Report
- Manor Excel Academy Staff Survey: Challenges, Successes, & Recommendations (Campus Level)
- May 2010 Manor ISD District Employee Opinion Survey: Employee Survey over Job Satisfaction & Campus Culture & Climate at MEA (Developed by Texas Association of School Boards)

The SBDM team met to develop campus performance measures based on the current school year and past school years data, patterns, and trends. The SBDM team reviewed the performance measures in conjunction with the critical success factors, current performance needs, and the three year goal setting requirement of the grant. The SBDM team decided that the campus performance goals should meet the state & federal standards for performance at the end of the three grant cycle. Next, the SBDM team reviewed researched based programs and strategies that would build capacity amongst the faculty and staff and improve efforts for sustainability, to determine activities that would the campus to achieve the goals. Finally, the MEA SBDM team reviewed the grant's goal requirements and added performance measures unidentified.

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**Texas Title I Priority Schools Grant, Cycle 2**

**Schedule # 4D—Performance Assessment and Evaluation**

**Part 2: Process for Development of Performance Goals (cont.)**

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

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

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**Texas Title I Priority Schools Grant, Cycle 2**

**Schedule # 4D—Performance Assessment and Evaluation**

**Part 3: Annual Performance Goals – Performance goals should be tied to the activities identified in Schedule # 4C – Part 2-Reform/Improvement Activity** Enter the annual goals for student achievement, on both the State’s assessments and other measures identified by the LEA, to which the LEA is holding the campus accountable. Each year’s progress goal must increase from the prior year. Goals may not be amended or modified at a later date. Each column must be completed.

**1. Improve Academic Performance –** Enter the annual goals for student achievement, on both the State’s assessments and other measures identified by the LEA, to which the LEA is holding the campus accountable. Each year’s progress goal must increase from the prior year. Goals may not be amended or modified at a later date.

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance (2010)	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Improve Student Achievement in Reading/ELA (Required)*	TAKS	62%	66%	70%	75%
2	Improve Student Achievement in Mathematics (Required)*	TAKS	25%	40%	55%	70%

*\*The first 2 measures above are federal requirements and MUST be completed. These measures may not be altered.*

3	Improve Graduation Rate	AYP	13.2%	33%	54%	75%
4	Increase the number of students graduating on the Recommended/Distinguished High School Program Plan	AEIS	22.2%	34%	47%	60%
5	Increase the number of students graduating Higher Education Ready	AEIS	18%	32%	46%	60%
6	Increase Dual Credit enrollment participation rates	PEIMS	0%	n/a	5%	10%

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance (2010)	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase number of teachers reporting use of data in the PLCs for instructional learning purposes	PLC Meeting Summaries	0%	50%	70%	90%
2	Increase number of students tracking their academic data	Binder Checks	0%	50%	70%	90%
3	Increase number of administrator led staff meetings with staff covering academic data	Admin. Meeting Summaries	3	10	20	30

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**Texas Title I Priority Schools Grant, Cycle 2**

**Schedule # 4D—Performance Assessment and Evaluation**

**Part 3: Annual Performance Goals**

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance (2010)	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase employee pride in campus performance	TASB Survey	47%	58%	69%	80%
2	Increase communication between employees and campus leadership	TASB Survey	47%	58%	69%	80%
3	Increase Campus State Accountability	TEA Accountability Rating	Academically Acceptable (AA)	AA	AA	AA
4	Increase Student Attendance Rate	PEIMS	67%	75%	82%	88%

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance (2010)	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Extended School Year	School Calendar	175 day calendar	188 days	188 days	188 days
2	Increase the number of credits earned through alternative methods (such as dual credit, credit by examination, etc.)	Number of course credits alternative	5	8	14	20

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**Texas Title I Priority Schools Grant, Cycle 2**

**Schedule # 4D—Performance Assessment and Evaluation**

**Part 3: Annual Performance Goals**

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance (2010)	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increased Communication to parents and community members (such as newsletters, emails, home visits, etc.)	Monthly communication contact log	1/month	2/month	3/month	4/month
2	Increase number of parent/community volunteers	Volunteer Log	3	5	7	10
3	Expand mentoring opportunities	Mentoring agreements	0	5	10	20
4	Increase percent of homes visited	Home visit log sheet	0%	40%	60%	80%
5	Increase number of Parent/Teacher/Student (PTS) Conferences	PTS conference summary log	5	16	28	40

