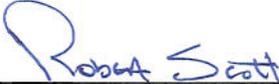


APPLICATION COVER SHEET
SCHOOL IMPROVEMENT GRANTS

<p>Legal Name of Applicant:</p> <p>Texas Education Agency</p>	<p>Applicant's Mailing Address:</p> <p>1701 North Congress Avenue Austin, Tx 78701-1494</p>
<p>State Contact for the School Improvement Grant</p> <p>Name: Cory Green</p> <p>Position and Office: Senior Director, Division of NCLB Program Coordination</p> <p>Contact's Mailing Address: 1701 North Congress Avenue Austin, Tx 78701-1494</p> <p>Telephone: 512.475.3553</p> <p>Fax: 512.305.9447</p> <p>Email address: cory.green@tea.state.tx.us</p>	
<p>Chief State School Officer (Printed Name): Robert Scott</p>	<p>Telephone: 512.463.8985</p>
<p>Signature of the Chief State School Officer:</p> <p>X </p>	<p>Date: December 3, 2010</p>
<p>The State, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.</p>	

School Improvement Grants Application

Section 1003(g) of the Elementary and Secondary Education Act

Fiscal Year 2010

CFDA Number: 84.377A

State Name: Texas



U.S. Department of Education
Washington, D.C. 20202



OMB Number: 1810-0682
Expiration Date: September 30, 2013

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0682. The time required to complete this information collection is estimated to average 100 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537.

SCHOOL IMPROVEMENT GRANTS

Purpose of the Program

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 to State educational agencies (SEAs) that SEAs use to make competitive subgrants 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* on October 28, 2010 (<http://www.gpo.gov/fdsys/pkg/FR-2010-10-28/pdf/2010-27313.pdf>), 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, if a State so chooses, 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, if a State so chooses, 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, if a State so chooses, certain additional Title I eligible (participating and non-participating) schools ("newly eligible" Tier III schools). (See Appendix B for a chart summarizing the schools included in each tier.) In the Tier I and Tier II schools an LEA chooses to serve, the LEA must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model.

Availability of Funds

The Department of Education Appropriations Act, 2010, provided \$546 million for School Improvement Grants in fiscal year (FY) 2010. In addition, the U.S. Department of Education (Department) estimates that, collectively, States have carried over approximately \$825 million in FY 2009 SIG funds that will be combined with FY 2010 SIG funds, for a total of nearly \$1.4 billion that will be awarded by States as part of their FY 2010 SIG competitions.

FY 2010 school improvement funds are available for obligation by SEAs and LEAs through September 30, 2012.

State and LEA Allocations

Each State (including the District of Columbia and Puerto Rico), the Bureau of Indian Education, and the outlying areas are eligible to apply to receive a School Improvement Grant. The Department will allocate FY 2010 school improvement funds in proportion to the funds received in FY 2010 by the States, the Bureau of Indian Education, and the outlying areas under Parts A, C, and D of Title I of the ESEA. An SEA must allocate at least 95 percent of its school improvement funds directly to LEAs in accordance with the final requirements (<http://www.gpo.gov/fdsys/pkg/FR-2010-10-28/pdf/2010-27313.pdf>). The SEA may retain an amount not to exceed five percent of its allocation for State administration, evaluation, and technical assistance.

Appendix A provides guidance on how SEAs can maximize the number of Tier I and Tier II schools its LEAs can serve with FY 2009 carryover and FY 2010 SIG funds when making their LEA allocations for the FY 2010 competition. See Appendix A for a more detailed explanation.

Consultation with the Committee of Practitioners

Before submitting its application for a SIG grant to the Department, an SEA must consult with its Committee of Practitioners established under section 1903(b) of the ESEA regarding the rules and policies contained therein. The Department recommends that the SEA also consult with other stakeholders, such as potential external providers, teachers' unions, and business, civil rights, and community leaders that have an interest in its application.

FY 2010 Submission Information

Electronic Submission:

The Department strongly prefers to receive an SEA's FY 2010 School Improvement Grant (SIG) application electronically. The application should be sent as a Microsoft Word document, not as a PDF.

The SEA should submit its FY 2010 application to the following address: school.improvement.grants@ed.gov

In addition, the SEA must submit a paper copy of the cover page signed by the SEA's authorized representative to the address listed below under "Paper Submission."

Paper Submission:

If an SEA is not able to submit its application electronically, it may submit the original and two copies of its SIG application to the following address:

Carlas McCauley, Education Program Specialist
Student Achievement and School Accountability Programs
U.S. Department of Education
400 Maryland Avenue, SW, Room 3W320
Washington, DC 20202-6132

Due to potential delays in government processing of mail sent through the U.S. Postal Service, SEAs are encouraged to use alternate carriers for paper submissions.

Application Deadline

Applications are due on or before December 3, 2010.

For Further Information

If you have any questions, please contact Carlas McCauley at (202) 260-0824 or by e-mail at carlas.mccauley@ed.gov.

FY 2010 Application Instructions

Most of the FY 2010 SIG application is identical to the FY 2009 application. A new section for additional evaluation criteria (Section B-1) has been added and Section H on Waivers has been expanded. Section D on Descriptive Information (Section D – Part 1, Section D – Parts 2-8) has also been reformatted into two separate sections for the FY 2010 application, but all other parts of the application remain the same.

Consequently, except as provided below, an SEA must update only those sections that include changes from the FY 2009 application. In particular, the Department expects that most SEAs will be able to retain Section B on Evaluation Criteria, Section C on Capacity, and Section D (parts 2-8) on Descriptive Information, sections that make up the bulk of the SIG application. An SEA has the option to update any of the material in these sections if it so desires.

We are requiring SEAs to update some sections of the SIG application to ensure that each SEA focuses its FY 2010 SIG funds, including any funds carried over from FY 2009, on serving its persistently lowest-achieving schools in LEAs with the capacity and commitment to fully and effectively implement one of the four required school intervention models beginning in the 2011-2012 school year.

Note that while an SEA may be able to submit significant portions of its FY 2010 SIG application unchanged from FY 2009, we recommend that it review all sections of the FY 2010 application to ensure alignment with any required changes or revisions.

SEAs should also note that they will only be able to insert information in designated spaces (form fields) in the application because of formatting restrictions. Clicking on a section of the application that is restricted will automatically jump the cursor to the next form field which may cause users to skip over information in the application. Users may avoid this issue by using the scroll bar to review the application. However, due to these restrictions, the Department recommends that SEAs print a copy of the application and review it in its entirety before filling out the form.

APPLICATION COVER SHEET
SCHOOL IMPROVEMENT GRANTS

Legal Name of Applicant: Texas Education Agency	Applicant's Mailing Address: 1701 North Congress Avenue Austin, Tx 78701-1494
State Contact for the School Improvement Grant Name: Cory Green Position and Office: Senior Director, Division of NCLB Program Coordination Contact's Mailing Address: 1701 North Congress Avenue Austin, Tx 78701-1494 Telephone: 512.475.3553 Fax: 512.305.9447 Email address: cory.green@tea.state.tx.us	
Chief State School Officer (Printed Name): Robert Scott	Telephone: 512.463.8985
Signature of the Chief State School Officer: X	Date: December 3, 2010
The State, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	

FY 2010 Application Checklist

Please use this checklist to serve as a roadmap for the SEA's FY 2010 application.

Please note that an SEA's submission for FY 2010 must include the following attachments, as indicated on the application form:

- Lists, by LEA, of the State's Tier I, Tier II, and Tier III schools.
- A copy of the SEA's FY 2010 LEA application form that LEAs will use to apply to the SEA for a School Improvement Grant.
- If the SEA seeks any waivers through its application, a copy of the notice it provided to LEAs and a copy of any comments it received from LEAs as well as a copy of, or link to, the notice the SEA provided to the public.

Please check the relevant boxes below to verify that all required sections of the SEA application are included and to indicate which sections of the FY 2010 application the SEA has revised from its FY 2009 application.

SECTION A: ELIGIBLE SCHOOLS	<input checked="" type="checkbox"/> Definition of "persistently lowest-achieving schools" (PLA schools) is same as FY 2009	<input type="checkbox"/> Definition of "persistently lowest-achieving schools" (PLA schools) is revised for FY 2010
	<i>For an SEA keeping the same definition of PLA schools, please select one of the following options:</i> <input type="checkbox"/> SEA will not generate new lists of Tier I, Tier II, and Tier III schools because it has five or more unserved Tier I schools from FY 2009 (SEA is requesting waiver) <input type="checkbox"/> SEA must generate new lists of Tier I, Tier II, and Tier III schools because it has less than five unserved Tier I schools from FY 2009 <input checked="" type="checkbox"/> SEA elects to generate new lists	<i>For an SEA revising its definition of PLA schools, please select the following option:</i> <input type="checkbox"/> SEA must generate new lists of Tier I, Tier II, and Tier III schools because it has revised its definition
	<input checked="" type="checkbox"/> Lists, by LEA, of State's Tier I, Tier II, and Tier III schools provided	
SECTION B: EVALUATION CRITERIA	<input type="checkbox"/> Same as FY 2009	<input checked="" type="checkbox"/> Revised for FY 2010
SECTION B-1: ADDITIONAL EVALUATION CRITERIA	<input checked="" type="checkbox"/> Section B-1: Additional evaluation criteria provided	
SECTION C: CAPACITY	<input checked="" type="checkbox"/> Same as FY 2009	<input type="checkbox"/> Revised for FY 2010
SECTION D (PART 1): TIMELINE	<input checked="" type="checkbox"/> Updated Section D (Part 1): Timeline provided	
SECTION D (PARTS 2-8): DESCRIPTIVE INFORMATION	<input type="checkbox"/> Same as FY 2009	<input checked="" type="checkbox"/> Revised for FY 2010
SECTION E: ASSURANCES	<input checked="" type="checkbox"/> Updated Section E: Assurances provided	
SECTION F: SEA RESERVATION	<input checked="" type="checkbox"/> Updated Section F: SEA reservations provided	
SECTION G: CONSULTATION WITH STAKEHOLDERS	<input checked="" type="checkbox"/> Updated Section G: Consultation with stakeholders provided	
SECTION H: WAIVERS	<input checked="" type="checkbox"/> Updated Section H: Waivers provided	

PART I: SEA REQUIREMENTS

As part of its application for a School Improvement Grant under section 1003(g) of the ESEA, an SEA must provide the following information.

A. ELIGIBLE SCHOOLS: An SEA must provide a list, by LEA, of each Tier I, Tier II, and Tier III school in the State. (A State's Tier I and Tier II schools are its persistently lowest-achieving schools and, if the SEA so chooses, certain additional Title I eligible schools that are as low achieving as the State's persistently lowest-achieving schools or that have had a graduation rate below 60 percent over a number of years.) In providing its list of schools, the SEA must indicate whether a school has been identified as a Tier I or Tier II school solely because it has had a graduation rate below 60 percent over a number of years. In addition, the SEA must indicate whether it has exercised the option to identify as a Tier I, Tier II, or Tier III school a school that was made newly eligible to receive SIG funds by the Consolidated Appropriations Act, 2010.

Each SEA must generate new lists of Tier I, Tier II, and Tier III schools based on the State's most recent achievement and graduation rate data to ensure that LEAs continue to give priority to using SIG funds to implement one of the four school intervention models in each of their persistently lowest-achieving schools, rather than using SIG funds to support less rigorous improvement measures in less needy schools. However, any SEA that has five or more Tier I schools that were identified for purposes of the State's FY 2009 SIG competition but are not being served with SIG funds in the 2010-2011 school year may apply for a waiver of the requirement to generate new lists.

An SEA also has the option of making changes to its FY 2009 definition of "persistently lowest-achieving schools". An SEA that exercises this option must generate new lists of Tier I, Tier II, and Tier III schools.

Regardless of whether it modifies its definition of "persistently lowest-achieving schools" or generates new lists, along with its lists of Tier I, Tier II, and Tier III schools, an SEA must provide the definition that it used to develop these lists. The SEA may provide a link to the page on its Web site where its definition is posted, or it may attach the complete definition to its application.

Definition of “persistently lowest-achieving schools” (PLA schools) is same as FY 2009

Definition of “persistently lowest-achieving schools” (PLA schools) is revised for FY 2010

For an SEA keeping the same definition of PLA schools, please select one of the following options:

1. SEA will not generate new lists of Tier I, Tier II, and Tier III schools. SEA has five or more unserved Tier I schools from FY 2009 and is therefore eligible to request a waiver of the requirement to generate new lists of schools. Lists and waiver request submitted below.

SEA is electing not to include newly eligible schools for the FY 2010 competition. (Only applicable if the SEA elected to add newly eligible schools in FY 2009.)

2. SEA must generate new lists of Tier I, Tier II, and Tier III schools because it has fewer than five unserved Tier I schools from FY 2009. Lists submitted below.

3. SEA elects to generate new lists. Lists submitted below.

For an SEA revising its definition of PLA schools, please select the following option:

1. SEA must generate new lists of Tier I, Tier II, and Tier III schools because it has revised its definition of “persistently lowest-achieving schools.” Lists submitted below.

Insert definition of “persistently lowest-achieving schools” or link to definition of “persistently lowest-achieving schools” here:

<http://www.tea.state.tx.us/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=2147495549&libID=2147495546>

An SEA must attach two tables to its SIG application. The first table must include its lists of all Tier I, Tier II, and Tier III schools that are eligible for FY 2010 SIG funds. The second table must include its lists of all Tier I, Tier II, and Tier III schools that were served with FY 2009 SIG funds.

Please create these two tables in Excel and use the formats shown below. Examples of the tables have been provided for guidance.

SCHOOLS ELIGIBLE FOR FY 2010 SIG FUNDS								
LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE ¹

SCHOOLS SERVED WITH FY 2009 SIG FUNDS							
LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	TIER I	TIER II	TIER III	GRAD RATE

EXAMPLE:

SCHOOLS ELIGIBLE FOR FY 2010 SIG FUNDS								
LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
LEA 1	##	HARRISON ES	##	X				
LEA 1	##	MADISON ES	##	X				
LEA 1	##	TAYLOR MS	##			X		X
LEA 2	##	WASHINGTON ES	##	X				
LEA 2	##	FILLMORE HS	##			X		
LEA 3	##	TYLER HS	##		X		X	
LEA 4	##	VAN BUREN MS	##	X				
LEA 4	##	POLK ES	##			X		

EXAMPLE:

¹ “Newly Eligible” refers to a school that was made eligible to receive SIG funds by the Consolidated Appropriations Act, 2010. A newly eligible school may be identified for Tier I or Tier II because it has not made adequate yearly progress for at least two consecutive years; is in the State’s lowest quintile of performance based on proficiency rates on State’s assessments; and is no higher achieving than the highest-achieving school identified by the SEA as a “persistently lowest-achieving school” or is a high school that has a graduation rate less than 60 percent over a number of years. For complete definitions of and additional information about “newly eligible schools,” please refer to the FY 2010 SIG Guidance, questions A-20 to A-30.

SCHOOLS SERVED WITH FY 2009 SIG FUNDS							
LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	TIER I	TIER II	TIER III	GRAD RATE
LEA 1	##	MONROE ES	##	X			
LEA 1	##	JEFFERSON HS	##		X		X
LEA 2	##	ADAMS ES	##	X			
LEA 3	##	JACKSON ES	##	X			

Please attach the two tables in a separate file and submit it with the application.

SEA has attached the two tables in a separate file and submitted it with its application.

B. EVALUATION CRITERIA:

Part 1: The three actions listed in Part 1 are ones that an LEA must take prior to submitting its application for a School Improvement Grant. Accordingly, the SEA must describe, with specificity, the criteria the SEA will use to evaluate an LEA’s application with respect to each of the following actions:

- (1) The LEA has analyzed the needs of each Tier I and Tier II school identified in the LEA’s application and has selected an intervention for each school.
- (2) The LEA has demonstrated that it has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA’s application in order to implement fully and effectively the selected intervention in each of those schools.
- (3) The LEA’s budget includes sufficient funds to implement the selected intervention fully and effectively in each Tier I and Tier II school identified in the LEA’s application, as well as to support school improvement activities in Tier III schools, throughout the period of availability of those funds (taking into account any waiver extending that period received by either the SEA or the LEA).

Part 2: The actions in Part 2 are ones that an LEA may have taken, in whole or in part, prior to submitting its application for a School Improvement Grant, but most likely will take after receiving a School Improvement Grant. Accordingly, an SEA must describe the criteria it will use to assess the LEA’s commitment to do the following:

- (1) Design and implement interventions consistent with the final requirements.
- (2) Recruit, screen, and select external providers, if applicable, to ensure their quality.
- (3) Align other resources with the interventions.
- (4) Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively.
- (5) Sustain the reforms after the funding period ends.

SEA is using the same evaluation criteria as FY 2009.

SEA has revised its evaluation criteria for FY 2010.

Insert response to Section B Evaluation Criteria here:

The state is using the same criteria as FY 2009 with the exception of the changes described below. The changes are due to the Model Selection and Description Report being incorporated into the application for funding rather than being a separate document.

Part 1:

To ensure that LEAs complete the three actions listed in Part I prior to submitting their grant applications, SIRC may provide training on grant intervention model options and conduct a pre-assessment of LEA grantees' readiness, capacity, and commitment to implementing the TTIPS SIG program in eligible Tier I and Tier II campuses before and during the time that the LEA/campus is completing their grant application. The LEA/campus will describe the process it used to complete these three actions in its application for funding submitted to TEA. The application (Attachment 2) will be then be scored by a peer review panel according to the Scoring Rubric (Attachment 3).

Action (1)—LEA Analysis of Needs

The LEA/campus application for funding contains Schedule #4B—Program Description: Comprehensive Needs Assessment (CNA), which collects the numbers of students enrolled in each grade level on the campus, the data sources to be reviewed as part of the CNA process, the process to be followed by the LEA to conduct the CNA, the groups of participants to be included in the process, and the needs identified by the CNA process. Eligible applicants are advised in the instructions document to consider following the campus CNA process that is provided by TEA through the regional ESCs. The archived webinar of this training on the CNA process is available on the Texas Comprehensive Center (TXCC) web site at <http://txcc.sedl.org/resources/webinars/material/webinar2/index.html>. The campus specific CNA tool referenced in the training is available to LEA/campuses at <http://portal.esc20.net/portal/page/portal/NCLB/CNA.htm>. The CNA schedule will be scored as a part of the competitive grant review process according to the Scoring Rubric.