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance (2010)	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase percentage of staff reporting positive atmosphere for students and faculty	TASB Survey	47%	58%	69%	80%
2	Increase usage of Positive Behavior Interventions and Supports (PBIS) to increase student attendance	PBIS walk-through forms and evaluation by SIRC	Baseline	Baseline +10%	Baseline +20%	Baseline +30%
3	Increase percentage of students reporting positive relationships with 2 or more staff members	Student Survey	0%	30%	50%	80%

\* baseline performance data will be collected by the SIRC upon receipt of the TTIPS NOGA.

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**Texas Title I Priority Schools Grant, Cycle 2**

**Schedule # 4D—Performance Assessment and Evaluation**

**Part 3: Annual Performance Goals**

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance (2010)	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase job-embedded Professional Development in Core Areas	PD Transcript	5	10	15	20
2	Increase job-embedded professional development in data utilization	PD Transcript	3	10	20	30
3	Increase rate of teacher retention	Staff Data in PEIMS	33% (2010-2011)	50%	60%	70%

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance (2010)	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1						

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**Texas Title I Priority Schools Grant, Cycle 2  
Schedule #4E—Program Waivers**

**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. In addition, if funds are requested for a second and third year on the budget schedule, the LEA/campus is requesting this waiver.

"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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**Texas Title I Priority Schools Grant, Cycle 2**

**Schedule # 4F—Equitable Access and Participation: Barriers and Strategies**

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

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**Texas Title I Priority Schools Grant, Cycle 2**

**Schedule # 4F—Equitable Access and Participation: Barriers and Strategies**

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

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

**Barrier: Gang-Related Activities**

#	Strategies for Gang-related Activities	Students	Teachers	Others
C01	Provide early intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide Counseling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff.	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C08	Provide community service programs/activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences.	<input 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 type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, & parents to deal with gang-related issues.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-related Activities	Students	Teachers	Others
D01	Provide early identification/intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide Counseling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Texas Title I Priority Schools Grant, Cycle 2**

**Schedule # 4F—Equitable Access and Participation: Barriers and Strategies**

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

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**Texas Title I Priority Schools Grant, Cycle 2**

**Schedule # 4F—Equitable Access and Participation: Barriers and Strategies**

<b>Barrier: Absenteeism/Truancy</b>				
#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program.	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community partnerships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institution of higher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: High Mobility Rates</b>				
#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 transfer system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Lack of Support from Parents</b>				
#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M03	Recruit volunteers to actively participate in school activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, acknowledge in school activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Texas Title I Priority Schools Grant, Cycle 2**

**Schedule # 4F—Equitable Access and Participation: Barriers and Strategies**

<b>Barrier: Shortage of Qualified Personnel</b>				
#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide professional development in a variety of formats for personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Collaborate with colleges/universities with teacher preparation programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Lack of Knowledge Regarding Program Benefits</b>				
#	Strategies for Lack of Knowledge regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities & benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P03	Provide announcements to local radio stations & newspapers about program activities/benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Lack of Transportation to Program Activities</b>				
#	Strategies for Lack of Transportation to Program Activities	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q04	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Other Barrier</b>				
#	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 CYCLE 2**  
**Schedule #5—Program Budget Summary**

<b>Program Authority:</b> <b>P.L. 107-110, Section 1003(g), as amended by ARRA, P.L. 111-5</b> <b>CFDA # 84.388A &amp; 84.377A</b>	<b>Fund Code</b> ARRA (CFDA# 84.388A): <b>286</b> Regular (CFDA# 84.377A): <b>276</b>
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**Project Period: August 1, 2011 through June 30, 2014**

			A	B	C	D	E	F	G	H
			Year 1			Year 2		Year 3		TOTAL
Class/Object Code and Description			Pre-Implementation	Program Costs	Admin	Program Costs	Admin	Program Costs	Admin	Total Budget
1	Payroll Costs	5B - 6100	<b>6469</b>	<b>357845</b>		<b>374045</b>		<b>357845</b>		<b>\$1096204</b>
2	Professional and Contracted Services	5C - 6200		<b>53000</b>		<b>48000</b>		<b>47500</b>		<b>\$148500</b>
3	Supplies and Materials	5D - 6300		<b>7800</b>		<b>7800</b>		<b>5800</b>		<b>\$21400</b>
4	Other Operating Costs	5E - 6400		<b>30900</b>		<b>28400</b>		<b>24400</b>		<b>\$83700</b>
5	Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only)	5G - 6600/15XX	<b>\$98700</b>	<b>7500</b>		<b>110000</b>		<b>110000</b>		<b>\$326200</b>
6	Total Direct Costs		<b>\$105169</b>	<b>\$457045</b>	\$	<b>\$568245</b>	\$	<b>\$545545</b>	\$	<b>\$1676004</b>
7	% Indirect Costs				\$		\$		\$	\$
<b>8</b>	<b>Total Budgeted Costs</b>		<b>\$105169</b>	<b>\$457045</b>	\$	<b>\$568245</b>	\$	<b>\$545545</b>	\$	<b>\$1676004</b>
<b>9</b>	<b>Total Costs by Year</b>		<sup>1</sup> <b>\$562214</b>			<sup>2</sup> <b>\$568245</b>		<b>\$545545</b>		<sup>4</sup> <b>\$1676004</b>
			1—Total Costs for Pre-Implementation and Year 1 may not exceed \$2,000,000.			2—Total Costs for Year 2 may not exceed \$2,000,000.		3—Total Costs for Year 3 may not exceed \$2,000,000.		4—The total requested may not exceed \$6,000,000.

Applicants may request any amount between \$50,000 and \$2,000,000 per year based on the model selected, the size of the campus, and the needs identified in the comprehensive needs assessment process. Guidance provided in the instructions by TEA is for example only.

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<b>School Year 2011-2014</b>					_____ Amendment No.				
<b>Texas Title I Priority Schools CYCLE 2 Schedule #5B—Payroll Costs (6100)</b>									
Employee Position Titles		Justification	#Full-Time Effort	#Part-Time Effort	Pre-Implementation	Year 1 Costs	Year 2 Costs	Year 3 Costs	Total Budgeted Amount
<b>Instruction</b>									
1	Teacher								
2	Educational Aide								
3	Tutor	\$90/day; 5 tutors; 20 days				36000	36000	36000	108000
<b>Program Management and Administration</b>									
4	Secretary/Administrative Assistant								
5	Data Entry Clerk								
6	Grant Accountant/Bookkeeper								
7	Evaluator/Evaluation Specialist								
<b>LEA and Campus Level Positions</b>									
8	District Shepherd								
9	Project Coordinator								
10	Teacher Facilitator/Supervisor/Leader	Curriculum/Professional Development Coach & Accountability/Data Specialist				116000	116000	116000	348000
11	Counselor								
12	Social Worker					58000	58000	58000	174000
13	Community Liaison/Parent Coordinator								
<b>Other Employee Positions (Add additional page if needed)</b>									
14	Title:								
15	Title:								
16	Title:								
17	Title:								
18	<b>Subtotal Employee Costs</b>					<b>210000</b>	<b>210000</b>	<b>210000</b>	<b>630000</b>
<b>Substitute, Extra-Duty, Benefits</b>									
			<b>Specify (rate, # of days, etc.)</b>						
19	6112	Substitute Pay	\$90/day; 72 days; 5 substitutes; 2 years			16200	32400	16200	64800
20	6119	Professional Staff Extra-Duty Pay	1 week of curriculum alignment (Pre); rate=225/day; 17 days/year 7 staff/year			5625	26775	26775	85950
21	6121	Support Staff Extra-Duty Pay							
22	6140	Employee Benefits				844	39,870	39870	120454
23	61XX	Incentive Pay	Recruitment \$3000/staff; (13) Retention \$2000/staff (13)			65000	65000	65000	195000
24	<b>Subtotal Substitute, Extra-Duty, Benefits Costs</b>					<b>6469</b>	<b>147845</b>	<b>164045</b>	<b>466204</b>
25	<b>Grand Total Payroll Budget (line 18 + line 24)</b>					<b>6469</b>	<b>357845</b>	<b>374045</b>	<b>\$1096204</b>