Action (2)—LEA Capacity to Support School Improvement

The LEA/campus' application for funding contains Schedule #4B—Program Description: Project Management, which contains multiple questions related to the LEA's capacity to provide adequate resources and support to eligible Tier I, II, and III campuses. Specifically, the LEA/campus will address the question, *"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."* This schedule will be scored as a part of the competitive grant review process according to the Scoring Rubric.

Action (3)—Sufficient Budget for School Improvement

The LEA/campus application for funding also contains Schedule #5—Program Budget Summary and Supporting Budget Schedules 5B-5G. These budget schedules, along with the question, *"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."* will address the sufficiency of grant funds to implement the selected intervention model.

Budget guidance will be provided to applicants and the peer review committee who score the applications with the example budget ranges reflected below. This guidance is for example only and reflects what might be an appropriate range of funding based on the model selected and the size of campus. 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. All budget requests will be reviewed and approved based on the Scoring Rubric. Applicants will determine the amount of their budget request based on the identified needs of the campus and the reform model selected. This is guidance only, such as page 3 of USDE's Attachment A of this state application discusses different funding amounts based on size of campus, and in no way limits or caps the amount an LEA/campus may request in their application.

<i>Model</i>	<i>1-200 Students</i>	<i>201-500 Students</i>	<i>501-1300 Students</i>	<i>1301+ Students</i>
Turnaround	\$50,000 – 1,000,000 per year	\$1,000,000 – 1,250,000 per year	\$1,250,000 – 1,750,000 per year	\$1,750,000 – 2,000,000 per year
Closure	\$50,000 – 75,000 one year only	\$50,000 – 75,000 one year only	\$100,000 – 150,000 one year only	\$150,000 – 200,000 one year only
Restart	\$50,000 – 1,000,000 per year	\$1,000,000 – 1,250,000 per year	\$1,250,000 – 1,750,000 per year	\$1,750,000 – 2,000,000 per year
Transformation	\$50,000 – 1,000,000 per year	\$1,000,000 – 1,250,000 per year	\$1,250,000 – 1,750,000 per year	\$1,750,000 – 2,000,000 per year
Tier III	\$50,000 – 1,000,000 per year	\$1,000,000 – 1,250,000 per year	\$1,250,000 – 1,750,000 per year	\$1,750,000 – 2,000,000 per year

Part 2

The LEA/campus' description of its commitment to meet the actions in Part 2 will be submitted by the LEA/campus to TEA in the LEA/campus application for funding. After the grants are awarded, TEA will continue to assess the commitment of grantees to these actions by tracking grantee progress toward milestones and critical success factors described later in this section.

Assessment of LEA/campus' Commitment to Part 2 Actions *prior to Grant Award*

Action (1)—Implement Interventions Consistent with Federal Requirements

The LEA/campus application for funding contains Schedule #4A—Program Abstract; Part 2: Grant Program Summary where the applicant will describe the intervention program to be implemented on the campus. In Schedule #4B—Program Description: Intervention Model; Part 1, the applicant will indicate the intervention model selected for implementation and whether the campus will implement the TEA Designed Model with technical assistance from SIRC or design their own program

model within the parameters mandated by the final federal regulations. The applicant will also describe the process (limited to three pages) conducted to select the intervention model that aligns to the campus' identified needs. Also to be included is a list of the groups who will participate in the intervention selection process and program development.

Model Implementation Options

TEA is offering eligible LEA/campus grantees two options for implementing the selected intervention models. The LEA/campus may choose to implement 1) the TEA Designed Model with technical assistance provided on behalf of TEA by the School Improvement Resource Center (SIRC), or 2) its own intervention design, within the parameters/requirements required by the final federal regulations released by USDE. Tier III campuses may also select The Texas Early College High School (ECHS), Texas Science, Technology, Engineering and Math (T-STEM) or College for All reform initiatives. The LEA/campus will receive priority points for selecting the TEA Designed Model with technical assistance from SIRC and the ECHS, the T-STEM, or the College for All (for Tier III); although, the LEA is not guaranteed selection and funding solely because it selects the TEA designed model.

For an LEA selecting the Restart Model that prefers to utilize a Charter Management Organization (CMO) or Educational Management Organization (EMO) as a Restart model provider that is not on the state's approved list of Restart providers, the LEA may submit the provider for state review. The state will request the provider to complete the Restart provider packet and will score the provider using the original selection criteria. If the provider meets the scoring criteria, the provider will be added to the state's approved list of Restart providers and may be utilized by the grantee. If the provider does not meet the scoring criteria, the grantee must select the provider from the state's approved list or submit a second recommendation. The LEA is limited to two recommendations before being required to select from the approved list.

In addition, TEA will implement the flexibility to allow 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 to continue or complete the implementation of the intervention model with the SIG grant funds. For example, if a grantee campus has replaced its principal within the last two years (for the 2008-2009 school year or more recently), 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.

TEA Designed Models

The TEA Designed Model for Turnaround will be the Texas Turnaround Leader Program (TLP), which is a two-year program in partnership with institutions of higher education. Designed to serve the lowest performing campuses in Texas, the TLP will build LEA and campus-level capacity through the implementation of policies and practices that establish the necessary environment and support needed to effectively turnaround these campuses. Highlights of the program include: establishing a talent pool for the recruitment, selection and development of highly qualified and effective leaders; mentoring and coaching

high-impact principals to develop the knowledge, skills, tools, resources and support necessary to accelerate and sustain dramatic increases in student achievement; and embedding research-based best practices in effective, extraordinary school turnaround resulting in the production of impressive and sustainable increases in student achievement in some of the most chronically underperforming campuses.

Participating campuses and LEA leadership teams will engage in research-based data analysis, strategic planning, and ongoing professional development and training delivered and supported by the higher education faculty, support teams at each of the twenty regional Education Service Centers (ESC), Texas Center for District and School Support (TCDSS) staff, and contracted partners.

The TEA Designed Model for Restart will support LEAs and campuses through the closure and restart process. Technical assistance and toolkits will be provided to assist LEAs with designing a comprehensive restart plan that includes community input and communication strategies for successful implementation. For LEAs working with individual campuses and those deciding to cluster schools under this model, SIRC will provide guidance and ongoing support for the LEA turnaround team. Partnerships with EMOs (approved through an RFQ process to ensure quality) will support LEAs and campuses choosing this option and will provide tools and resources for recruitment of quality turnaround leaders, including teachers.

By collaborating with multiple partners to support LEAs that select this option, TEA will provide technical assistance as participants address how to improve their readiness to learn, readiness to teach, and readiness to act based upon the research of high-performing high-poverty campuses.

The TEA Designed Model for Transformation is based on three principles: improving student achievement and increasing college and career readiness by building the capacity of campus leaders and teachers; improving campus climate through social and emotional supports; and utilizing district support to transform systems. Key elements of the Transformation model include extensive training on using data and evaluation systems effectively, job-embedded professional development models, comprehensive needs assessment and campus processes, Positive Behavior Support, utilization of community partners, and maximizing extended learning time. Technical assistance will include a professional service provider/case manager, online professional development, ESC partners, and other resources and best practices.

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.

Closure: Based on researched best practices and lessons learned from Pittsburgh, Chicago, Denver, and Portland public schools, TEA has designed a protocol of procedures to guide an LEA through communicating and implementing the closure of a campus and enrolling the students who attended the campus in other, higher-achieving campuses within the LEA. The protocol will provide technical assistance and training to the LEA in developing the following areas:

- Closure criteria based on LEA-wide data analysis
- Criteria for the selection of a closure committee
- Communication criteria and feedback process for the campus community and all stakeholders
- Guidelines for planning an in-depth data analysis for evaluating, selecting and building capacity of higher-achieving campuses

- Guidelines for decision-making processes and consensus
- Procedures and processes for the transition of students and personnel

In Schedule #4C-Model Requirements and Timeline; Part 2: Reform/Improvement Activities of the LEA/campus application, the applicant will describe how it will meet each requirement from the final federal regulations for the intervention model selected and school improvement activities that will be incorporated with the intervention model selected. Applicants will also provide the underlying rationale and supporting research for the improvement activities that were selected. In Part 2, the applicant will provide the timeline for the implementation of the improvement activities to be implemented. Both this schedule and Schedule #4A will be scored by reviewers according to the Scoring Rubric.

Action (2)—Selecting External Providers

The LEA/campus application for funding contains Schedule #4B—Program Description: Project Management which contains the question, “*External Providers – Describe how the LEA will recruit, screen, and select external providers to ensure their quality.*” The applicant will provide a one-page description describing how the LEA will recruit, screen, and select external providers with whom the LEA/campus will partner. This description will include all external providers and partners and is not limited to the Charter Management Organization (CMO) or Educational Management Organization (EMO) when the Restart Model is selected. This schedule will be scored by reviewers using the Scoring Rubric.

Action (3)—Align Other Resources

The LEA/campus application for funding contains Schedule #4B—Program Description: Project Management which contains the question, “*Resource Management – Describe how the LEA/campus will align other resources with the school improvement intervention.*” The applicant will provide a one-page description of how the LEA/campus will align other resources with the intervention model selected and other intervention activities. This schedule will be scored by reviewers using the Scoring Rubric.

Action (4)—Modifying Practices

The LEA/campus application for funding contains Schedule #4B—Program Description: Project Management which contains the question, “*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.*” The applicant will provide a one-page description of how the LEA/campus will modify existing practices or policies in order to fully and effectively implement the intervention model selected as required by the final federal regulations. This schedule will be scored by reviewers using the Scoring Rubric.

Action (5)—Sustaining the Reforms

The LEA/campus application for funding contains Schedule #4B—Program Description: Project

Management which contains the question, *“Program Continuation and Sustainability – Describe how the LEA will sustain the campus reforms after the funding period ends.”* The applicant will provide a one-page description of how the LEA/campus will provide continued funding and support to sustain the interventions and student performance that resulted from the implementation of the TTIPS SIG grant program. This schedule will be scored by reviewers using the Scoring Rubric.

After the peer review panel scores the applications and awards grants to LEAs/campuses, TEA will continue to assess the LEA’s commitment to the actions listed in Part 2 of this section by tracking progress toward Critical Success Factors (CSF) and milestones through the Quarterly Implementation Reports (QIR).

CSFs reflect behavioral changes that must be demonstrated by students at the campus or by adults working on their behalf. CSFs are essential for the TTIPS SIG program to succeed in meeting the goals and objectives defined for the program. Each CSF is monitored using measurable indicators, and these indicators enable TEA to determine whether grantees are on track to successfully achieve the desired outcomes:

- Improve Academic Performance
- Increase Teacher Quality
- Improve School Climate
- Increase Leadership Effectiveness
- Increase the Use of Quality Data to Drive Instruction
- Increase Parent/Community Involvement
- Increase Learning Time

Milestones are the key strategies that establish the foundation on which the CSFs are built. The applicant must develop activities that ensure each of the milestones is met. The milestones for each CSF include, but are not limited to, the following:

- Improve Academic Performance
 - Data-driven instruction
 - Curriculum Alignment (both horizontal and vertical)
 - On-going Monitoring of Instruction
- Increase Teacher Quality
 - Locally Developed Appraisal Instruments
 - On-going Job Embedded Professional Development
 - Recruitment/Retention Strategies
- Improve School Climate
 - Increased Attendance
 - Decreased Discipline Referrals
 - Increased Involvement in Extra/Co-Curricular Activities
- Increase Leadership Effectiveness
 - On-going Job Embedded Professional Development
 - Operational Flexibility
 - Resource/Data Utilization
- Increase the Use of Quality Data to Drive Instruction
 - Data Disaggregation /Training

- Data-driven Decisions
- On-going Communication
- Increase Parent/Community Involvement
 - Increased Opportunities for Input
 - Effective Communication
 - Accessible Community Services
- Increase Learning Time
 - Flexible Scheduling
 - Instructionally-focused Calendar
 - Staff Collaborative Planning

B-1. ADDITIONAL EVALUATION CRITERIA: In addition to the evaluation criteria listed in Section B, the SEA must evaluate the following information in an LEA's budget and application:

Please note that Section B-1 is a new section added for the FY 2010 application.

(1) How will the SEA review an LEA's proposed budget with respect to activities carried out during the pre-implementation period² to help an LEA prepare for full implementation in the following school year?

(2) How will the SEA evaluate the LEA's proposed activities to be carried out during the pre-implementation period to determine whether they are allowable? *(For a description of allowable activities during the pre-implementation period, please refer to section J of the FY 2010 SIG Guidance.)*

² "Pre-implementation" enables an LEA to prepare for full implementation of a school intervention model at the start of the 2011–2012 school year. To help in its preparation, an LEA may use FY 2010 and/or FY 2009 carryover SIG funds in its SIG schools after the LEA has been awarded a SIG grant for those schools based on having a fully approvable application, consistent with the SIG final requirements. As soon as it receives the funds, the LEA may use part of its first-year allocation for SIG-related activities in schools that will be served with FY 2010 and/or FY 2009 carryover SIG funds. For a full description of pre-implementation, please refer to section J of the FY 2010 SIG Guidance.

Insert response to Section B-1 Additional Evaluation Criteria here:

The LEA/campus application for funding contains 2 sections that identify the pre-implementation activities to be conducted with a timeline for those activities and a designated budget column for all pre-implementation activities. The applicant will provide a one-page description of the timeline of allowable activities to be conducted in the spring and/or summer prior to full implementation of the TTIPS SIG grant program. These 2 sections will be scored by reviewers using the Scoring Rubric.

After the review committee, grants preliminarily selected to be awarded will be reviewed by state staff. Staff will ensure the pre-implementation activities approved are consistent with the allowable activities in the USDE guidance and align to activities needed for the LEA/campus to be ready for full implementation with the start of the 2011-2012 school year.

C. CAPACITY: The SEA must explain how it will evaluate whether an LEA lacks capacity to implement a school intervention model in each Tier I school.

An LEA that applies for a School Improvement Grant must serve each of its Tier I schools using one of the four school intervention models unless the LEA demonstrates that it lacks sufficient capacity to do so. If an LEA claims it lacks sufficient capacity to serve each Tier I school, the SEA must evaluate the sufficiency of the LEA's claim. Claims of lack of capacity should be scrutinized carefully to ensure that LEAs effectively intervene in as many of their Tier I schools as possible.

The SEA must explain how it will evaluate whether an LEA lacks capacity to implement any of the school intervention models in its Tier I school(s). The SEA must also explain what it will do if it determines that an LEA has more capacity than the LEA demonstrates.

SEA is using the same evaluation criteria for capacity as FY 2009.

SEA has revised its evaluation criteria for capacity for FY 2010.

Insert response to Section C Capacity here:

The state is using the same criteria as FY 2009 as indicated above. The FY 2009 response is reflected below.

The LEA/campus application for funding contains Schedule #4B—Program Description: Project Management which contains multiple questions related to the LEA's capacity to provide adequate resources and support to eligible Tier I, II, and III campuses. Specifically, the LEA/campus will address the question, "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." In the question, "LEA Support – Describe how the LEA will structure and implement an individual or office with responsibility for supporting the campus' school improvement efforts." the applicant will describe how 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.

Grant peer reviewers and TEA staff will review the responses provided by the applicant LEA to the two above questions in the application for funding along with the response to the question, "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 has not submitted an application for funding (indicating the capacity to serve) for each of its Tier I campuses, the applicant LEA will provide a detailed one-page description of why the LEA lacks the capacity to serve each eligible Tier I campus within the LEA at the time the LEA submits the LEA/campus applications for funding.

The peer review committee scoring the grant applications for TEA will use the Scoring Rubric to evaluate the responses of each LEA/campus applicant. In the event that the agency determines that an LEA has

more capacity to serve Tier I schools than it demonstrates in its application for funding, then TEA staff will negotiate either 1) reducing the awarded LEA/campus budgets by an appropriate amount, or 2) requiring the LEA to submit additional LEA/campus grant applications for funding for additional Tier I campuses in the next cycle (USDE Fiscal Year 2011 appropriations) of grant awards.

D (PART 1). TIMELINE: An SEA must describe its process and timeline for approving LEA applications.

Please note that Section D has been reformatted to separate the timeline into a different section for the FY 2010 application.

<i>Timeline</i>	<i>Grant Process Activity</i>
December 2010	<ul style="list-style-type: none"> • Agency Submits State Application to USDE • Agency Releases Draft Grant Eligibility List
January—March 2011 <i>Note: Timeline based on early January approval by USDE. Each week later delays the LEA Application Availability by a week, thus delaying the entire timeline.</i>	<ul style="list-style-type: none"> • USDE Awards Grant to State • LEA Application and Eligibility List Available, date contingent upon USDE approval of state application <ul style="list-style-type: none"> • Grant announced via the Texas Register and Texas Online • Technical Assistance: Overview Sessions • Technical Assistance: Four Models • Technical Assistance: Application • Application due 6-8 weeks after posting. • LEA Submits LEA/campus application for funding • Pre-screening of applications. (1-2 weeks) • Reviewing & Scoring of applications (1-2 week) • Ranking of applications
April—May 2011	<ul style="list-style-type: none"> • TEA Awards LEA Grants • TEA Negotiates Awarded Grants • TEA issues Notice of Grant Awards (NOGAs) for 100% of three-year grant award; pending continuation funding availability • TEA makes available 100% of first year grant award for pre-implementation and Year 1 Activities
August 2011	<ul style="list-style-type: none"> • LEA/campus begins full implementation of grant • On-going Technical Assistance
October 2011	<ul style="list-style-type: none"> • Quarterly Implementation Report due to TEA • On-going Technical Assistance
January 2012	<ul style="list-style-type: none"> • Quarterly Implementation Report due to TEA • On-going Technical Assistance
April 2012	<ul style="list-style-type: none"> • Quarterly Implementation Report due to TEA • On-going Technical Assistance
August 2012	<ul style="list-style-type: none"> • End of Year 1 Implementation Report due to TEA • On-going Technical Assistance
August 2012	<ul style="list-style-type: none"> • TEA evaluates LEA/campus performance on annual goals and

	meeting grant requirements and, as applicable, releases 100% of second year grant award
October 2012	<ul style="list-style-type: none"> • Quarterly Implementation Report due to TEA • On-going Technical Assistance
January 2013	<ul style="list-style-type: none"> • Quarterly Implementation Report due to TEA • On-going Technical Assistance
April 2013	<ul style="list-style-type: none"> • Quarterly Implementation Report due to TEA • On-going Technical Assistance
August 2013	<ul style="list-style-type: none"> • End of Year 2 Implementation Report due to TEA
August 2013	<ul style="list-style-type: none"> • TEA evaluates LEA/campus performance on annual goals and meeting grant requirements and, as applicable, releases 100% of third year grant award
October 2013	<ul style="list-style-type: none"> • Quarterly Implementation Report due to TEA • On-going Technical Assistance
January 2014	<ul style="list-style-type: none"> • Quarterly Implementation Report due to TEA • On-going Technical Assistance
April 2014	<ul style="list-style-type: none"> • Quarterly Implementation Report due to TEA • On-going Technical Assistance
June 30, 2014	<ul style="list-style-type: none"> • LEA grant end date
July 31, 2014	<ul style="list-style-type: none"> • Final Implementation Report due to TEA

The process follows the Competitive Grant Process outlined by the Division of Discretionary Grants (Attachment 4).