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	<b>Texas Title I Priority Schools CYCLE 2</b> <b>Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval</b>	

Expense Item Description		Pre-Implementation	Year 1 Costs	Year 2 Costs	Year 3 Costs	Total Budgeted Amount
6212	Audit Costs (other than audits required under OMB Circular A-133)	\$	\$	\$	\$	\$
	Specify purpose					
6269	Rental or Lease of Buildings, Space in Buildings, or Land					
	Specify purpose and provide calculation:					
6299	Contracted Publication and Printing Costs (specific approval required only for nonprofit charter schools)					
	Specify purpose:					
6299	Scholarships and Fellowships (not allowed for nonprofit charter schools)					
	Specify purpose:					
<b>Subtotal</b>		\$	\$	\$	\$	\$

**Professional and Consulting Services (6219/6239) Less than \$10,000**

Line #	Topic/Purpose/Service					
1.	Train teachers in programs such as Positive Behavior Interventions & Supports (PBIS)		\$4000	\$3000	\$2500	\$9500
2.	Provide professional development in data analysis, Professional Learning Community processes, and designing and implementing academic Response-to-Interventions (RTI), such as practices similar to the General Intervention Support Team (GIST)		\$4000	\$0	\$0	\$4000
3.						
4.						
5.						
6.						
7.						
8.						
9.						
<b>Professional and Consulting Services Less than \$10,000 Subtotal</b>			\$8000	\$3000	\$2500	\$13500

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**Texas Title I Priority Schools CYCLE 2**

**Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval**

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

**1. Description of Professional or Consulting Service (Topic/Purpose/Service):** *Include # of days/rate per day*  
 Contract with the School Improvement Resource Center (SIRC) to provide assistance with: district and campus snapshots, on-site technical assistance, webinars/podcasts/publications, resources/technical assistance, campus case management and customized performance management system. Expand the use of the current evaluative system, for teachers and principals, to include more reflective meetings over student achievement and high school graduation rates, with teacher input

Contractor's Cost Breakdown of Service to be Provided	# Positions	Pre-Implementation	Year 1 Costs	Year 2 Costs	Year 3 Costs	Total Budgeted Amount
Contractor's Payroll Costs	0	\$	\$	\$	\$	\$
Title: School Improvement Resource Center						
Subgrants, Subcontracts, Subcontracted Services			\$45000	\$45000	\$45000	\$135000
Supplies and Materials						
Other Operating Costs						
Capital Outlay (Subgrants Only)						
Indirect Cost (____%)						
<b>Total Payment to Contractor</b>		\$	\$45000	\$45000	\$45000	\$45000
<b>Subtotal: Professional and Consulting Services Greater Than or Equal to \$10,000:</b>		\$	\$45000	\$45000	\$45000	\$135000
<b>Subtotal of Professional and Contracted Services Costs Requiring Specific Approval</b>		\$	\$	\$	\$	\$
<b>Subtotal of Professional and Consulting Services or Subgrants Less than \$10,000</b>		\$	\$8000	\$3000	\$2500	\$13500
<b>Subtotal of Professional and Consulting Services Greater than or Equal to \$10,000</b>		\$	\$45000	\$45000	\$45000	\$135000
<b>Remaining 6200- Professional and Contracted Services that do not require specific approval*</b>		\$				
<b>Grand Total</b>		\$	\$ 53000	\$48000	\$47500	\$148500

\*If more than 20% of the year's grant allocation is budgeted in this line item, TEA may require additional information.

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**Texas Title I Priority Schools CYCLE 2**

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

Expense Item Description					Pre-Implementation	Year 1 Costs	Year 2 Costs	Year 3 Costs	Total Budgeted Amount
6321	Textbooks				\$	\$	\$	\$	\$
6329	Reading Materials								
6330	Testing Materials								
<b>Technology Hardware- Not Capitalized</b>									
6399	#	Type	Purpose	Quantity	Unit Price				
	1								
	2								
	3								
	4								
	5								
<b>Technology Software- Not Capitalized</b>									
6399	#	Type	Purpose	Quantity	Unit Price				
	1								
	2								
	3								
	4								
	5								
6399	*								
<b>Total Supplies and Materials Requiring Specific Approval</b>					\$	\$	\$	\$	\$
<b>Remaining 6300- Supplies and Materials that do not require specific approval*</b>					\$	<b>\$7800</b>	<b>\$7800</b>	<b>\$5800</b>	<b>\$21400</b>
<b>Grand Total</b>					\$	<b>\$7800</b>	<b>\$7800</b>	<b>\$5800</b>	<b>\$21400</b>

\*If more than 20% of the year's grant allocation is budgeted in this line item, TEA may require additional information.

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**Texas Title I Priority Schools CYCLE 2**

**Schedule #5E - Itemized 6400 Other Operating Costs Requiring Specific Approval**

Expense Item Description		Pre-Implementation	Year 1 Costs	Year 2 Costs	Year 3 Costs	Total Budgeted Amount
6410	In-state Travel for Employees (includes registration Fees)*	\$	\$ 11500	\$ 9000	\$ 9000	\$ 29500
6411	Out of State Travel for Employees (includes registration fees)					
	Specify purpose: Attend the National Staff Development Council Learning Forward (NSDC) Summer Conference – 3 years		9400	9400	9400	28200
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: Provide stipends to successful out-of-district teachers, as determined by TAKS scores and student demographics, to mentor MEA teachers to visit their campuses to observe and learn		\$4000	\$4000	0	\$8000
6419	Travel for Non-Employees (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools)					
	Specify purpose:					
<b>Total 64XX- Operating Costs Requiring specific approval</b>		\$	\$	\$	\$	\$
<b>Remaining 6400 – Other Operating Costs that do not require specific approval**</b>		\$	\$ 6000	\$6000	\$6000	\$ 18000
<b>Grand Total</b>		\$	\$ 30900	\$ 28400	\$24400	\$ 83700

\*In-State Travel for Employees must be budgeted in 6410.

\*\*If more than 20% of the year's grant allocation is budgeted in this line item, TEA may require additional information.

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**Texas Title I Priority Schools, Cycle 2**

**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	Justification	Unit Cost	Quantity	Pre-Implementation	Year 1 Costs	Year 2 Costs	Year 3 Costs	Total Budgeted Amount
<b>66XX/15XX- Technology Hardware - Capitalized</b>									
1	<b>Dell Desktops</b>	Increase the number of student computers to continue the 1-to-1 student to computer ratio to allow constant access to technology during the school day; Replace outdated computers with new technology (hardware and software) to increase student learning and preparedness for college; and Create the Richard Jackson College and Career Center similar to the "Go College Center" in Manor ISD at Manor High School which provides a place for parents and students to access resources for post-secondary opportunities	<b>\$900</b>	<b>51</b>	<b>45900</b>				<b>45900</b>
2	<b>Mac Book Pro Laptops</b>	Purchase laptops for the leadership team (administrator, coordinator, counselor, accountability/data specialist, social worker/parent specialist, district dropout prevention director)	<b>\$1500</b>	<b>7</b>	<b>10500</b>				<b>10500</b>
<b>66XX/15XX- Technology Software- Capitalized</b>									
3	<b>Purchase district software package</b>	Purchase Microsoft office, security software, and extend district software licenses	<b>\$600</b>	<b>58</b>	<b>34800</b>				<b>34800</b>
4	<b>Purchase online software to expand alternative methods for credit accrual</b>	After researching and visiting other campus, we will purchase a software solution (such as Apex Learning) to enhance and extend learning time and academic opportunities for students	<b>\$110000</b>	<b>2</b>			<b>\$110000</b>	<b>\$110000</b>	<b>\$220000</b>
5	<b>Purchase supplemental software solutions for online curriculum software solutions</b>	Increases learning time so students can complete course work after school hours	<b>\$7500</b>	<b>2</b>	<b>7500</b>		<b>7500</b>		<b>15000</b>
6	Capital expenditures for improvements to land, buildings, or equipment which materially increase their value or useful life.								
<b>Grand Total</b>					<b>98700</b>	<b>0</b>	<b>117500</b>	<b>110000</b>	<b>326200</b>