D (PARTS 2-8). DESCRIPTIVE INFORMATION:

(2) Describe the SEA’s process for reviewing an LEA’s annual goals for student achievement for its Tier I and Tier II schools and how the SEA will determine whether to renew an LEA’s School Improvement Grant with respect to one or more Tier I or Tier II schools in the LEA that are not meeting those goals and making progress on the leading indicators in section III of the final requirements.

(3) Describe the SEA’s process for reviewing the goals an LEA establishes for its Tier III schools (subject to approval by the SEA) and how the SEA will determine whether to renew an LEA’s School Improvement Grant with respect to one or more Tier III schools in the LEA that are not meeting those goals.

(4) Describe how the SEA will monitor each LEA that receives a School Improvement Grant to ensure that it is implementing a school intervention model fully and effectively in the Tier I and Tier II schools the LEA is approved to serve.

(5) Describe how the SEA will prioritize School Improvement Grants to LEAs if the SEA does not have sufficient school improvement funds to serve all eligible schools for which each LEA applies.

(6) Describe the criteria, if any, that the SEA intends to use to prioritize among Tier III schools.

(7) If the SEA intends to take over any Tier I or Tier II schools, identify those schools and indicate the school intervention model the SEA will implement in each school.

(8) If the SEA intends to provide services directly to any schools in the absence of a takeover, identify those schools and, for Tier I or Tier II schools, indicate the school intervention model the SEA will implement in each school and provide evidence of the LEA’s approval to have the SEA provide the services directly.³

³ If, at the time an SEA submits its application, it has not yet determined whether it will provide services directly to any schools in the absence of a takeover, it may omit this information from its application. However, if the SEA later decides that it will provide such services, it must amend its application to provide the required information.

SEA is using the same descriptive information as FY 2009.

SEA has revised its descriptive information for FY 2010.

Insert response to Section D (Parts 2-8) Descriptive Information here:

The state is using the same information as FY 2009 with the exception of the Tier III changes described below.

(2) and (3)—Reviewing Goals for Tier I and II and Tier III Schools

TEA will follow the same procedure for reviewing the LEA's annual goals for student achievement for Tier I, Tier II, and Tier III campuses. The LEA/campus application for funding contains Schedule #4D—Performance Assessment and Evaluation. In Part 1, the applicant will describe the following:

- (1) LEA/campus' process for providing on-going monitoring of grant activities to ensure continuous improvement;
- (2) LEA/campus' process for formative evaluation, including how the results of the evaluation will be used to improve the grant program; and
- (3) The data collection methods to be implemented by the LEA/campus and how the data will be disaggregated and used to improve instruction and obtain continuous improvement results.

In Part 2, the LEA/campus will submit the LEA's process for developing the annual performance goals, and in Part 3, the applicant will submit the approved Annual Performance Goals to which the LEA is holding the campus accountable and the Progress Targets for each of the three years of the grant program.

TEA will require the submission of corresponding actual performance data for Part 3 of the Performance Assessment and Evaluation Schedule each August as a condition for the releasing of year two and year three funding awards. TEA will review the achievement data annually and use the following criteria to determine whether the next year's funding award will be released.

- (1) The grantee has met the year's annual performance target for student achievement or made a minimum of 70% progress toward the targeted goal in the year of the grant period; and
- (2) The grantee has met the year's annual performance targets for the state's identified critical success factors and milestones or made a minimum of 70% progress toward the targeted goal in the year of the grant period; or
- (3) LEA's awarded a Tier III Transformation model that implement an ECHS, T-STEM or College for All model will have met a minimum of 70% of the design principles based on the guidelines/blueprint for that model and apply for designation status if ECHS or T-STEM.

TEA will review grantee performance data that is submitted to TEA to ensure that grantees have met the applicable criteria above. TEA will also monitor the implementation of the intervention model by assessing the grantee's progress toward the critical success factors and milestones for the grant. Decisions regarding renewal of grant funding will be based on both grantee progress toward performance targets and effective and full implementation of the grant.

(4) Monitoring

For all applicants, Tier I, Tier II, and Tier III, TEA will follow the same procedure for monitoring the grantees' implementation of the intervention model. TEA will require the submission of Quarterly Implementation Reports (QIR) which will be reviewed upon submission. These implementation reports, which align with the 90-day strategies/plans utilized by the technical assistance providers working with grantee campuses, will assess grantee progress toward the critical success factors and milestones for the grant. (See above for a list of critical success factors and milestones.) FY 2009 grantees will also use the updated QIR form that has been aligned for FY 2010. TEA staff will review the QIRs and will identify grantees that are not making adequate progress toward milestones and critical success factors. Grantees that are not making progress will be required to submit Program Improvement Plans. Also, in the program requirements and assurances to the LEA/campus application for funding, the LEA/campus will agree to provide access for onsite visits to the LEA and campus by TEA, SIRC, its contractors, or other TEA required technical assistance providers

for Tier III ECHS, T-STEM, or College for All models. Grantees may receive onsite visits (prioritized based on risk factors) from TEA, SIRC, or its contractors each year of the grant award. Staff from SIRC, or their contractors, or other TEA-required technical assistance providers for Tier III ECHS, T-STEM, or College for All models will validate the implementation reports during annual site visits. Staff will also conduct interviews and complete implementation checklists to measure progress toward critical success factors and milestones. The completed implementation checklists will become part of the LEA's application file.

(5) Prioritization of School Improvement Grants

If the agency has insufficient SIG funds to serve all eligible campuses for which each LEA applies, the agency will not award SIG funds to an LEA for any Tier III campuses unless, and until, the agency has awarded funds to support the full and effective implementation of grants in Tier I and Tier II campuses. The agency will also give priority to Tier I and Tier II campuses by adding 10 priority points to the total score (100 points possible, awarded by the peer review committee) to each LEA/campus application for funding that is properly submitted for consideration in the discretionary competitive review process.

TEA will further ensure that the funded LEAs have implemented the required LEA priorities as listed below.

If an LEA has one or more eligible ...	In order to receive TTIPS SIG funds, the LEA <u>must</u> commit to serve ...
Tier I, Tier II, and Tier III schools	Each Tier I school it has capacity to serve; at a minimum, at least one Tier I school <i>OR</i> at least one Tier II school ²
Tier I and Tier II schools, but no Tier III schools	Each Tier I school it has capacity to serve; at a minimum, at least one Tier I school <i>OR</i> at least one Tier II school ¹ Note that the number of Tier I schools an LEA has capacity to serve may be zero if, and only if, the LEA is using all of the capacity it would otherwise use to serve its Tier I schools in order to serve Tier II schools.
Tier I and III schools, but no Tier II schools	Each Tier I school it has capacity to serve; at a minimum, at least one Tier I school
Tier II and Tier III schools, but no Tier I schools	The LEA has the option to commit to serve as many Tier II and Tier III schools as it wishes
Tier I schools only	Each Tier I school it has capacity to serve
Tier II schools only	The LEA has the option to commit to serve as many Tier II schools as it wishes
Tier III schools only	The LEA has the option to commit to serve as many Tier III schools as it wishes

² The number of Tier I schools an LEA has capacity to serve may be zero if, and only if, the LEA is using all of the capacity it would otherwise use to serve its Tier I schools in order to serve Tier II schools.

TEA is prioritizing Tier I and Tier II campus, Tier III regular instructional campuses, campuses incorporating Supplemental Educational Services (SES) into their intervention model, and the use of the TEA Designed Model in the application for funding. TEA will award the following priority points (maximum of 18 points allowable) to applications that implement school improvement models for the following eligible campuses.

<i>Point Value</i>	<i>Eligible LEA/campus</i>
10 points	Tier I or Tier II campus
5 points	Tier III traditional or charter school regular instructional campus
5 points	Implementing the TEA Designed Model with technical assistance provided by SIRC on behalf of TEA (Tier I, Tier II, or Tier III, including Tier III Transformation or an Early College High School, T-STEM Academy or College for All model submitted by a Tier III regular instructional campus)
3 points	Incorporating SES into the intervention model or enhancing and expanding current SES program (Tier I, Tier II, or Tier III)

(6) Prioritization of Tier III

Tier III campuses will be prioritized based on the scores the LEAs/campuses receive from the peer review committee as a result of the competitive review process. In addition, the agency will give priority to traditional and charter campuses implementing an Early College High School, T-STEM Academy or College for All model in awarding grants to Tier III campuses by adding 5 priority points to the total score (100 points possible, awarded by the peer review committee) to each LEA/campus application for funding that is properly submitted by a Tier III regular instructional campus for consideration in the discretionary competitive review process.

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 prepare for implementation with the guidance of the state approved technical assistance provider.

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 postsecondary credential or degree. Design elements/strategies for this model include: 1) comprehensive district approach; 2) college-ready curriculum and instruction program; 3) strong P-16 partnerships; 4) comprehensive academic and social supports; and 5) 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.

(7) and (8) State Take Over and State Direct Services

At the time of this submission of the state application, the agency does not intend to take over any Tier I or Tier II campuses. The agency has not yet determined whether it will provide services directly to any schools in the absence of a takeover. However, if the agency later decides that it will provide such services, it agrees to amend this application to provide the required information.

E. ASSURANCES

By submitting this application, the SEA assures that it will do the following (check each box):

- Comply with the final requirements and ensure that each LEA carries out its responsibilities.
- Award each approved LEA a School Improvement Grant in an amount that is of sufficient size and scope to implement the selected intervention in each Tier I and Tier II school that the SEA approves the LEA to serve.
- Ensure, if the SEA is participating in the Department's differentiated accountability pilot, that its LEAs will use school improvement funds consistent with the final requirements.
- Monitor each LEA's implementation of the "rigorous review process" of recruiting, screening, and selecting external providers as well as the interventions supported with school improvement funds.
- To the extent a Tier I or Tier II school implementing the restart model becomes a charter school LEA, hold the charter school operator or charter management organization accountable, or ensure that the charter school authorizer holds the respective entity accountable, for meeting the final requirements.
- Post on its Web site, within 30 days of awarding School Improvement Grants, all final LEA applications and a summary of the grants that includes the following information: name and NCES identification number of each LEA awarded a grant; total amount of the three year grant listed by each year of implementation; name and NCES identification number of each school to be served; and type of intervention to be implemented in each Tier I and Tier II school.
- Report the specific school-level data required in section III of the final requirements.

F. SEA RESERVATION: The SEA may reserve an amount not to exceed five percent of its School Improvement Grant for administration, evaluation, and technical assistance expenses.

The SEA must briefly describe the activities related to administration, evaluation, and technical assistance that the SEA plans to conduct with any State-level funds it chooses to reserve from its School Improvement Grant allocation.

Insert response to Section F SEA Reservation here:

The SEA is using the same information as FY 2009 with the exception of the changes described below.

TEA will reserve the allowable five percent of SIG funds for state level administration, evaluation, and technical assistance. Of the five percent reservation, one percent will be used for TEA administrative costs, one percent will remain at TEA currently unbudgeted, and three percent will be allocated to the School Improvement Resource Center (SIRC) housed at Region XIII Education Service Center in Austin, Texas, and any other Technical Assistance providers for Tier III ECHS, T-STEM, or College for All models selected by the state.

The one percent for TEA administration will be expended to maintain the additional staffing and costs to administer and monitor the SIG grant program in the state. The one percent in unbudgeted funds will be allocated either to SIRC, other Technical Assistance providers for Tier III ECHS, T-STEM, or College for All models, TEA program evaluation staff, or a contractor for program evaluation services. Once the method of evaluation and amount of needed funding is determined, the remainder of the funds will be used as needed for TEA administration and additional technical assistance provided on behalf of TEA.

SIRC is TEA's Title I-funded technical assistance provider to campuses identified as needing improvement. SIRC exists as part of the Texas Center for District and School Support which provides support and technical assistance to campuses staged in intervention status in both the state and federal accountability systems. On behalf of TEA, SIRC will provide assistance in ten basic areas to TTIPS grantees, funded from the three percent allocation provided to SIRC.

1	Provide technical assistance to all grantees regarding their capacity and commitment to implement TTIPS grant.
2	Provide technical assistance to all grantees regarding their LEA level of support and capacity to implement a TTIPS grant.
3	Provide technical assistance to all grantees regarding communications, marketing, and stakeholder and community involvement of school reform options selected.
4	Provide technical assistance to all grantees regarding LEA and campus leadership capacity to implement a TTIPS grant.
5	Provide technical assistance to Tier I or Tier II grantees selecting to implement the Turnaround Model of school reform.
6	Provide technical assistance to Tier I and Tier II grantees selecting to implement the School Closure Model of school reform.
7	Provide technical assistance to Tier I and Tier II grantees selecting to implement the Restart Model of school reform.
8	Provide technical assistance to Tier I and Tier II grantees selecting to implement the Transformation Model of school reform.

	Model of school reform.
9	Provide technical assistance to Tier III grantees implementing the agency's approved Tier III model of school reform.
10	Provide technical assistance to Tier III grantees selecting to implement either the Turnaround Closure, Restart, Transformation, or Texas Designed Tier III models of school reform.

Specifically, SIRC will provide the following activities and assistance tied to the ten areas above.

Ongoing technical assistance and support to grantees including but not limited to, the following (Areas #1, 2, 3, 10 above):

- Provide training on grant intervention model options
- Provide training, assistance, and support to grantees implementing the four improvement models and the Tier III program
- Support implementation of grantee's LEA-level efforts of reform
- Provide on-site technical assistance via a Professional Service Provider (PSP)
- Conduct pre-assessment of LEA grantees' readiness, capacity, and commitment
- Establish needs assessment of LEA's systems of support, formative assessment processes, use of data, and professional development
- Assist grantees with marketing and communications around the school intervention model selected
- Conduct on-going technical assistance to LEA and campus grantees, including, but not limited to, phone communication, online resources, face to face mentoring/training, webinars, teleconferencing or discussion boards

Closure (Areas #2, 3, 6, 10 above)

- Conduct extensive training on Closure Option
- Provide onsite technical assistance via PSP
- Provide public relations/communication processes and protocols for Closure
- Implement processes and protocols for implementation of Closure model based on research
 - Checklists/Rubrics
 - Communication time line
 - Human Resources (HR) issues
- Create 90 day action plans with the LEA to support Closure process
- Offer support to the LEA, school board, campus and community in the form of presentations about the Closure process and implementation
- Conduct on-site technical assistance and site visits to support the LEA during the Closure process

Restart (Areas #2, 3, 7, 10 above)

- Conduct extensive training on Restart Option
- Provide onsite technical assistance via PSP
- Provide public relations/communication processes and protocols for Restart
- Assist grantees in establishing processes and protocols for implementation of Restart
 - Selecting quality CMO/EMO
 - Setting benchmarks
 - Developing authorization agreements

- Community outreach-communication toolkits
- Create 90 day action plans with the LEA to support the new campus
- Support the application process for selecting an approved CMO/EMO
- Provide training on facilitating effective communication between the LEA and the CMO/EMO
- Conduct on-site technical assistance and site visits to both the LEA and the new Campus to support the Restart process
- Establish evaluation and monitoring processes
- Provide orientation for CMO/EMO

Turnaround (Areas #2, 3, 4, 5, 10 above)

- Conduct extensive training on Turnaround Option
- Provide onsite technical assistance via PSP
- Provide comprehensive two year executive training model for LEA and Campus
- Support recruitment and selection of an effective turnaround principal
- Provide tools, checklists, programs to help with Turnaround implementation
- Provide SIRC specialists for support
- Provide training to assist LEA with developing 90 day action plans to establish systems and sustain Turnaround efforts
- Conduct on-site technical assistance and site visits to both the LEA and Campus to support Turnaround option
- Establish evaluation and monitoring processes

Transformation (Areas #2, 3, 4, 8, 9, 10 above)

- Conduct extensive training on Transformation Option
- Provide in-depth training in systems, professional development and organization for LEA and campus staff
- Support implementing positive behavior support systems
- Assist in identifying teacher leaders and building the capacity of these leaders on the campus to improve the quality of instruction
- Help LEAs establish data and evaluation systems to monitor progress toward Critical Success Factors, milestones, and performance targets
- Facilitate cohort groups of principals/leaders to create networking opportunities for participating campuses
- Support community outreach and involvement
- Provide data and research to best utilize the extended instructional time
- Conduct site visits to both the LEA and campus to support the Transformation process
- Provide case management for Tier I and II schools, including site visits
- Establish extended learning opportunities for Tier I and II schools

SIRC or other TEA selected Technical Assistance Providers will provide similar technical assistance to Tier III grants.

G. CONSULTATION WITH STAKEHOLDERS: The SEA must consult with its Committee of Practitioners and is encouraged to consult with other stakeholders regarding its application for a School Improvement Grant.

Before submitting its application for a School Improvement Grant to the Department, the SEA must consult with its Committee of Practitioners established under section 1903(b) of the ESEA regarding the rules and policies contained therein.

The SEA has consulted with its Committee of Practitioners regarding the information set forth in its application.

The SEA may also consult with other stakeholders that have an interest in its application.

The SEA has consulted with other relevant stakeholders, including conducting two webinars for interested LEAs.

H. WAIVERS: SEAs are invited to request waivers of the requirements set forth below. An SEA must check the corresponding box(es) to indicate which waiver(s) it is requesting.

WAIVERS OF SEA REQUIREMENTS

Enter State Name Here requests a waiver of the State-level requirements it has indicated below. The State believes that the requested waiver(s) will increase its ability to implement the SIG program effectively in eligible schools in the State in order to improve the quality of instruction and raise the academic achievement of students in Tier I, Tier II, and Tier III schools.

Waiver 1: Tier II waiver

In order to enable the State to generate new lists of Tier I, Tier II, and Tier III schools for its FY 2010 competition, waive paragraph (a)(2) of the definition of “persistently lowest-achieving schools” in Section I.A.3 of the SIG final requirements and incorporation of that definition in identifying Tier II schools under Section I.A.1(b) of those requirements to permit the State to include, in the pool of secondary schools from which it determines those that are the persistently lowest-achieving schools in the State, secondary schools participating under Title I, Part A of the ESEA that have not made adequate yearly progress (AYP) for at least two consecutive years or are in the State’s lowest quintile of performance based on proficiency rates on the State’s assessments in reading/language arts and mathematics combined.

Assurance

The State assures that it will include in the pool of schools from which it identifies its Tier II schools all Title I secondary schools not identified in Tier I that either (1) have not made AYP for at least two consecutive years; or (2) are in the State’s lowest quintile of performance based on proficiency rates on the State’s assessments in reading/language arts and mathematics combined. Within that pool, the State assures that it will identify as Tier II schools the persistently lowest-achieving schools in accordance with its approved definition. The State is attaching the list of schools and their level of achievement (as determined under paragraph (b) of the definition of “persistently lowest-achieving schools”) that would be identified as Tier II schools without the waiver and those that would be identified with the waiver. The State assures that it will ensure that any LEA that chooses to use SIG funds in a Title I secondary school that becomes an eligible Tier II school based on this waiver will comply with the SIG final requirements for serving that school.

Note: An SEA that requested and received the Tier II waiver for its FY 2009 definition of “persistently lowest achieving schools” should request the waiver again only if it is generating new lists of Tier I, Tier II, and Tier III schools.

Waiver 2: n-size waiver

In order to enable the State to generate new lists of Tier I, Tier II, and Tier III schools for its FY 2010 competition, waive the definition of “persistently lowest-achieving schools” in Section I.A.3 of the SIG final requirements and the use of that definition in Section I.A.1(a) and (b) of those requirements to permit the State to exclude, from the pool of schools from which it identifies the persistently lowest-achieving schools for Tier I and Tier II, any school in which the total number of students in the “all students” group in the grades assessed is less than **[Please indicate number]** .

Assurance

The State assures that it determined whether it needs to identify five percent of schools or five schools in each tier prior to excluding small schools below its “minimum n.” The State is attaching, and will post on its Web site, a list of the schools in each tier that it will exclude under this waiver and the number of students in each school on which that determination is based. The State will include its “minimum n” in its definition of “persistently lowest-achieving schools.” In addition, the State will include in its list of Tier III schools any schools excluded from the pool of schools from which it identified the persistently lowest-achieving schools in accordance with this waiver.

Note: An SEA that requested and received the n-size waiver for its FY 2009 definition of “persistently lowest-achieving schools” should request the waiver again only if it is generating new lists of Tier I, Tier II, and Tier III schools.

Waiver 3: New list waiver

Because the State neither must nor elects to generate new lists of Tier I, Tier II, and Tier III schools, waive Sections I.A.1 and II.B.10 of the SIG final requirements to permit the State to use the same Tier I, Tier II, and Tier III lists it used for its FY 2009 competition.

Assurance

The State assures that it has five or more unserved Tier I schools on its FY 2009 list.

WAIVERS OF LEA REQUIREMENTS

Enter State Name Here Texas requests a waiver of the requirements it has indicated below. These waivers would allow any local educational agency (LEA) in the State that receives a School Improvement Grant to use those funds in accordance with the final requirements for School Improvement Grants and the LEA’s application for a grant.

The State believes that the requested waiver(s) will increase the quality of instruction for students and improve the academic achievement of students in Tier I, Tier II, and Tier III schools by enabling an LEA to use more effectively the school improvement funds to implement one of the four school intervention models in its Tier I, Tier II, or Tier III schools. The four school intervention models are specifically designed to raise substantially the achievement of students in the State’s Tier I, Tier II, and Tier III schools.

Waiver 4: School improvement timeline waiver

Waive section 1116(b)(12) of the ESEA to permit LEAs to allow their Tier I, Tier II, and Tier III Title I participating schools that will fully implement a turnaround or restart model beginning in the 2011–2012 school year to “start over” in the school improvement timeline.

Assurances

The State assures that it will permit an LEA to implement this waiver only if the LEA receives a School Improvement Grant and requests the waiver in its application as part of a plan to implement the turnaround or restart model beginning in 2011–2012 in a school that the SEA has approved it to serve. As such, the LEA may only implement the waiver in Tier I, Tier II, and Tier III schools, as applicable, included in its application.

The State assures that, if it is granted this waiver, it will submit to the U.S. Department of Education a report that sets forth the name and NCES District Identification Number for each LEA implementing a waiver.

Note: An SEA that requested and received the school improvement timeline waiver for the FY 2009 competition and wishes to also receive the waiver for the FY 2010 competition must request the waiver again in this application.

Schools that started implementation of a turnaround or restart model in the 2010-2011 school year cannot request this waiver to “start over” their school improvement timeline again.

Waiver 5: Schoolwide program waiver

Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit LEAs to implement a schoolwide program in a Tier I, Tier II, or Tier III Title I participating school that does not meet the poverty threshold and is fully implementing one of the four school intervention models.

Assurances

The State assures that it will permit an LEA to implement this waiver only if the LEA receives a School Improvement Grant and requests to implement the waiver in its application. As such, the LEA may only implement the waiver in Tier I, Tier II, and Tier III schools, as applicable, included in its application.

The State assures that, if it is granted this waiver, it will submit to the U.S. Department of Education a report that sets forth the name and NCES District Identification Number for each LEA implementing a waiver.

Note: An SEA that requested and received the schoolwide program waiver for the FY 2009 competition and wishes to also receive the waiver for the FY 2010 competition must request the waiver again in this application.

PERIOD OF AVAILABILITY WAIVER

Enter State Name Here Texas requests a waiver of the requirement indicated below. The State believes that the requested waiver will increase its ability to implement the SIG program effectively in eligible schools in the State in order to improve the quality of instruction and improve the academic achievement of students in Tier I, Tier II, and Tier III schools.

Waiver 6: Period of availability of FY 2009 carryover funds waiver

Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of FY 2009 carryover school improvement funds for the SEA and all of its LEAs to September 30, 2014.

Note: This waiver only applies to FY 2009 carryover funds. An SEA that requested and received this waiver for the FY 2009 competition and wishes to also receive the waiver to apply to FY 2009 carryover funds in order to make them available for three full years for schools awarded SIG funds through the FY 2010 competition must request the waiver again in this application.

ASSURANCE OF NOTICE AND COMMENT PERIOD – APPLIES TO ALL WAIVER REQUESTS
(Must check if requesting one or more waivers)

The State assures that, prior to submitting its School Improvement Grant application, the State provided all LEAs in the State that are eligible to receive a School Improvement Grant with notice and a reasonable opportunity to comment on its waiver request(s) and has attached a copy of that notice as well as copies of any comments it received from LEAs. The State also assures that it provided notice and information regarding the above waiver request(s) to the public in the manner in which the State customarily provides such notice and information to the public (e.g., by publishing a notice in the newspaper; by posting information on its Web site) and has attached a copy of, or link to, that notice.

PART II: LEA REQUIREMENTS

An SEA must develop an LEA application form that it will use to make subgrants of school improvement funds to eligible LEAs. That application must contain, at a minimum, the information set forth below. An SEA may include other information that it deems necessary in order to award school improvement funds to its LEAs.

Please note that for FY 2010, an SEA must develop or update its LEA application form to include information on any activities, as well as the budget for those activities, that LEAs plan to carry out during the pre-implementation period to help prepare for full implementation in the following school year.

The SEA must submit its LEA application form with its application to the Department for a School Improvement Grant. The SEA should attach the LEA application form in a separate document.

LEA APPLICATION REQUIREMENTS

A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.

An LEA must identify each Tier I, Tier II, and Tier III school the LEA commits to serve and identify the model that the LEA will use in each Tier I and Tier II school.

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
					turnaround	restart	closure	transformation

Note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.

B. DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a School Improvement Grant.

- (1) For each Tier I and Tier II school that the LEA commits to serve, the LEA must demonstrate that—
 - The LEA has analyzed the needs of each school and selected an intervention for each school; and
 - The LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA’s application in order to implement, fully and effectively, the required activities of the school intervention model it has selected.
- (2) If the LEA is not applying to serve each Tier I school, the LEA must explain why it lacks capacity to serve each Tier I school.
- (3) The LEA must describe actions it has taken, or will take, to—
 - Design and implement interventions consistent with the final requirements;
 - Recruit, screen, and select external providers, if applicable, to ensure their quality;
 - Align other resources with the interventions;
 - Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively; and
 - Sustain the reforms after the funding period ends.
- (4) The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each Tier I and Tier II school identified in the LEA’s application.
- (5) 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.
- (6) For each Tier III school the LEA commits to serve, the LEA must identify the services the school will receive or the activities the school will implement.
- (7) The LEA must describe the goals it has established (subject to approval by the SEA) in order to hold accountable its Tier III schools that receive school improvement funds.
- (8) As appropriate, the LEA must consult with relevant stakeholders regarding the LEA’s application and implementation of school improvement models in its Tier I and Tier II schools.

C. BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II, and Tier III school it commits to serve.

The LEA must provide a budget that indicates the amount of school improvement funds the LEA will use each year to—

- Implement the selected model in each Tier I and Tier II school it commits to serve;
- Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA’s Tier I and Tier II schools; and
- Support school improvement activities, at the school or LEA level, for each Tier III school identified in the LEA’s application.

Note: An LEA’s budget should cover three years of full implementation and be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school the LEA commits to serve. Any funding for activities during the pre-implementation period must be included in the first year of the LEA’s three-year budget plan.

An LEA’s budget for each year may not exceed the number of Tier I, Tier II, and Tier III schools it commits to serve multiplied by \$2,000,000 or no more than \$6,000,000 over three years.

Example:

LEA XX BUDGET					
	Year 1 Budget		Year 2 Budget	Year 3 Budget	Three-Year Total
	Pre-implementation	Year 1 - Full Implementation			
Tier I ES #1	\$257,000	\$1,156,000	\$1,325,000	\$1,200,000	\$3,938,000
Tier I ES #2	\$125,500	\$890,500	\$846,500	\$795,000	\$2,657,500
Tier I MS #1	\$304,250	\$1,295,750	\$1,600,000	\$1,600,000	\$4,800,000
Tier II HS #1	\$530,000	\$1,470,000	\$1,960,000	\$1,775,000	\$5,735,000
LEA-level Activities	\$250,000		\$250,000	\$250,000	\$750,000
Total Budget	\$6,279,000		\$5,981,500	\$5,620,000	\$17,880,500

D. ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant.

The LEA must assure that it will—

- (1) 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 requirements;
- (2) 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 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 SEA) to hold accountable its Tier III schools that receive school improvement funds;
- (3) 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 requirements; and
- (4) Report to the SEA the school-level data required under section III of the final requirements.

E. WAIVERS: If the SEA has requested any waivers of requirements applicable to the LEA’s School Improvement Grant, an LEA must indicate which of those waivers it intends to implement.

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- “Starting over” in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

APPENDIX A

SEA ALLOCATIONS TO LEAS AND LEA BUDGETS

Continuing Impact of ARRA School Improvement Grant Funding in FY 2010

Congress appropriated \$546 million for School Improvement Grants in FY 2010. In addition, most States will be carrying over a portion of their FY 2009 SIG allocations, primarily due to the requirement in section II.B.9(a) of the SIG final requirements that if not every Tier I school in a State was served with FY 2009 SIG funds, the State was required to carry over 25 percent of its FY 2009 SIG allocation, combine those funds with the State's FY 2010 SIG allocation, and award the combined funding to eligible LEAs consistent with the SIG final requirements. In FY 2009, the combination of \$3 billion in School Improvement Grant funding from the American Recovery and Reinvestment Act and \$546 million from the regular FY 2009 appropriation created a unique opportunity for the program to provide the substantial funding over a multi-year period to support the implementation of school intervention models. In response to this opportunity, the Department encouraged States to apply for a waiver extending the period of availability of FY 2009 SIG funds until September 30, 2013 so that States could use these funds to make three-year grant awards to LEAs to support the full and effective implementation of school intervention models in their Tier I and Tier II schools. All States with approved FY 2009 SIG applications applied for and received this waiver to extend the period of availability of FY 2009 SIG funds and, consistent with the final SIG requirements, are using FY 2009 funds to provide a full three years of funding (aka, "frontloading") to support the implementation of school intervention models in Tier I and Tier II schools.

The Department encouraged frontloading in FY 2009 because the extraordinary amount of SIG funding available in FY 2009 meant that, if those funds had been used to fund only the first year of implementation of a school intervention model, *i.e.*, to make first-year only awards, there would not have been sufficient funding for continuation awards in years two and three of the SIG award period (*i.e.*, SIG funding in FY 2009 was seven times the amount provided through the regular appropriation). Similarly, the estimated nearly \$1.4 billion in total SIG funding available in FY 2010 (an estimated \$825 million in FY 2009 SIG carryover funds plus the \$546 million FY 2010 SIG appropriation) is larger than the expected annual SIG appropriation over the next two fiscal years; if all funds available in FY 2010 were used to make the first year of three-year awards to LEAs for services to eligible Tier I and Tier II schools, there would not be sufficient funds to make continuation awards in subsequent fiscal years.

Maximizing the Impact of Regular FY 2010 SIG Allocations

Continuing the practice of frontloading SIG funds in FY 2010 with respect to all SIG funds that are available for the FY 2010 competition (FY 2009 carryover funds plus the FY 2010 appropriation) would, in many States, limit the number of Tier I and Tier II schools that can be served as a result of the FY 2010 SIG competition. For this reason, the Department believes that, for most States, the most effective method of awarding FY 2010 SIG funds to serve the maximum number of Tier I and Tier II schools that have the capacity to fully and effectively implement a school intervention model is to frontload FY 2009 carryover funds while using FY 2010 SIG funds to make first-year only awards.

For example, if a State has \$36 million in FY 2009 carryover SIG funds and \$21 million in FY 2010 funds, and awards each school implementing a school intervention model an average of \$1 million per year over three years, the SEA would be able to fund 12 schools with FY 2009 carryover funds (*i.e.*, the \$36 million would cover all three years of funding for those 12 schools), plus an additional 21 schools with FY 2010 funds (*i.e.*, the \$21 million would cover the first year of funding for each of those schools, and the second and third years would be funded through continuation grants from subsequent SIG appropriations). Thus, the State would be able to support interventions in a total of 33 schools. However, if the same State elected to frontload all funds available for its FY 2010 SIG competition (FY 2009 carryover funds and its FY 2010 allocation), it would be able to fund interventions in only 19 schools (\$57 million divided by \$3 million per school over three years).

LEAs that receive first-year only awards would continue to implement intervention models in Tier I and Tier II schools over a three-year award period; however, second- and third-year continuation grants would be awarded from SIG appropriations in subsequent fiscal years. This practice of making first-year awards from one year's appropriation and continuation awards from funds appropriated in subsequent fiscal years is similar to the practice used for many U.S. Department of Education discretionary grant programs.

States with FY 2009 SIG carryover funds are invited to apply, as in their FY 2009 applications, for the waiver to extend the period of availability of these funds for one additional year to September 30, 2014. States that did not carry over FY 2009 SIG funds, or that carried over only a small amount of such funds, need not apply for this waiver; such States will use all available FY 2010 SIG funds to make first-year awards to LEAs in their FY 2010 SIG competitions.

Continuation of \$2 Million Annual Per School Cap

For FY 2010, States continue to have flexibility to award up to \$2 million annually for each participating school. This flexibility applies both to funds that are frontloaded and those that are used for first-year only awards. As in FY 2009, this higher limit will permit an SEA to award the amount that the Department believes typically would be required for the successful

implementation of the turnaround, restart, or transformation model in a Tier I or Tier II school (*e.g.*, a school of 500 students might require \$1 million annually, whereas a large, comprehensive high school might require the full \$2 million annually).

In addition, the annual \$2 million per school cap, which permits total per-school funding of up to \$6 million over three years, reflects the continuing priority on serving Tier I or Tier II schools. An SEA must ensure that all Tier I and Tier II schools across the State that its LEAs commit to serve, and that the SEA determines its LEAs have capacity to serve, are awarded sufficient school improvement funding to fully and effectively implement the selected school intervention models over the period of availability of the funds before the SEA awards any funds for Tier III schools.

The following describes the requirements and priorities that apply to LEA budgets and SEA allocations.

LEA Budgets

An LEA's proposed budget should cover a three-year period and should take into account the following:

1. The number of Tier I and Tier II schools that the LEA commits to serve and the intervention model (turnaround, restart, closure, or transformation) selected for each school.
2. The budget request for each Tier I and Tier II school must be of sufficient size and scope to support full and effective implementation of the selected intervention over a period of three years. First-year budgets may be higher than in subsequent years due to one-time start-up costs.
3. The portion of school closure costs covered with school improvement funds may be significantly lower than the amount required for the other models and would typically cover only one year.
4. The LEA may request funding for LEA-level activities that will support the implementation of school intervention models in Tier I and Tier II schools.
5. The number of Tier III schools that the LEA commits to serve, if any, and the services or benefits the LEA plans to provide to these schools over the three-year grant period.
6. The maximum funding available to the LEA each year is determined by multiplying the total number of Tier I, Tier II, and Tier III schools that the LEA is approved to serve by \$2 million (the maximum amount that an SEA may award to an LEA for each participating school).