<b>SCHEDULE #6A</b> GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Year 2011-2014</b>	<u>227-907</u> County-District No. or Vendor ID.
<b>Texas Title I Priority Schools, Cycle 2</b>		

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

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

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

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

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

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

<b>SCHEDULE #6A – cont.</b> GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b>  <b>Standard Application System</b>  <b>School Year 2011-2014</b>	<u>227-907</u> County-District No. or Vendor ID.
<b>Texas Title I Priority Schools, Cycle 2</b>		

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

<b>SCHEDULE #6A – cont.</b> GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b>  <b>School Year 2011-2014</b>	<u>227-907</u> County-District No. or Vendor ID.
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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);

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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)).
  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.

<b>SCHEDULE #6A – cont.</b> GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Year 2011-2014</b>	<u>227-907</u> County-District No. or Vendor ID.
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- 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.
- 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. 05/2010

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

<b>SCHEDULE #6 B</b> Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	<b>TEXAS EDUCATION AGENCY</b>  <b>Standard Application System</b>  <b>School Years 2011-2014</b>	<u>227-907-002</u>  County-District-Campus 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.

<b>SCHEDULE #6B</b> Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2011-2014</b> Required for all federal grants regardless of the dollar amount	<u>227-907-002</u> County-District-Campus 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.

<b>SCHEDULE #6C.</b> Lobbying Certification	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2011-2014</b> Required for all federally funded grants greater than \$100,000.	<u>227-907-002</u> County-District-Campus 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.

<b>SCHEDULE #6D -</b> Disclosure of Lobbying Activities	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2011-2014</b>	<u>227-907-002</u> County-District-Campus 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:			
<b>1. Type of Federal Action</b> <input type="checkbox"/> a. Contract <input type="checkbox"/> b. Grant	<b>2. Status of Federal Action:</b> <input type="checkbox"/> a. Bid/Offer/Application <input type="checkbox"/> b. Initial award <input type="checkbox"/> c. Post-award	<b>3. Report Type:</b> <input type="checkbox"/> a. Initial filing <input type="checkbox"/> b. Material change For Material Change Only: Year: _____ Quarter: _____ Date of last Report: _____	
<b>4. Name and Address of Reporting Entity:</b> <input type="checkbox"/> Subawardee  Tier (if known): _____  Congressional District (if known): _____		<b>5. If Reporting Entity in No. 4 is Subawardee, Enter Name and Address of Prime:</b>  Texas Education Agency 1701 N. Congress Avenue Austin, Texas 78701  Congressional District (if known): 21	
<b>6. Federal Department/Agency:</b>		<b>7. Federal Program Name/Description:</b>  CFDA Number, if applicable: _____	
<b>8. Federal Action Number, if known:</b>		<b>9. Award Amount, if known:</b> \$ _____	
<b>10. a. Name and Address of Lobbying Registrant</b> <i>(if individual, last name, first name, MI):</i>		<b>10. b. Individuals Performing Services</b> <i>(including address if different from No. 10a; last name, first name, MI):</i>	

(Attach Continuation Sheet(s), if necessary)

**[ITEMS 11-15 REMOVED]**

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

<b>SCHEDULE #6E</b> NCLB ACT PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b>  <b>Standard Application System</b>  <b>School Years 2011-2014</b>	<u>227-907-002</u> County-District-Campus No.
<b>Texas Title I Priority Schools Grant, Cycle 2</b>		

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

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

<b>SCHEDULE #6E – cont.</b> NCLB ACT PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b>  <b>Standard Application System</b>  <b>School Years 2011-2014</b>	<u>227-907-002</u> County-District-Campus 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).