SEA Allocations to LEAs

An SEA must allocate the LEA share of school improvement funds (*i.e.*, 95 percent of the SEA's allocation from the Department) in accordance with the following requirements:

1. The SEA must give priority to LEAs that apply to serve Tier I or Tier II schools.
2. An SEA may not award funds to any LEA for Tier III schools unless and until the SEA has awarded funds to serve all Tier I and Tier II schools across the State that its LEAs commit to serve and that the SEA determines its LEAs have capacity to serve.
3. An LEA with one or more Tier I schools may not receive funds to serve only its Tier III schools.
4. In making awards consistent with these requirements, an SEA must take into account LEA capacity to implement the selected school interventions, and also may take into account other factors, such as the number of schools served in each tier and the overall quality of LEA applications.
5. An SEA that does not have sufficient school improvement funds to allow each LEA with a Tier I or Tier II school to implement fully the selected intervention models may take into account the distribution of Tier I and Tier II schools among such LEAs in the State to ensure that Tier I and Tier II schools throughout the State can be served.
6. Consistent with the final requirements, an SEA may award an LEA less funding than it requests. For example, an SEA that does not have sufficient funds to serve fully all of its Tier I and Tier II schools may approve an LEA's application with respect to only a portion of the LEA's Tier I or Tier II schools to enable the SEA to award school improvement funds to Tier I and Tier II schools across the State. Similarly, an SEA may award an LEA funds sufficient to serve only a portion of the Tier III schools the LEA requests to serve.
7. Note that the requirement in section II.B.9(a) of the SIG requirements, under which an SEA that does not serve all of its Tier I schools must carry over 25 percent of its FY 2009 SIG allocation to the following year, does not apply to FY 2010 SIG funds.

An SEA's School Improvement Grant award to an LEA must:

1. Include not less than \$50,000 or more than \$2 million per year for each participating school (*i.e.*, the Tier I, Tier II, and Tier III schools that the LEA commits to serve and that the SEA approves the LEA to serve).
2. Provide sufficient school improvement funds to implement fully and effectively one of the four intervention models in each Tier I and Tier II school the SEA approves the LEA to serve or close, as well as sufficient funds for serving participating Tier III schools. An

SEA may reduce an LEA's requested budget by any amounts proposed for interventions in one or more schools that the SEA does not approve the LEA to serve (*i.e.*, because the LEA does not have the capacity to serve the school or because the SEA is approving only a portion of Tier I and Tier II schools in certain LEAs in order to serve Tier I and Tier II schools across the State). An SEA also may reduce award amounts if it determines that an LEA can implement its planned interventions with less than the amount of funding requested in its budget.

3. Consistent with the priority in the final requirements, provide funds for Tier III schools only if the SEA has already awarded funds for all Tier I and Tier II schools across the State that its LEAs commit to serve and that the SEA determines its LEAs have capacity to serve.
4. Include any requested funds for LEA-level activities that support implementation of the school intervention models.
5. Apportion any FY 2009 carryover school improvement funds so as to provide funding to LEAs over three years (assuming the SEA has requested and received a waiver to extend the period of availability to September 30, 2014).
6. Use FY 2010 school improvement funds to make the first year of three-year grant awards to LEAs (unless the SEA has received a waiver of the period of availability for its FY 2010 funds). Continuation awards for years 2 and 3 would come from SIG appropriations in subsequent fiscal years.

APPENDIX B

	Schools an SEA MUST identify in each tier	Newly eligible schools an SEA MAY identify in each tier
Tier I	Schools that meet the criteria in paragraph (a)(1) in the definition of “persistently lowest-achieving schools.” [§]	Title I eligible ^{**} elementary schools that are no higher achieving than the highest-achieving school that meets the criteria in paragraph (a)(1)(i) in the definition of “persistently lowest-achieving schools” <u>and</u> that are: <ul style="list-style-type: none"> • in the bottom 20% of all schools in the State based on proficiency rates; <u>or</u> • have not made AYP for two consecutive years.
Tier II	Schools that meet the criteria in paragraph (a)(2) in the definition of “persistently lowest-achieving schools.”	Title I eligible secondary schools that are (1) no higher achieving than the highest-achieving school that meets the criteria in paragraph (a)(2)(i) in the definition of “persistently lowest-achieving schools” or (2) high schools that have had a graduation rate of less than 60 percent over a number of years <u>and</u> that are: <ul style="list-style-type: none"> • in the bottom 20% of all schools in the State based on proficiency rates; <u>or</u> • have not made AYP for two consecutive years.
Tier III	Title I schools in improvement, corrective action, or restructuring that are not in Tier I. ^{††}	Title I eligible schools that do not meet the requirements to be in Tier I or Tier II <u>and</u> that are: <ul style="list-style-type: none"> • in the bottom 20% of all schools in the State based on proficiency rates; <u>or</u> • have not made AYP for two years.

[§] “Persistently lowest-achieving schools” means, as determined by the State--

(a)(1) Any Title I school in improvement, corrective action, or restructuring that--

- (i) Is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or
- (ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years; and

(2) Any secondary school that is eligible for, but does not receive, Title I funds that--

- (i) Is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or
- (ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years.

^{**} For the purposes of schools that may be added to Tier I, Tier II, or Tier III, “Title I eligible” schools may be schools that are eligible for, but do not receive, Title I, Part A funds or schools that are Title I participating (i.e., schools that are eligible for and do receive Title I, Part A funds).

^{††} Certain Title I schools in improvement, corrective action, or restructuring that are not in Tier I may be in Tier II rather than Tier III. In particular, certain Title I secondary schools in improvement, corrective action, or restructuring that are not in Tier I may be in Tier II if an SEA receives a waiver to include them in the pool of schools from which Tier II schools are selected or if they meet the criteria in section I.A.1(b)(ii)(A)(2) and (B) and an SEA chooses to include them in Tier II.

“Persistently Lowest-Achieving Schools” (Tier I and Tier II Schools) 2010-2011

“Persistently lowest-achieving schools” as defined by the USDE Final Regulation, December 3, 2009, were determined by the State as:

(a) Any Title I school in improvement, corrective action, or restructuring (based on the 2010-11 final state list of campuses identified in Title I School Improvement status) that —

1. Is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring (based on the combined performance of reading/language arts and mathematics); or
2. Is a high school that has had a graduation rate as defined in 34 C.F.R. § 200.19(b) that is less than 60 percent for 2 consecutive years (2009 and 2008) or average graduation rate less than 60% for 2009 and 2008;

and

(b) Any secondary school (a campus serving grades 7 and above, i.e., 6-8, K-12, 9-12) that is eligible for, but does not receive, Title I funds (based on the 2010-11 Title I application for funding list of campuses) that —

1. Is among the lowest-achieving five percent of secondary schools (based on the combined performance of reading/language arts and mathematics); or
2. Is a high school that has had a graduation rate as defined in 34 C.F.R. § 200.19(b) that is either less than 60 percent for the 2 most recent consecutive years in which data are available (2009 and 2008) or has an average of the 2009 and 2008 graduation rates that is less than 60%;

To identify the persistently lowest-achieving 5% of schools in the State, the State prioritized—

1. First, the academic achievement of the “all students” group in a school in terms of proficiency on the State’s assessments under section 1111(b)(3) of the ESEA in reading/language arts and mathematics based on absolute performance (not including the Texas Projection Measure); and
2. Second, the school’s lack of progress on those assessments from the prior year in the “all students” group. Lack of progress is defined as a campus having gains on the state’s assessments in reading/language arts and mathematics in the “all students” category that are less than the average gains of campuses in the state on those assessments in the “all students” group.
 - a. calculate the gain for each school as the difference in the Proficiency Rate (as determined by AYP) on the reading/language arts and mathematics assessments administered for school year 2008-09 as compared to those administered for school year 2009-10, for the All Student Group;
 - b. calculate the average gain for all schools in the State using the same method (assessments administered for school year 2008-09 as compared to those administered for school year 2009-10, for the All Student Group);
 - c. identify schools when the gain for the school is less than the average gains of all schools in the state for the “all students” group.

A school that falls within the definition of (a) above is a “Tier I” school and a school that falls within the definition of (b) above is a “Tier II” school for purposes of using SIG funds under section 1003(g) of the ESEA.

LEA Name	LEA NCES ID #
Abilene ISD	4807440
Academy of Careers and Technologies	4800199
Academy of Dallas	4800090
Agua Dulce ISD	4807530
Aldine ISD	4807710
Aldine ISD	4807710
Alpha Academy dba Alpha Charter School	4800185
AMARILLO ISD	4808130
American Youth Works Charter School	4800027
American Youth Works Charter School	4800027
Anson ISD	4808400
Aransas Pass ISD	4808580
Aransas Pass ISD	4808580
Arlington ISD	4808700
Arlington ISD	4808700
Arlington ISD	4808700
ATHENS ISD	4808870
Atlanta ISD	4808880
AUDRE AND BERNARD RAPOPORT ACADEMY	4800042
Austin Can Academy Charter School	4800242
Austin ISD	4808940
Axtell ISD	4809150
Bastrop ISD	4809570
Beaumont ISD	4809670
Beeville ISD	4809720
Big Spring ISD	4810200
Birdville ISD	4810230
Bloomington ISD	4810500
Boling ISD	4810780
Borger ISD	4810890
Borger ISD	4810890
Borger ISD	4810890
Brazos River Charter School	4800214
BRAZOS SCHOOL FOR INQUIRY and CREATIVITY	4800086
Brazosport ISD	4811190

Brenham ISD	4811280
Bridgeport ISD	4811340
Brookesmith ISD	4811550
Brooks ISD	4811580
Brownsville ISD	4811680
Brownsville ISD	4811680
Brownsville ISD	4811680
Bruceville-Eddy ISD	4811730
Bryan ISD	4811790
Bryan ISD	4811790
Buffalo ISD	4811990
Burleson ISD	4812180
Calvert ISD	4812540
Carrizo Springs Cons ISD	4812990
Carrollton-Farmers Branch ISD	4813050
Casa Gracia dba Trinity Charter School	4800259
Casa Gracia dba Trinity Charter School	4800259
Castleberry ISD	4813170
Centerville ISD	4813410
Channelview ISD	4813590
Channelview ISD	4813590
Channelview ISD	4813590
Channing ISD	4813620
Chireno ISD	4813980
Cisco ISD	4814070
Cleburne ISD	4814310
Cleveland ISD	4814370
Cleveland ISD	4814370
Coldspring - Oakhurst CISD	4814520
College Station ISD	4807350
Colorado ISD	4814640
Colorado ISD	4814640
Columbus ISD	4814700
CONROE ISD	4815000
Corpus Christi ISD	4815270
Cotulla ISD	4815400
Crystal City ISD	4815930

Houston ISD	4823640
Hurst-Eules-Bedford ISD	4824060
Imagine Educational Foundation dba LIGHTHOUSE CHAR	4800246
Irving ISD	4824420
Jamies House Charter School	4800116
Jean Massieu Academy	4800098
Jim Hogg County ISD	4824750
John H. Wood Jr. Charter School	4800053
Judson ISD	4824990
Judson ISD	4824990
Katy ISD	4825170
Kaufman ISD	4825200
Kennard ISD	4825470
Killeen ISD	4825660
Kingsville ISD	4825680
KIPP INC dba KIPP SOUTHEAST HOUSTON	4800276
Kipp Inc. Charter School	4800054
LA JOYA ISD	4826130
LA JOYA ISD	4826130
La Marque ISD	4826160
La Villa ISD	4826340
Lamesa ISD	4826610
Lancaster ISD	4826670
Laneville ISD	4826700
Laredo ISD	4826790
Laredo ISD	4826790
Laredo ISD	4826790

Laredo ISD	4826790
Laredo ISD	4826790
Laredo ISD	4826790
Leggett ISD	4827120
Leonard ISD	4827210
Levelland ISD	4827240
Levelland ISD	4827240
Lewisville I S D	4827300
Liberty-Eylau ISD	4827390
Life Charter School	4800055
Linden-Kildare Consolidated ISD	4827540
Littlefield ISD	4827750
Longview ISD	4828110
Longview ISD	4828110
Longview ISD	4828110
Lubbock ISD	4828500
Luling Independent School District	4828590
Luling Independent School District	4828590
Lytle ISD	4828650
MANOR ISD	4828890
MANOR ISD	4828890
Marble Falls ISD	4829010
Marlin ISD	4829130
Marshall ISD	4829160
Marshall ISD	4829160
Marshall ISD	4829160
Mathis ISD	4829400
McAllen ISD	4829670
McAllen ISD	4829670
MCKINNEY ISD	4829850
MEADOWLAND CHARTER SCHOOL	4801404
Mercedes ISD	4830250
Metro Charter Academy	4800230
MEXIA ISD	4830420
MEXIA ISD	4830420
Midland Academy Charter School Inc	4800148
Midland ISD	4830570

Midland ISD	4830570
Midland ISD	4830570
Miller Grove ISD	4830810
Mission CISD	4831040
Mission CISD	4831040
Monte Alto ISD	4831230
Morgan ISD	4831380
Morton ISD	4831470
Morton ISD	4831470
Mount Calm ISD	4831620
Nacogdoches ISD	4832090
Navasota ISD	4832190
New Braunfels ISD	4832370
New Summerfield ISD	4832610
Newton ISD	4832730
North Forest ISD	4833060
Northside ISD	4833090
ONE STOP MULTISERVICE CHARTER SCHOOL	4800023
ONE STOP MULTISERVICE CHARTER SCHOOL	4800023
Palestine ISD	4834050
Paradigm Alternative School Inc.	4800207
Pasadena ISD	4834320
Pearsall ISD	4834470
Pecos-Barstow-Toyah ISD	4834550
Pharr San Juan Alamo ISD	4834860
Pharr San Juan Alamo ISD	4834860
Pharr San Juan Alamo ISD	4834860
Pharr San Juan Alamo ISD	4834860
Pine Tree ISD	4834980
Plainview ISD	4835070
POR VIDA INC dba POR VIDA ACADEMY	4800004
Post ISD	4835490
Poteet ISD	4835520
Premont ISD	4835760
Premont ISD	4835760
Priority Systems dba TEMPLE EDUCATION CENTER	4800076
R. M. A. H. S. - Corpus Christi	4800152
Ranch Academy	4800171
Ranch Academy	4800171
Rankin ISD	4836510
Raul Yzaguirre School For Success	4800022
Raymondville ISD	4836540

Reagan County ISD	4836570
Redwater ISD	4836750
RESPONSIVE EDUCATION SOLUTIONS	4800163
RESPONSIVE EDUCATION SOLUTIONS	4800163
RESPONSIVE EDUCATION SOLUTIONS	4800163
RICHARD MILBURN ACADEMY - ECTOR COUNTY	4800247
RICHARD MILBURN ACADEMY - ECTOR COUNTY	4800247
RICHARD MILBURN ACADEMY - FORT WORTH	4800256
RICHARD MILBURN ACADEMY - SUBURBAN HOUSTON	4800249
RICHARD MILBURN ACADEMY (AMARILLO)	4800226
RICHARD MILBURN ALTER HIGH SCHOOL (KILLEEN)	4800075
Rio Hondo ISD	4837170
Robstown ISD	4837440
Robstown ISD	4837440
Roma ISD	4837740
Rosebud - Lott ISD	4837900
Royal ISD	4838190
Sabinal ISD	4838430
Saint Jo ISD	4838520
San Angelo ISD	4838700
San Antonio Can Academy	4800178
San Antonio ISD	4838730
San Augustine ISD	4838760
San Benito CISD	4838790
San Elizario ISD	4838850
San Elizario ISD	4838850
San Felipe-Del Rio Consolidated	4838900
San Felipe-Del Rio Consolidated	4838900
San Felipe-Del Rio Consolidated	4838900

Sanford-Fritch ISD	4839150
Santa Maria ISD	4839330
School of Excellence in Education	4800062
Seguin ISD	4839690
SHEKINAH LEARNING INSTITUTE dba SHEKINAH RADIANCE	4800082
SHEKINAH LEARNING INSTITUTE dba SHEKINAH RADIANCE	4800082
SHEKINAH LEARNING INSTITUTE dba SHEKINAH RADIANCE	4800082
Sinton ISD	4840350
SIVELLS BEND ISD	4840380
Snyder ISD	4840650
Socorro Independent School District	4840710
Somerset ISD	4840740
Southside ISD	4840920
Southwest High School	4800125
SOUTHWEST ISD	4840950
Southwest Winners Foundation, Inc.	4800063
Spring Branch ISD	4841100
Spring Branch ISD	4841100
Spring ISD	4841220
Spurger ISD	4841340
Sterling City ISD	4841550
Stratford ISD	4841670
Strawn ISD	4841700
Sweetwater ISD	4842030
Tahoka ISD	4842090
Tarkington ISD	4842210
Temple ISD	4842330
Temple ISD	4842330
Temple ISD	4842330
Thorndale ISD	4842630
Three Rivers ISD	4842690
Trinidad ISD	4843170
Trinity ISD	4843200
Tyler ISD	4843470
United ISD	4843650

University Charter School	4800071
University Charter School	4800071
Uvalde CISD	4843720
Victoria ISD	4844150
Waco ISD	4844280
Waskom ISD	4844670
West Oso Independent School Distric	4845120
West Oso Independent School Distric	4845120
Westbrook ISD	4845210
Wharton ISD	4845380
Wichita Falls ISD	4845780
Wills Point ISD	4845950
Wilson ISD	4845990
Winfield ISD	4846110
Woden ISD	4846320
Ysleta ISD	4846680
Ysleta ISD	4846680
Zapata County ISD	4846710