<b>SCHEDULE #6E – cont.</b> NCLB ACT PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b>  <b>Standard Application System</b>  <b>School Years 2011-2014</b>	<u>227-907-002</u> County-District-Campus No.
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- T. Student Privacy, Parental Access to Information, and Administration of Certain Physical Examinations to Minors:** The local educational agency assures that it is in compliance with Chapter 26 of the Texas Education Code concerning parental rights and responsibilities. In addition, the local educational agency receiving funds under the No Child Left Behind Act certifies that it shall develop and adopt policies, in consultation with parents, regarding certain rights of a parent to access and inspect information; student privacy; the administration of physical examinations or screenings (except for examinations or screenings required by state law); and the collection, disclosure, or use of personal information collected from students for the purpose of marketing or selling that information. The local educational agency also assures that it is in compliance with the requirements for annually notifying parents of such policies and specific events (P. L. 107-110, Title X, Part F, section 1061).
- U. Assurances related to the education of homeless children and youths:**
- (1) The LEA assures that each child of a homeless individual and each homeless youth shall have equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youth.
  - (2) The LEA assures that homeless children and youth are afforded the same free, appropriate public education as provided to other children and youth.
  - (3) The LEA assures that it will review and undertake steps to revise any laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youth.
  - (4) The LEA assures that it will not separate students from the mainstream school environment on the basis of homelessness alone.
  - (5) The LEA assures that homeless children and youth have access to the education and other services that they need in order to meet the same challenging State student academic achievement standards to which all students are held.
- V. Definitions:** The following terms shall be defined as follows for programs authorized and carried out under the No Child Left Behind Act of 2001:
1. **Charter School:** An open enrollment charter school receiving federal funds of any type must meet the federal definition of a charter school as provided in P. L. 107-110, Section 5210(1). The term "charter school" means a school that:
    - (A) is created by a developer as a public school, or is adapted by a developer from an existing public school, and is **operated under public supervision and control;**
    - (B) operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency [i.e., the State Board of Education (SBOE)];
    - (C) provides a program of elementary or secondary education, or both;
    - (D) is **nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious instruction;**
    - (E) **does not charge tuition;**
    - (F) **complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act;**
    - (G) is a school to which parents choose to send their children, and that **admits students on the basis of a lottery, if more students apply for admission than can be accommodated;**
    - (H) **agrees to comply with the same Federal and State audit requirements** as do other elementary schools and secondary schools in the State, unless such requirements are specifically waived for the purpose of this program;
    - (I) **meets all applicable** Federal, State, and local **health and safety requirements;**
    - (J) operates in accordance with State law; and
    - (K) has a written performance contract with the authorized public chartering agency in the State (i.e., SBOE) that includes a description of how student performance will be measured pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the SBOE.
  2. **Community-Based Organization:** A public or private nonprofit organization of demonstrated effectiveness that is representative of a community or significant segment of a community and that provides educational or related services to individuals in the community.
  3. **Core Academic Subjects:** English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, art, history, and geography.

<b>SCHEDULE #6E – cont.</b> NCLB ACT PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b>  <b>Standard Application System</b>  <b>School Years 2011-2014</b>	<u>227-907-002</u> County-District-Campus No.
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**4. Highly Qualified:**

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

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

<b>SCHEDULE #6E – cont.</b> NCLB ACT PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b>  <b>Standard Application System</b>  <b>School Years 2011-2014</b>	<u>227-907-002</u> County-District-Campus 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 an assessments;
- (M) to the extent appropriate, provide training for teachers and principals in the use of technology so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and core academic subjects in which the teachers teach;
- (N) as a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement with the findings of the evaluations used to improve the quality of professional development;
- (O) provide instruction in methods of teaching children with special needs;
- (P) include instruction in the use of data and assessments to inform and instruct classroom practice;
- (Q) include instruction in ways that teachers, principals, pupil services personnel, and school administrators may work more effectively with parents; and
- (R) may include activities that:
  - (i) involve the forming of partnerships with institutions of higher education to establish school-based teacher training programs that provide prospective teachers and beginning teachers with an opportunity to work under the guidance of experienced teachers and college faculty;
  - (ii) create programs to enable paraprofessionals (assisting teachers employed by an LEA receiving assistance under Title I Part A) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers; and
  - (iii) provide follow-up training to teachers who have participated in activities described previously in this definition that are designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom.