School Name	School NCES ID #	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
ABILENE H S	480744000010			X		X
CHARTER SCHOOL	480019908700	X			X	
ACADEMY OF DALLAS	480009008161		X			X
AGUA DULCE H S	480753000044		X			X
NIMITZ H S	480771000063			X		
HALL H S	480771006968		X		X	
ALPHA CHARTER SCHOOL	480018508508	X			X	
FANNIN MIDDLE	480813000155			X		
AMERICAN YOUTHWORKS CHARTER SCHOOL	480002707465		X			X
SOUTH CAMPUS	480002709565	X			X	
ANSON H S	480840000208		X			X
A C BLUNT MIDDLE SCHOOL	480858000225		X			X
ARANSAS PASS H S	480858000224		X			X
HUTCHESON J H	480870000250		X			X
NICHOLS J H	480870000256			X		
VENTURE ALTER H S	480870007066		X		X	
BRIDGES CENTER	480887012049		X			
ATLANTA H S	480888000284		X			X
PAUL AND JANE MEYER PUBLIC HS	480004211302		X			X
AUSTIN CAN ACADEMY CHARTER SCHOOL	480024209410	X			X	
AKINS H S	480894008937			X		X
BURNET M S	480894000306		X			X
DOBIE M S	480894000313		X			X
LANIER H S	480894000327	X			X	
MARTIN M S	480894000331		X			X
MENDEZ M S	480894006209			X		
WACO CTR FOR YOUTH	480915006358		X			X
BASTROP H S	480957000409			X		X
SMITH MIDDLE	480967004639		X			X
MORENO MIDDLE SCHOOL	480972000441		X			X
BIG SPRING J H	481020008303		X			X
RICHLAND MIDDLE	481023000496		X			X
BLOOMINGTON H S	481050000527		X			X
BOLING H S	481078000541		X			X
BORGER H S	481089000553			X		X
BORGER MIDDLE	481089000554		X			X
CROCKETT EL	481089000556			X		
BRAZOS RIVER CHARTER SCHOOL	480021408907	X				
SOUTHWEST	480008610463			X		
FREEMPORT INT	481119000588			X		

BRENHAM MIDDLE	481128000605			X		
BRIDGEPORT MIDDLE	481134000613			X		X
BROOKESMITH H S	481155000627		X			X
FALFURRIAS J H	481158000631		X			X
FAULK MIDDLE	481168000652		X			X
PORTER H S	481168000642		X			X
RIVERA H S	481168006517			X		
B-E ACHIEVEMENT CTR	481173005062		X		X	
BRYAN H S	481179000682		X			
LAMAR ALTERNATIVE H S	481179011886		X			
BUFFALO H S	481199000701		X			X
CROSSROADS H S	481218007978		X			
CALVERT SCHOOL	481254000756		X			X
CARRIZO SPRINGS J H	481299000786		X			X
TURNER H S	481305000806			X		
CEDAR CREST TCS	480025911998		X			X
TRINITY CHARTER SCHOOL - 002	480025910530	X				
REACH H S	481317007121		X			X
CENTERVILLE JR-SR H S	481341000841		X			
CHANNELVIEW H S	481359000851			X		
ENDEAVOR SCHOOL	481359001144		X		X	
VIOLA COBB ELEMENTARY	481359000852			X		
CHANNING SCHOOL	481362000857		X			X
CHIRENO H S	481398000884		X			X
CISCO LEARNING CENTER	481407009215		X		X	
AD WHEAT MIDDLE	481431000921		X			X
CLEVELAND MIDDLE	481437000926		X			X
FREDERICK A DOUGLASS LEARNING ACADEMY	481437012020		X			X
LINCOLN JUNIOR HIGH	481452000941		X			X
CENTER FOR ALTERNATIVE LEARNING	480735003213		X		X	
COLORADO HIGH SCHOOL	481464000951		X			X
COLORADO MIDDLE	481464000952		X			X
COLUMBUS JUNIOR HIGH SCHOOL	481470000964		X			
HAUKE ALTER ED	481500001004		X			
COLES HIGH SCHOOL AND EDUCATIONAL CENTER	481527006082		X			
CUNNINGHAM MIDDLE	481527001052		X			X
MARTIN MIDDLE	481527001070		X			X
and TECH	481527001073			X		
SOUTH PARK MIDDLE	481527001088		X			X
WYNN SEALE ACADEMY OF FINE ARTS	481527001094			X		
COTULLA H S	481540001114			X		
STERLING H FLY JR H S	481593001162		X			X

DALLAS CAN ACADEMY CHARTER	480001607239	X			X	
DALLAS CAN ACADEMY CHARTER-OAK CLIFF	480001607847	X			X	
TEXANS CAN ACADEMY DALLAS SOUTH CAMPUS	480001610548	X			X	
TEXANS CAN AT CARROLLTON-FARMERS BRANCH	480001609532	X				
ALEX W SPENCE TALENTED/GIFTED ACADEMY	481623001359		X			X
BENJAMIN FRANKLIN MIDDLE	481623006088		X			X
BOUDE STOREY MIDDLE SCHOOL	481623001366			X		
BRYAN ADAMS HIGH SCHOOL	481623001205	X			X	
D A HULCY MIDDLE SCHOOL	481623001284			X		
DAVID W CARTER HIGH SCHOOL	481623001229			X		
E B COMSTOCK MIDDLE SCHOOL	481623001239			X		
EDWARD H CARY MIDDLE SCHOOL	481623001231			X		
EDWARD TITCHE ELEMENTARY SCHOOL	481623001372			X		
FRED F FLORENCE MIDDLE SCHOOL	481623001257			X		
HAROLD WENDELL LANG SR MIDDLE SCHOOL	481623010562			X		
HECTOR P GARCIA MIDDLE SCHOOL	481623010563		X			X
HILLCREST H S	481623001277			X		
J L LONG MIDDLE	481623001307			X		
JAMES MADISON HIGH SCHOOL	481623001311			X		
JOHN B HOOD MIDDLE SCHOOL	481623001280			X		
JUSTIN F KIMBALL HIGH SCHOOL	481623001295			X		
L G PINKSTON HIGH SCHOOL	481623001331	X			X	
HIGH SCH	481623001304			X		
MAYNARD H JACKSON MIDDLE SCHOOL	481623011194			X		
NORTH DALLAS HIGH SCHOOL	481623001324	X			X	
HUMANITIES/COMMUNICATIONS	481623001279		X			X
PEARL C ANDERSON MIDDLE LEARNING CENTER	481623021205			X		
RAUL QUINTANILLA SR MIDDLE SCHOOL	481623007566		X			X
ROBERT T HILL MIDDLE SCHOOL	481623001276			X		
SAM TASBY MIDDLE	481623011196		X			X
SEAGOVILLE H S	481623001352			X		
SEAGOVILLE MIDDLE SCHOOL	481623001353			X		
SKYLINE HIGH SCHOOL	481623001357			X		
SOUTH OAK CLIFF H S	481623001358			X		
SUNSET HIGH SCHOOL	481623001367			X		
T W BROWNE MIDDLE SCHOOL	481623001217			X		
THOMAS A EDISON MIDDLE LEARNING CENTER	481623021020		X			X
THOMAS J RUSK MIDDLE SCHOOL	481623001347		X			X
THOMAS JEFFERSON H S	481623001289	X			X	
W H ADAMSON HIGH SCHOOL	481623001206			X		
W W SAMUELL H S	481623001379	X			X	
WOODROW WILSON HIGH SCHOOL	481623001387			X		

CURTISTENE S MCCOWAN MIDDLE	481686011474			X		X
DEL VALLE OPPORTUNITY CTR	481662021529		X		X	
JOHN P OJEDA JR HIGH	481662009527		X			X
DELL CITY SCHOOL	481665001429		X			X
MARY HARPER MIDDLE	481710001484		X			X
DIMMITT MIDDLE	481716001488		X			X
VETERANS MIDDLE	481739008842		X			X
MORNINGSIDE EL	481761001519			X		
H BOB DANIEL SR INT	481764006536			X		
WATSON LEARNING CENTER	481770005450		X			
ECTOR CO YOUTH CTR	481800006986		X			
ECTOR J H	481800005704		X			
ODESSA H S	481800001587			X		X
EDCOUCH-ELSA H S	481806001602			X		
BRENTWOOD MIDDLE SCHOOL	481815001607		X			X
E T WRENN MIDDLE SCHOOL	481815001612		X			X
GUS GARCIA MIDDLE SCHOOL	481815001619		X			X
JOHN F KENNEDY HIGH SCHOOL	481815001624			X		
MEMORIAL HIGH SCHOOL	481815001628			X		
EL PASO ACADEMY WEST	480020510632		X		X	X
ARMENDARIZ MIDDLE	481830007881		X			X
AUSTIN H S	481830001663		X			X
HENDERSON MIDDLE	481830001689		X			X
IRVIN H S	481830001694			X		
ELGIN H S	481836001728			X		
ELGIN MIDDLE	481836001729			X		
FERRIS J H	481917001787		X			
FLOYDADA J H	481944001803		X			X
FORT WORTH CAN ACADEMY	480021508908	X			X	
RIVER OAKS	480021509028	X				
A M PATE EL	481970001898			X		
CTR FOR NEW LIVES	481970001906		X		X	
DAGGETT MIDDLE	481970001847			X		
DIAMOND HILL-JARVIS H S	481970001851			X		
DUNBAR H S	481970001853			X		
EASTERN HILLS H S	481970001857	X			X	
FOREST OAK MIDDLE	481970001861			X		
GLENCREST 6TH GRADE SCH	481970001863			X		
HANDLEY MIDDLE	481970001867			X		
JAMES MIDDLE	481970001870			X		
MEACHAM MIDDLE	481970001881			X		
MEADOWBROOK MIDDLE	481970001883			X		

MONNIG MIDDLE	481970001885			X		
NORTH SIDE H S	481970001893			X		
O D WYATT H S	481970001894			X		
POLYTECHNIC H S	481970001901			X		
ROSEMONT MIDDLE	481970001904			X		
SOUTH HILLS H S	481970008026			X		
SOUTHWEST H S	481970001913			X		X
STRIPLING MIDDLE	481970001916			X		
SUCCESS H S	481970007112		X		X	
FREDERICKSBURG MIDDLE	481984001941			X		
GAINESVILLE H S	482022001975		X			
GAINESVILLE MIDDLE	482022001976		X			X
BALL H S	482028001996			X		
COOP BEHAVIORAL CTR	482034002017		X			
GISD EVENING SCH	482034005726		X			
GIRLS and BOYS PREP ACADEMY	480002107305		X			X
GIRLS and BOYS PREP ACADEMY MIDDLE	480002111435		X			X
LEE H S	482115002117		X			X
GRAHAM H S	482136002135		X			X
GRAHAM LEARNING CTR	482136021562		X		X	
ADAMS MIDDLE	482142002143		X			X
GRAPELAND H S	482163002177		X			
GRAPELAND J H	482163002178		X			
HAMLIN H S	482226002235		X			X
FRANK M TEJEDA ACADEMY	482247005946		X		X	
KEYS ACAD	482253021152		X		X	
HART JR-SR H S	482265002300		X			X
HEREFORD J H	482301002336			X		
CHARTER ACAD	480005007791		X			X
HIGH ISLAND MIDDLE	482316007293		X			X
DESTINY ACADEMY	480010208753			X		
THE PREPARATORY ACADEMY OF HOUSTON	480023809261	X			X	
HOUSTON CAN ACADEMY CHARTER SCHOOL	480005107910	X			X	
HOUSTON CAN ACADEMY HOBBY	480005109602	X				
ATTUCKS MIDDLE	482364002392			X		
BENAVIDEZ EL	482364001389			X		
CONTEMPORARY LRN CTR MIDDLE	482364007319			X		
CULLEN MIDDLE	482364002432			X		
DAVIS H S	482364002434			X		
EDISON MIDDLE	482364002447			X		
FONDREN MIDDLE	482364002457			X		
FONVILLE MIDDLE	482364002458		X			X

GREGORY-LINCOLN ED CTR (6-8)	482364005495		X			X
HARPER ALTERNATIVE SCHOOL	482364005493		X			X
KEY MIDDLE	482364002509		X			X
M C WILLIAMS MIDDLE	482364002615			X		
MADISON H S	482364002530			X		
MILBY H S	482364002536			X		
PATRICK HENRY MIDDLE	482364002487			X		
PRO-VISION SCHOOL	482364008820			X		
RYAN MIDDLE	482364002576			X		
SMITH EDUCATION CENTER	482364002588	X				
THOMAS MIDDLE	482364002598			X		
WESTBURY H S	482364002609			X		
WHEATLEY H S	482364002611			X		
WOODSON MIDDLE	482364002618			X		
WORTHING H S	482364002619			X		
YATES H S	482364002620			X		
KEYS CTR	482406006568		X		X	
LIGHTHOUSE CHARTER SCHOOL	480024609569		X			X
UNION BOWER CENTER FOR LEARNING	482442006275		X		X	
JAMIES HOUSE CHARTER SCHOOL	480011608240	X				
JEAN MASSIEU ACADEMY	480009808169			X		
HEBBRONVILLE J H	482475002769		X			X
CENTER	480005309121		X			X
HENRY METZGER MIDDLE	482499010446			X		
KAREN WAGNER H S	482499010445		X			
RAINES H S	482517009612		X			
ALTERNATIVE LEARNING CENTER	482520009321		X		X	
KENNARD H S	482547002837		X			
PATHWAYS LEARNING CENTER	482566021001		X		X	
MEMORIAL MIDDLE	482568002891		X			X
KIPP 3RD WARD SCHOOL	480027611246		X			X
KIPP POLARIS ACADEMY FOR BOYS	4800054		X			X
ANN RICHARDS MIDDLE	482613008294		X			X
LORENZO DE ZAVALA MIDDLE	482613002938			X		
LA MARQUE H S	482616002941			X		
LA VILLA H S	482634006130			X		
LAMESA MIDDLE	482661002994		X			X
LANCASTER MIDDLE	482667003004			X		
LANEVILLE SCHOOL	482670006577		X			X
CHRISTEN MIDDLE	482679003012			X		
DR LEO CIGARROA H S	482679005883			X		
JOAQUIN CIGARROA MIDDLE	482679005884			X		

LAMAR MIDDLE	482679003020		X			X
MARTIN H S	482679003023			X		
NIXON H S	482679003025			X		
LEGGETT EL	482712003048	X				
LEONARD H S	482721003054		X			X
ACE HS	482724012056		X			X
LEVELLAND MIDDLE	482724003058		X			X
LEARNING CTR	482730006744		X		X	
ALTER SCH	482739006881		X		X	
LIFE SCHOOL OAK CLIFF	480005507849			X		
LINDEN-KILDARE H S	482754003097		X			X
LITTLEFIELD J H	482775003115		X			X
FOREST PARK MAGNET SCHOOL	482811003139			X		
FOSTER MIDDLE	482811003140			X		
LONGVIEW H S	482811003146			X		X
ALDERSON MIDDLE	482850010893			X		
ATKINS MIDDLE	482850010894		X			X
DUNBAR MIDDLE	482850010896			X		
LUBBOCK CO JUVENILE JUSTICE CTR	482850008328		X		X	
LUBBOCK H S	482850010891			X		
MATTHEWS LRN CTR/NEW DIRECTIONS	482850007030		X			
LULING H S	482859003239			X		
LULING J H	482859006141		X			X
LYTLE JUNIOR HIGH SCHOOL	482865005544		X			X
MANOR EXCEL ACADEMY	482889007141		X		X	
MANOR H S	482889003263			X		X
MARBLE FALLS HIGH SCHOOL	482901003274		X			
FEC THE LEARNING CENTER	482913008555		X			X
G W CARVER EL	482916003288	X				
MARSHALL H S	482916003292			X		
MARSHALL J H	482916003293			X		
MCCRAW J H	482940003314		X			X
BROWN MIDDLE	482967003331		X			X
TRAVIS MIDDLE	482967003343		X			X
THE L I N C CTR	482985006754		X		X	
MEADOWLAND CHARTER SCHOOL	480140412137		X			X
MERCEDES J H	483025003389		X			X
METRO ACADEMY OF MATH AND SCIENCE	480023009029		X			X
DEVELOPMENTAL CTR	483042007028		X			X
MEXIA J H	483042003426			X		
MIDLAND ACADEMY CHARTER SCHOOL	480014808336		X			X
MILAM ELEMENTARY	483057003448			X		X

TRAVIS EL	483057003453			X		
VIOLA M COLEMAN H S	483057006756		X		X	
MILLER GROVE SCHOOL	483081003475		X			X
MISSION J H	483104003497			X		
WHITE J H	483104006760			X		
JOSE BORREGO MIDDLE	483123007357		X			X
MORGAN SCHOOL	483138003520		X			X
MORTON H S	483147003523		X			X
MORTON J H	483147003524		X			X
MOUNT CALM EL	483162003529		X			X
MARTIN EDUCATIONAL CENTER FOR ACHIEVEMENT	483209011314		X			
NAVASOTA J H	483219006019		X			
THE NBISD LEARNING CENTER	483237007840		X		X	
NEW SUMMERFIELD SCHOOL	483261003608		X			X
NEWTON MIDDLE	483273003616		X			X
ELMORE MIDDLE	483306009268		X			X
NORTHSIDE SCHOOL	483309003728		X			X
CHILDREN OF THE SUN - Raymondville	480002310812		X			X
ONE STOP MULTISERVICE - Edinburg	480002308647	X			X	
PALESTINE H S	483405003788		X			X
PARADIGM ACCELERATED SCHOOL	480020708780		X			X
SAM RAYBURN H S	483432003843			X		X
PEARSALL J H	483447003869		X			X
CROCKETT MIDDLE	483455003877		X			X
AUSTIN J H	483486003908		X			X
LIBERTY MIDDLE	483486021042		X			X
LYNDON B JOHNSON J H	483486003919		X			X
SAN JUAN MIDDLE	483486008847		X			X
PINE TREE H S	483498003932		X			
HOUSTON SCHOOL	483507006966		X			
POR VIDA ACADEMY CHARTER H S	480000407173	X			X	
GARZA CO DETENTION & RESIDENT FACILITY	483549007894		X		X	
POTEET J H	483552004030		X			X
PREMONT H S	483576004050			X		
PREMONT J H	483576004051		X			X
TEMPLE EDUCATION CENTER	480007608098		X			X
RICHARD MILBURN ALTER H S (CORPUS CHRISTI)	480015208344	X			X	
RANCH ACADEMY	480017108398		X		X	
RANCH ACADEMY - TYLER CAMPUS	480017112128		X			X
JAMES D GOSSETT EL	483651004092		X			X
RAUL YZAGUIRRE SCHOOL FOR SUCCESS	480002207905		X			X
RAYMONDVILLE H S	483654004098			X		

REAGAN COUNTY MIDDLE	483657004102		X		X
REDWATER H S	483675004109		X		
PREMIER H S OF BEAUMONT	480016308308		X		X
PREMIER H S OF FORT WORTH	480016308366		X		X
PREMIER H S OF LAREDO	480016308404		X		X
RICHARD MILBURN ACADEMY (MIDLAND)	480024708335			X	
RICHARD MILBURN ALTERNATIVE HS (LUBBOCK)	480024708324			X	
RICHARD MILBURN ACADEMY - FORT WORTH HOUSTON	480025609507	X			X
HOUSTON	480024909482	X			
RICHARD MILBURN ACADEMY (AMARILLO)	480022609009	X			X
RICHARD MILBURN ALTER H S (KILLEEN)	480007508097	X			X
RIO HONDO J H	483717004185			X	
ALTER LRN CTR	483744021447		X		X
ROBSTOWN HIGH SCHOOL	483744004204			X	
ROMA MIDDLE	483774004230		X		X
ROSEBUD-LOTT MIDDLE SCHOOL	483790004243		X		X
ROYAL MIDDLE	483819004265		X		X
SABINAL MIDDLE	483843007142		X		X
SAINT JO H S	483852004287		X		X
LINCOLN MIDDLE SCHOOL	483870008926			X	
SAN ANTONIO CAN H S	480017808434	X			X
BRACKENRIDGE H S	483873004407			X	
DAVIS MIDDLE	483873004341		X		X
HARRIS ACADEMY	483873004355		X		X
IRVING ACADEMY	483873004365		X		X
JEFFERSON H S	483873004368			X	
LONGFELLOW MIDDLE	483873004371		X		X
NAVARRO ACADEMY	483873005742	X			X
PAGE MIDDLE	483873004382			X	
RHODES MIDDLE	483873004386			X	
ROGERS MIDDLE	483873004392			X	
TAFOLLA MIDDLE	483873004401			X	
TWAIN MIDDLE	483873004402			X	
WHEATLEY MIDDLE	483873004347			X	
WHITTIER ACADEMY	483873004408			X	
SAN AUGUSTINE INT	483876004415		X		X
MILLER JORDAN MIDDLE	483879021156		X		X
ANN M GARCIA-ENRIQUEZ MIDDLE SCHOOL	483885006171			X	
SAN ELIZARIO H S	483885004433		X		X
DEL RIO H S	483890004435			X	
DEL RIO MIDDLE	483890009518		X		X
DR FERMIN CALDERON EL	483890005542		X		X

SANFORD-FRITCH J H	483915004465		X		
SANTA MARIA MIDDLE	483933003328		X		X
RICK HAWKINS H S	480006210417	X			X
MERCER and BLUMBERG LRN CTR	483969006964		X		X
SHEKINAH HOPE	480008208436	X			X
SHEKINAH RADIANCE ACADEMY ABUNDANT LIFE	480008211124			X	
WEST COLUMBIA CHARTER SCH	480008211834		X		X
E MERLE SMITH MIDDLE	484035004572			X	X
SIVELLS BEND EL	484038004574		X		X
HOBBS ALTER ED CO-OP	484065006913		X		
OPTIONS H S	484071011496		X		X
SOMERSET H S	484074004623			X	
SOUTHSIDE H S	484092004652			X	
SOUTHWEST EL	480012511235			X	
SHARON CHRISTA MCAULIFFE MIDDLE SCHOOL	484095006042		X		
NEW DIRECTIONS	480006310419		X		X
NORTHBROOK MIDDLE	484110021325		X		X
SPRING WOODS MIDDLE	484110004697		X		X
BAMMEL MIDDLE	484122009633		X		X
SPURGER H S	484134004734		X		X
STERLING CITY EL	484155007431		X		X
STRATFORD H S	484167004756		X		X
STRAWN SCHOOL	484170004759		X		X
HOBBS ALTER ED CO-OP	484203006917		X		
TAHOKA H S	484209004793		X		X
TARKINGTON H S	484221004802		X		
LAMAR MIDDLE	484233004822		X		X
TEMPLE H S	484233004827			X	X
TRAVIS MIDDLE	484233004829		X		X
THORNDALE H S	484263004870		X		
THREE RIVERS H S	484269004874		X		
TRINIDAD SCHOOL	484317004904		X		X
TRINITY H S	484320004907	X			
BOULTER MIDDLE	484347004930			X	
DOGAN MIDDLE SCHOOL	484347004933			X	
JOHN TYLER H S	484347004939			X	
STEWART MIDDLE SCHOOL	484347004948			X	
LOS OBISPOS MIDDLE	484365007477			X	
LYNDON B JOHNSON	484365009091			X	
SALVADOR GARCIA MIDDLE	484365007145			X	
UNITED H S	484365004962			X	
UNITED SOUTH H S	484365006922			X	

PEGASUS CAMPUS	480007109404		X			
SETTLEMENT HOME	480007108383		X		X	
UVALDE J H	484372021533			X		
PATTI WELDER MAGNET MIDDLE	484415005020		X			
BRAZOS MIDDLE	484428008332			X		
CARVER ACAD	484428006341		X			X
CESAR CHAVEZ MIDDLE SCHOOL	484428009345			X		
TENNYSON MIDDLE	484428005058		X			X
WACO H S	484428005054			X		
WASKOM H S	484467005087		X			X
WEST OSO H S	484512005147			X		
WEST OSO JUNIOR HIGH SCHOOL	484512005148			X		
WESTBROOK SCHOOL	484521005156		X			X
WHARTON H S	484538005165			X		
WICHITA FALLS H S	484578005223			X		
WILLS POINT J H	484595008070			X		
WILSON SCHOOL	484599005241		X			X
WINFIELD EL	484611005266		X			X
NACOGDOCHES BOYS RANCH	484632006633		X			X
J M HANKS HS	484668005323			X		
TEJAS SCHOOL OF CHOICE	484668005938		X		X	X
ZAPATA MIDDLE	484671005352			X		

Attachment 2: LEA Application

Note the application is in draft form and may be edited slightly as needed during the final development of the Request for Application (RFA) and management review processes.

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

DRAFT Texas Title I Priority Schools Grant - CYCLE 2 DRAFT

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	<input type="checkbox"/>
4	Program Requirements	X	<input type="checkbox"/>
4A	Program Abstract	X	<input type="checkbox"/>
4B	Program Description	X	<input type="checkbox"/>
4C	Performance Assessment and Evaluation	X	<input type="checkbox"/>
4D	Equitable Access and Participation	X	<input type="checkbox"/>
5	Program Budget Summary	X	X
5B	Payroll Costs 6100	<input type="checkbox"/>	<input type="checkbox"/>
5C	Professional and Contracted Services 6200	<input type="checkbox"/>	<input type="checkbox"/>
5D	Supplies and Materials 6300	<input type="checkbox"/>	<input type="checkbox"/>
5E	Other Operating Costs 6400	<input type="checkbox"/>	<input type="checkbox"/>
5G	Capital Outlay 6600/15XX (Exclusive of 6619 and 6629)	<input type="checkbox"/>	<input type="checkbox"/>
6A	General Provisions	X	NA
6B	Debarment and Suspension Certification	X	NA
6C	Lobbying Certification	X	NA
6D	Disclosure of Lobbying Activities	<input type="checkbox"/>	<input type="checkbox"/>
6E	NCLB Provisions and Assurances	X	NA
6F	Program-Specific Provisions and Assurances	X	NA

Certification and Incorporation

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

Authorized Official

Typed First Name		Initial	Last Name		Title
Phone		Fax	Email		Signature/Date Signed (blue ink preferred)
Only the legally responsible party may sign this application.					

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

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____ by telephone/e-mail/FAX on _____ by _____ of TEA.	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Year 2011-2014	_____ County-District-Campus No. _____ Amendment No.
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Texas Title I Priority Schools Grant - CYCLE 2

Schedule #1—General Information

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

Each applicant must check the appropriate box(es) to assure that current documentation is on file with the Texas Education Agency(TEA) for each item listed below. For competitive applications, the application will not be reviewed and scored if any of the required documentation is not on file with TEA. Applicants will not be permitted to submit required documentation, or any revisions to those required attachments, after the application has been submitted.

1	<input type="checkbox"/>	Proof of Nonprofit Status
<p>Open-enrollment charter schools operated by a nonprofit organization must have the proper proof of nonprofit status on file with the TEA Division of Charter School Administration.</p> <p>Check box to indicate that the open-enrollment charter school is in compliance with the proof of nonprofit status.</p>		
2	<input type="checkbox"/>	Assurance of Compliance with Annual Financial Audit (applies to federally funded grants)
<p>Required for all independent school districts, open-enrollment charter schools, and education service centers:</p> <p>Check box to indicate assurance that audit requirements have been met. All public school districts, open-enrollment charter schools, and education service centers must be in compliance with submitting the required annual audit for the immediate prior fiscal year to TEA in the time and manner requested by TEA, and the audit must be determined by the TEA Division of Financial Audits to be in compliance with the applicable audit standards.</p>		
3	<input type="checkbox"/>	Proof of Financial Stability (applies to federally funded grants)
<p>All applicants for federally funded discretionary grants must be deemed by TEA to be financially stable at the initial time of preliminary selection for funding in order to receive a grant award. A competitive or continuation grant will not be awarded to an entity that is not financially stable as determined by the TEA Division of Financial Audits at the initial time the determination is made, regardless of the final score or ranking of the application. Financial stability will be considered before a grant award is issued for each year of subsequent continuation funding and is a pre-condition for award.</p> <p>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 rating is Standard Achievement, Above Standard, or Superior Achievement.</p> <p>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.</p>		

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____	TEXAS EDUCATION AGENCY Standard Application System (SAS)	_____ County-District-Campus No.
by telephone/e-mail/FAX on _____ by _____ of TEA.	School Years 2011-2014	_____ Amendment No.

Texas Title I Priority Schools Grant - CYCLE 2

Schedule #1—General Information

Part 3: Applicant Information

Local Educational Agency (LEA) Information

LEA Name				
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code
U.S. Congressional District Number	Primary DUNS Number	Central Contractor Registration (CCR) CAGE Code	NCES Identification Number	
Campus Name			County-District Campus Number	
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code

Applicant Contacts

Primary Contact

First Name	Initial	Last Name	Title	
Telephone	Fax	Email		
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code

Secondary Contact

First Name	Initial	Last Name	Title	
Telephone	Fax	E-mail		
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code

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For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____	TEXAS EDUCATION AGENCY Standard Application System (SAS)	_____ County-District-Campus No.
by telephone/e-mail/FAX on _____ by _____ of TEA.	School Years 2011-2014	_____ Amendment No.

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

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

Part 2: Revised Budget - Please check the appropriate box below for the year the amendment is being requested

- 2011 Pre-Implementation
 2011-2012 SY
 2012-2013 SY
 2013-2014 SY

Complete this part if there are any budgetary changes.

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

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with	<p style="text-align: center;">TEXAS EDUCATION AGENCY Standard Application System (SAS)</p> <p style="text-align: center;">School Years 2011-2014</p>	_____ County-District-Campus No. _____ Amendment No.
by telephone/e-mail/FAX on _____ by _____ of TEA.		Texas Title I Priority Schools Grant - CYCLE 2
Schedule #3—Purpose of Amendment		
Part 3: Reason for Amendment Request. For all grants, regardless of dollar amount, check the appropriate box to indicate reason for amendment request.		
<input type="checkbox"/>	1. Addition of a class/object code not previously budgeted on Schedule #5—Budget Summary	
<input type="checkbox"/>	2. Increase or decrease the amount approved in any class/object code on Schedule #5—Budget Summary (i.e., 6100-6600) by more than 25% of the current amount approved in the class/object code	
<input type="checkbox"/>	3. Addition of a new line item on any of the supporting budget schedules (i.e., Schedules #5B-5G)	
<input type="checkbox"/>	4. Increase or decrease in the number of positions budgeted on Schedule #5B—Payroll Costs	
<input type="checkbox"/>	5. Addition of a new item of computer hardware/equipment (not capitalized) approved on Schedule #5C—Supplies and Materials	
<input type="checkbox"/>	6. Addition of a new item or increase in quantity of capital outlay item(s) ≥ \$5,000 approved on Schedule #5G—Capital Outlay for articles costing \$5,000 or more.	
<input type="checkbox"/>	7. Addition of a new item of capital outlay items approved on Schedule #5G—Capital Outlay for articles costing less than \$5,000.	
<input type="checkbox"/>	8. Reduction of funds allotted for training costs	
<input type="checkbox"/>	9. Additional funds needed	
<input type="checkbox"/>	10. Change in scope of objectives, regardless of whether there is an associated budget revision requiring prior approval	
<input type="checkbox"/>	11. Other (Specify)	
Part 4: Amendment Justification		

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

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Texas Title I Priority Schools Grant - 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:

- 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: 1) comprehensive district approach; 2) college-ready curriculum and instruction program; 3) strong P-16 partnerships; 4) comprehensive academic and social supports; and 5) 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 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

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Texas Title I Priority Schools Grant - CYCLE 2

Schedule #4—Program Requirements

Part 2: Statutory Requirements

#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described
13	<p>If the LEA/campus selects to implement the turnaround model, the campus must implement the following federal requirements.</p> <ol style="list-style-type: none"> a. Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates; b. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students; <ol style="list-style-type: none"> 1. Screen all existing staff and rehire no more than 50 percent; and 2. Select new staff. c. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school; d. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; e. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability; f. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; g. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students; h. Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and i. Provide appropriate social-emotional and community-oriented services and supports for students. 	<p>Program Assurances</p>

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Texas Title I Priority Schools Grant - CYCLE 2			
Schedule #4—Program Requirements			
Part 2: Statutory Requirements			
#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described	
14	If the LEA/campus selects to implement the turnaround model , the campus may implement the following federal requirements. <ol style="list-style-type: none"> a. Any of the required and permissible activities under the transformation model; or b. A new school model (e.g., themed, dual language academy). 	Program Assurances	
15	If the LEA/campus selects to implement the school closure model , the campus must implement the following requirement. <ol style="list-style-type: none"> a. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. b. A grant for school closure is a one-year grant without the possibility of continued funding. 	Program Assurances	
16	If the LEA/campus selects to implement the restart model , the campus must implement the following federal requirements. <ol style="list-style-type: none"> a. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA. b. Enroll, within the grades it serves, any former student who wishes to attend the school. 	Program Assurances	
17	If the LEA/campus selects to implement the transformation model , the campus must implement the following federal requirements. <ol style="list-style-type: none"> 1. Develop and increase teacher and school leader effectiveness. <ol style="list-style-type: none"> (A) Replace the principal who led the school prior to commencement of the transformation model; (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- <ol style="list-style-type: none"> A. 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 B. Are designed and developed with teacher and principal involvement; (C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so; (D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and 	Program Assurances	

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Texas Title I Priority Schools Grant - CYCLE 2

Schedule #4—Program Requirements

Part 2: Statutory Requirements

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

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Texas Title I Priority Schools Grant - CYCLE 2

Schedule #4—Program Requirements

Part 2: Statutory Requirements

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

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Texas Title I Priority Schools Grant - CYCLE 2

Schedule #4—Program Requirements

Part 2: Statutory Requirements

#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described
22	The LEA may also implement other strategies for providing operational flexibility and intensive support in the transformation model , such as-- (A) Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or (B) Implement a per-pupil school-based budget formula that is weighted based on student needs.	Program Assurances
23	An LEA that has nine or more Tier I and Tier II schools is prohibited from implementing the transformation model in more than 50% of those schools including Cycle I awarded schools.	Program Assurances

By submitting the application and signing Schedule #1, the applicant is certifying that all requirements are met in these program narrative component descriptions and activities.

Part 3: Statutory Assurances

#	Statutory Assurance Description
1	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 requirements.
2	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.
4	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.
5	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, or education management organization accountable for complying with the final federal requirements.
6	The LEA provides assurance that it will report to the TEA the school-level data required under section III of the final federal requirements.
7	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.

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Texas Title I Priority Schools Grant - CYCLE 2 Schedule #4—Program 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	The LEA/campus assures TEA that data to meet the following federal requirements will be available and reported as requested. <ol style="list-style-type: none"> a. Number of minutes within the school year. b. Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup. c. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes. (High Schools Only) d. College enrollment rates. (High Schools Only) e. Teacher/Student Attendance Rate f. Distribution of teachers by performance level on LEA's teacher evaluation system 		
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 #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).

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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
Open-Enrollment Charter School															0
Total Students:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

**Current Total Instructional Staff

**Current Total Support Staff

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

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10	

*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.

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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.

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Part 1: Comprehensive Needs Assessment Cont.

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

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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 each**, front side only, with a font size no smaller than 9 point (Arial or Verdana).

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

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

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 each**, 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 in the spring or summer prior to full implementation.

Spring 2011

Summer 2011

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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 each**, front side only, with a font size no smaller than 9 point (Arial or Verdana).

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

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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 each*, front side only, with a font size no smaller than 9 point (Arial or Verdana).

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

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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 each*, front side only, with a font size no smaller than 9 point (Arial or Verdana).

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

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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 each**, front side only, with a font size no smaller than 9 point (Arial or Verdana).

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

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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 each*, front side only, with a font size no smaller than 9 point (Arial or Verdana).

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

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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 each*, front side only, with a font size no smaller than 9 point (Arial or Verdana).

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

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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 each*, front side only, with a font size no smaller than 9 point (Arial or Verdana).

Site Visits – If the intervention program includes site visits to other campuses successfully implementing the intervention model, describe the process for selecting the locations and the expected outcomes of the site visit/s.

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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 each**, front side only, with a font size no smaller than 9 point (Arial or Verdana).