**7. Scientifically Based Research:**

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

<b>SCHEDULE #6E – cont.</b> NCLB ACT PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b>  <b>Standard Application System</b>  <b>School Years 2011-2014</b>	<u>227-907-002</u>  County-District-Campus No.
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- (iv) relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;
- (v) is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;
- (vi) ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and
- (vii) has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

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

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

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

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

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

Revised 03/03

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

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**Federal Statutory Requirements**

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

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

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

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

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

#### **Statutory Program Assurances**

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

#### **TEA Program Assurances**

1. Before full implementation funds are made available, the grantee must demonstrate that all early implementation activities have been completed. Successful completion of the early implementation will be measured in the **Quarterly Implementation Reports**, the **Model Selection and Description Report**, and through participation in TEA technical assistance. Copies of the above named reports can be found on the TTIPS website at the following link: [http://www.tea.state.tx.us/index4.aspx?id=7354&menu\\_id=798](http://www.tea.state.tx.us/index4.aspx?id=7354&menu_id=798)
  - a. The Model Selection and Description Report must be submitted to TEA no later than **February 1, 2011**. This report may be submitted at any time prior to the deadline. Grantees must demonstrate successful completion of the following activities:
    - i. Comprehensive Needs Assessment process.
    - ii. Establish the grant budget by the required categories.
    - iii. Identification and Selection of the intervention model.
    - iv. Development of activities to implement selected intervention model.
    - v. Development of Timeline of Grant Activities.
- 1) 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.
- 2) 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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- 3) 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.
- 4) 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.
- 5) The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
- 6) The applicant will provide access for onsite visits to the LEA and campus by TEA, SIRC and its contractors.
- 7) 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.
- 8) 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.
- 9) If the LEA/Tier III campus selects to implement the **transformation model**, the campus assures that it will it implement the following federal requirements.
  1. Develop and increase teacher and school leader effectiveness.
    - A. Evaluate the effectiveness of the current principal and use the results of the evaluation to determine whether the principal should be replaced, be retained on the campus, or be provided leadership coaching or training.
    - B. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;
    - C. Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and
    - D. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school based on rigorous, transparent, and equitable evaluation systems for teachers and principals:
      1. Takes into account data on student growth as factor as well as other factors such as multiple observation-based assessments of student performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
      2. Are designed and developed and with teacher and principal involvement
  2. Comprehensive instructional reform strategies.
    - A. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and
    - B. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
  3. Increasing learning time and creating community-oriented schools.
    - A. Establish schedules and strategies that provide increased learning time; and
    - B. Provide ongoing mechanisms for family and community engagement.
  4. Providing operational flexibility and sustained support.
    - A. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and
    - B. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).
- 10) 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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- 11) 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.
- 12) 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.
- 13) 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.
- 14) 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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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). **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.**

**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, 2014. 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:

**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.

**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.**

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**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 definitions of terms and data elements as used by the federal Office of Management and Budget (OMB) as related to reporting requirements under ARRA are incorporated by reference.

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. School-by-School Listing of Per-Pupil Educational Expenditures:** Each local educational agency that receives ARRA funds for use under Title I Part A funds (including Title I Part A Improving Basic Programs and Title I SIP Academy Grant) must file with the TEA, no later than December 1, 2009, a school-by-school listing of per-pupil educational expenditures from State and local sources during the 2008-2009 academic year. The format for collecting this information has not yet been determined by TEA. Subsequent instructions will be provided to grantees for reporting this information. By submitting this application, the grantee agrees to submit this information in the time, form, and manner requested by TEA. TEA must report the information to the Secretary of Education by March 31, 2010 (ARRA, Title VIII, Department of Education, Education for the Disadvantaged).
- 2. Separate Tracking and Monitoring of ARRA Funds:** ARRA funds must be separately tracked and monitored independently of any non-Recovery Act funding. Funds shall not be commingled with non-Recovery Act funds. 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.
- 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.

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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>). By submitting this application, the grantee agrees to submit the information to TEA in the time, form, and manner requested.

**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. (If applicable, 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 (pending final adoption by OMB):

- 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 Section 1512 Reporting 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 the Section 1512 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.

**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](http://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).
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.

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**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. **Combining ARRA Funds on a Schoolwide Program:** Unless otherwise stated in the Program Guidelines, 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](http://www.recovery.gov) website established by the Recovery Accountability and Transparency Board (Section 1554).
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).

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7. **Wage Rate Requirements for Contracted Laborers and Mechanics– Compliance with the Davis-Bacon Act:**  
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.