Lack of Capacity -- If the LEA is not applying to serve each Tier I school (is not applying for grant funding for each Tier I school), provide a detailed explanation of why the LEA lacks capacity to serve each Tier I school. If the LEA is applying to serve all Tier I campuses or the LEA has no Tier I campuses, enter 'N/A'

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Texas Title I Priority Schools Grant - CYCLE 2
Schedule #4B—Program Description

Part 3: Intervention Model

Section B: Intervention Model Selection Process –TRANSFORMATION - TEA Design Model

The following is a list of technical assistance provided by the School Improvement Resource Center

Technical Assistance and Resources	Year Required			X = No Cost to Grantee O = LEA or Grant Expense Red= Required
	1	2	3	
District (LEA) Snapshot	✓	-	-	X
On-Site Technical Assistance	✓	✓	✓	X
Campus Site Visit	✓	✓	✓	X
Campus Snapshot	✓	-	✓	X
Webinars/podcasts/publications	✓	✓	✓	X
Resources/technical assistance provided by SIRC	✓	✓	✓	X
Campus Case Management by TTIPS staff	✓	✓	✓	X
Principal/Leader Competency Review Process	✓	-	-	X
Leadership Coaching	✓	✓	✓	X
Open Access to Online Professional Development	✓	✓	✓	X
LEA Personnel participation in District Institute	✓	✓	✓	X
Summer Team Training	✓	✓	✓	O
Customized performance management system	✓	✓	✓	O
Attendance at National Staff Development Council Learning Forward (NSDC) Summer Conference	✓	✓	✓	O
Positive Behavior Support an Interventions	✓	✓	✓	O
Curriculum alignment with TEKS; comprehensive formative assessment system	✓	✓	✓	O
Social services support to create community-oriented schools	✓	✓	✓	O
Targeted professional development	✓	✓	✓	O
Sustained Support from Designated LEA Individual and/or Office	✓	✓	✓	O

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Texas Title I Priority Schools Grant - CYCLE 2

Schedule #4B—Program Description

Part 3: Intervention Model

Section B: Intervention Model Selection Process –TRANSFORMATION - TEA Design Model

The following is a list of technical assistance provided by the School Improvement Resource Center

Staff incentives and rewards	✓	✓	✓	○
Teacher and principal evaluation system	✓	✓	✓	○
Operational flexibility to implement strategies	✓	✓	✓	○
Increased Learning Time	✓	✓	✓	○
Face to Face training in instructional strategies	✓	✓	✓	○

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Texas Title I Priority Schools Grant - CYCLE 2
Schedule #4B—Program Description

Part 3: Intervention Model

Section B: Intervention Model Selection Process –TURNAROUND - TEA Design Model

The following is a list of technical assistance provided by the School Improvement Resource Center

Technical Assistance and Resources	Year Required			X = No Cost to Grantee O = LEA or Grant Expense Red= Required
	1	2	3	
District (LEA) Snapshot	✓	-	-	X
On-Site Technical Assistance	✓	✓	✓	X
Campus Site Visits	✓	✓	✓	X
Campus Snapshot	✓	-	✓	X
Webinars/publications	✓	✓	✓	X
Resources/technical assistance provided by SIRC	✓	✓	✓	X
Campus Case Management by TTIPS staff	✓	✓	✓	X
Principal/Leader Competency Review Process	✓	-	-	X
Leadership Coaching	✓	✓	✓	X
Open Access to Online Professional Development	✓	✓	✓	X
Online management system that monitors progress	✓	✓	✓	X
LEA Personnel participation in District Institute	✓	✓	✓	X
Membership in three-year <i>Texas Turnaround Leadership Academy</i>	✓	✓	✓	O
Readiness for TTLA Session for LEA team (1 day)	✓	✓	✓	X
Customized performance management system	✓	✓	✓	O
Curriculum alignment with TEKS; comprehensive formative assessment system	✓	✓	✓	O
Social services support to create community-oriented schools	✓	✓	✓	O
Targeted professional development	✓	✓	✓	O
Sustained Support from Designated LEA Individual and/or Office	✓	✓	✓	O
Staff incentives and rewards	✓	✓	✓	O
Operational flexibility to implement strategies	✓	✓	✓	O
Increased Learning Time	✓	✓	✓	O

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Texas Title I Priority Schools Grant - CYCLE 2

Schedule #4B—Program Description

Part 3: Intervention Model

Section B: Intervention Model Selection Process –RESTART - TEA Design Model

The following is a list of technical assistance provided by the School Improvement Resource Center

Technical Assistance and Resources	Year Required			X = No Cost to Grantee O = LEA or Grant Expense Red= Required
	1	2	3	
District (LEA) Snapshot	✓	-	-	X
On-site Technical Assistance	✓	✓	✓	X
LEA/Campus Site Visits	✓	✓	✓	X
Campus Snapshot	✓	-	✓	X
Community Snapshot	✓	-	✓	X
Webinars/podcasts/publications	✓	✓	✓	X
Resources/technical assistance provided by SIRC	✓	✓	✓	X
LEA Personnel participation in District Institute	✓	✓	✓	X
Principal/Leader Competency Review Process	✓	-	-	X
Leadership Coaching	✓	✓	✓	X
LEA/Campus Case Management by TTIPS staff	✓	✓	✓	X
Restart Toolkit	✓	-	-	X
Technical Support in research-supported phases of successful Restart: 1. Community Engagement Efforts 2. RFP Process 3. Selection/ Authorization of a Provider 4. Incubation Phase	✓	✓	✓	X
Sustained Support from Designated LEA Individual and/or Office	✓	✓	✓	O
General Funding for Restart Campus	✓	✓	✓	O
Start-up Costs for Restart Campus	✓	✓	-	O
The following additional resources are available at LEA cost to supplement the work of EMOs/CMOs, but serve foremost as reminders of foundational components expected from LEA's selected provider.				
Curriculum alignment with TEKS; comprehensive formative assessment system	✓	✓	✓	O
Customized performance management system	✓	✓	✓	O
Online Professional Development	✓	✓	✓	O

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Texas Title I Priority Schools Grant - CYCLE 2
Schedule #4B—Program Description

Part 3: Intervention Model

Section B: Intervention Model Selection Process –CLOSURE - TEA Design Model

The following is a list of technical assistance provided by the School Improvement Resource Center

Technical Assistance and Resources	Year	X = No Cost to Grantee O = LEA or Grant Expense Red= Required
	1	
District (LEA) Snapshot	✓	X
On-Site Technical Assistance	✓	X
Campus Snapshot	✓	X
Community Snapshot	✓	X
Webinars/podcasts/publications	✓	X
Resources/technical assistance provided by SIRC	✓	X
LEA Personnel participation in District Institute	✓	X
Leadership Coaching	✓	X
Closure Toolkit	✓	X
LEA Case Management by TTIPS staff	✓	X
Technical Support in research supported aspects of successful Closure: 1. Community Engagement Efforts 2. Re-assignment of LEA Boundaries 3. Facilities and Equipment of Closing Campus	✓	X
Re-assignment or Dismissal of Personnel	✓	O
Re-assignment of Students	✓	O

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Texas Title I Priority Schools Grant - CYCLE 2

Schedule #4B—Program Description

Part 3: Intervention Model

Section C: 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).

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Texas Title I Priority Schools Grant - CYCLE 2

Schedule #4B—Program Description

Part 3: Intervention Model

Section C: 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).

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Texas Title I Priority Schools Grant - CYCLE 2

Schedule #4B—Program Description

Part 3: Intervention Model

Section C: 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).

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Texas Title I Priority Schools Grant - CYCLE 2

Schedule #4B—Program Description

Part 3: Intervention Model

Section D: 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.

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Texas Title I Priority Schools Grant - CYCLE 2
Schedule # 4C—Model Requirements and Timeline

Part 1: Program and Timeline for Implementation
Instructions: Using the chart provided for the Model Requirement Numbers and the Critical Success Factor (CSF)/Milestone Codes, describe the program to be implemented and the timeline for implementation on Schedule #4C, Part 2.

Section A: Transformation Model - Each of the federal requirements listed below must be addressed on Schedule # 4C, Part 2 if the campus selects this intervention model.

Model Req #	Model Requirement	Suggested Appropriate CSF/Milestones
TR-1	Replace the principal who led the school prior to commencement of the transformation model; or list when in the past two years the principal was replaced and describe the intervention in which the principal was replaced	
TR-2	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 schools that receive school improvement funds.	1A, 1B, 1C
TR-3	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.	1B, 2A, 2B
TR-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).	3A,3B,4B
TR-5	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.	4A
TR-6	Use rigorous, transparent, and equitable evaluation systems for teachers and principals that— A. 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 B. Are designed and developed with teacher and principal involvement;	7A
TR-7	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;	7B

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Texas Title I Priority Schools Grant - CYCLE 2			
Schedule # 4C—Model Requirements and Timeline			
Part 1: Program and Timeline for Implementation			
Instructions: Using the chart provided for the Model Requirement Numbers and the Critical Success Factor (CSF)/Milestone Codes, describe the program to be implemented and the timeline for implementation on Schedule #4C, Part 2.			
Section A: Transformation Model- Each of the federal requirements listed below must be addressed on Schedule # 4C, Part 2 if the campus selects this intervention model.			
TR-8	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;		7C
	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.		7C
TR-9	Other permissible uses of funds. (Permissible activities listed as Mays in Schedule #4-Program Requirements may be added as identified in the CNA)		

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Texas Title I Priority Schools Grant - CYCLE 2
Schedule # 4C—Model Requirements and Timeline

Part 1: Program and Timeline for Implementation

Instructions: Using the chart provided for the Model Requirement Numbers and the Critical Success Factor (CSF)/Milestone Codes describe the program to be implemented and the timeline for implementation on Schedule #4C , Part 2

Section A: Turnaround Model—Each of the federal requirements listed below must be addressed on Schedule # 4C, Part 2 if the campus selects this intervention model.

Model Req #	Model Requirement	Suggested Appropriate CSF/Milestones
TU-1	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;	
TU-2	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.	1A, 1B, 1C
TU-3	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;	1B, 2A
TU-4	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;	2B
TU-5	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;	3B
TU-6	Establish schedules and implement strategies that provide increased learning time (as defined in guidance and regulations);	4A
TU-7	Provide appropriate social-emotional and community-oriented services and supports for students.	5C
TU-8	Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students, A. Screen all existing staff and rehire no more than 50 percent; and B. Select new staff;	7A,7C
TU-9	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;	7B
TU-10	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;	7C
	Other permissible uses of funds. (Permissible activities listed as Mays in Schedule #4-Program Requirements may be added as identified in the CNA)	

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

Part 1: Program and Timeline for Implementation

Instructions: Using the chart provided for the Model Requirement Numbers and the Critical Success Factor (CSF)/Milestone Codes, describe the program to be implemented and the timeline for implementation on Schedule #4C, Part 2.

Section A: Restart Model - Each of the federal requirements listed below must be addressed on Schedule # 4C, Part 2 if the campus selects this intervention model.

Model Req #	Model Requirement	Suggested Appropriate CSF/Milestones
RE-1	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.	1, 2,3B, 4, 5, 6, 7
RE-2	Enroll, within the grades it serves, any former student who wishes to attend the school.	5A, 5B, 6A, 6B
RE-3	Other permissible uses of funds.	

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Texas Title I Priority Schools Grant - CYCLE 2
Schedule # 4C—Model Requirements and Timeline

Part 1: Program and Timeline for Implementation

Instructions: Using the chart provided for the Model Requirement Numbers and the Critical Success Factor (CSF)/Milestone Codes, describe the program to be implemented and the timeline for implementation.

Section A: Closure Model (this is a one-year grant) - Each of the federal requirements listed below must be addressed on Schedule # 4C, Part 2 if the campus selects this intervention model.

Model Req #	Model Requirement	Suggested Appropriate CSF/Milestones
CL-1	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.	1, 4, 5, 6, 7
CL-2	A grant for school closure is a one-year grant without the possibility of continued funding.	
CL-3	Other permissible uses of funds.	

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Texas Title I Priority Schools Grant - CYCLE 2
Schedule # 4C—Model Requirements and Timeline

Part 1: Program and Timeline for Implementation

Section B: Critical Success Factors/Milestone Codes

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

Part 2: Reform/Improvement Activity

Section C: Instructions –Complete the charts below using the Model Requirement Numbers and the Critical Success Factor (CSF)/Milestone Codes from **Schedule # 4C, Part 1 Program and Timeline for Implementation Section A**, of 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. 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 Req Number	CSF/ Mile-stone Code	Underlying Rationale and Supporting Research
<i>Example: Screen existing staff using district determined competencies to determine which staff will be replaced due to lack of student performance.</i>	3/10	6/10	TU-2	7A, 7C	<i>Poor teacher instruction correlates to poor student performance. Green Correlation Study, Green, 2010.</i>

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Schedule # 4C—Model Requirements and Timeline

Part 2: Reform/Improvement Activity-cont.

Section C: Instructions –Complete the charts below using the Model Requirement Numbers and the Critical Success Factor (CSF)/Milestone Codes from **Schedule # 4C, Part 1 Program and Timeline for Implementation Section A**, of the intervention model selected.

For Tier III grants selecting either the Tier III Transformation model, describe the same requirements as the statutory Transformation model with the exception of the requirement to replace the principal—rather, address how the principal’s effectiveness will be evaluated and a decision made whether to replace, retain, or provide additional training to the principal.

For Texas Design Tier III grants selecting ECHS, T-STEM, or College for All models, describe each of the program requirements listed previously for the 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. Note that all Model Requirements must be addressed and each CSF must be addressed, although not each milestone must be addressed. Enter the underlying rationale and the supporting research for selecting the activity

Reform/Improvement Activity	Begin Date MM/YY	End Date MM/YY	Model Req. Number	CSF/ Mile- stone Code	Underlying Rationale and Supporting Research

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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 each, font size no smaller than 9 pt, Arial or Verdana)

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

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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 each, font size no smaller than 9 pt, Arial or Verdana)

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

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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 each, font size no smaller than 9 pt, Arial or Verdana)

Section C: Qualitative and Quantitative Data Collection Methods- Describe the LEA/campus' process for data collection methods to be implemented. 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.

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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 to be implemented to develop the campus' performance goals. **Include** the groups participating in the development of the goals.
Responses are limited to **two pages**, front side only, with a font size no smaller than 9 point (Arial or Verdana).

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Texas Title I Priority Schools Grant - CYCLE 2

Schedule # 4D—Performance Assessment and Evaluation

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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

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

#	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)*					
2	Improve Student Achievement in Mathematics (Required)*					
3						
4						
5						

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						
2						
3						
4						
5						

***The first 2 rows are federal requirements and MUST be completed .**

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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						
2						
3						
4						
5						

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						
2						
3						
4						
5						

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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						
2						
3						
4						
5						

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						
2						
3						
4						
5						

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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						
2						
3						
4						
5						

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance (2010)	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1						
2						
3						
4						
5						

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**Texas Title I Priority Schools Grant - 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

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

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Texas Title I Priority Schools Grant - 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C08	Provide community service programs/activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish partnerships with law enforcement agencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institution of higher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, & parents to deal with gang-related issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

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

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Texas Title I Priority Schools Grant - CYCLE 2

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

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

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Texas Title I Priority Schools Grant - CYCLE 2

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

Barrier: Absenteeism/Truancy				
#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community partnerships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institution of higher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: High Mobility Rates				
#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish partnerships with parents of highly mobile families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Lack of Support from Parents				
#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M03	Recruit volunteers to actively participate in school activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, acknowledge in school activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Texas Title I Priority Schools Grant - CYCLE 2					
Schedule # 4F—Equitable Access and Participation: Barriers and Strategies					
Barrier: Shortage of Qualified Personnel					
#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others	
N01	Develop and implement a plan to recruit and retain qualified personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
N03	Provide mentor program for new teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
N04	Provide intern program for new teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
N05	Provide professional development in a variety of formats for personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
N06	Collaborate with colleges/universities with teacher preparation programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
N99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Barrier: Lack of Knowledge Regarding Program Benefits					
#	Strategies for Lack of Knowledge regarding Program Benefits	Students	Teachers	Others	
P01	Develop and implement a plan to inform program beneficiaries of program activities & benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
P03	Provide announcements to local radio stations & newspapers about program activities/benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
P99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Barrier: Lack of Transportation to Program Activities					
#	Strategies for Lack of Transportation to Program Activities	Students	Teachers	Others	
Q01	Provide transportation for parents and other program beneficiaries to activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Q03	Conduct program activities in community centers and other neighborhood locations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Q04	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Barrier: Other Barrier					
#	Strategies for Other Barrier	Students	Teachers	Others	
Z99	Other Barrier:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Other Strategy:				

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Texas Title I Priority Schools CYCLE 2

Schedule #5—Program Budget Summary

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

Class/Object Code and Description	Pre-Implementation	Year 1 (Program Costs)	Year 2 (Program Costs)	Year 3 (Program Costs)	Admin	Three Year Total Budget
Payroll Costs	5B - 6100	\$	\$	\$	\$	\$
Professional and Contracted Services	5C - 6200	\$	\$	\$	\$	\$
Supplies and Materials	5D - 6300	\$	\$	\$	\$	\$
Other Operating Costs	5E - 6400	\$	\$	\$	\$	\$
Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only)	5G - 6600/15XX	\$	\$	\$	\$	\$
Total Direct Costs		\$	\$	\$	\$	\$
% Indirect Costs					\$	\$

Grand Total

Total Budgeted Costs:	\$	\$	\$	\$	\$	**\$
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Administrative Cost Calculation

Enter total amount from Schedule #5 Budget Summary, Last Column, Total Budgeted Costs	
Multiply by 0.05 (5% limit)	X
Enter Maximum Allowable for Administration, including Indirect Costs	\$

****TOTAL** entered here will be the **maximum** amount awarded for the 3 Year grant.

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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Texas Title I Priority Schools Grant – CYCLE 2						
Schedule #5B—Payroll Costs (6100)						
Budgeted Costs						
Employee Position Titles		Justification	#Full-Time Effort	#Part-Time Effort	Pre-Implementation	Amount Budgeted
Instruction						
1	Teacher				\$	\$
2	Educational Aide					
3	Tutor					
Program Management and Administration						
4	Secretary/Administrative Assistant					
5	Data Entry Clerk					
6	Grant Accountant/Bookkeeper					
7	Evaluator/Evaluation Specialist					
LEA and Campus Level Positions						
8	District Sheperd					
9	Project Coordinator					
10	Teacher Facilitator					
11	Teacher Supervisor					
12	Counselor					
13	Social Worker					
14	Child Care Provider					
15	Community Liaison/Parent Coordinator					
16	Bus Driver					
17	Cafeteria Staff					
18	Librarian					
19	School Nurse					
Other Employee Positions						
22	Title:					
23	Title:					
24	Title:					
25	Title:					
25	Title:					
26	Subtotal Employee Costs				\$	\$
Substitute, Extra-Duty, Benefits						
			Specify (rate, # of days, etc.)			
27	6112	Substitute Pay			\$	\$
28	6119	Professional Staff Extra-Duty Pay				
29	6121	Support Staff Extra-Duty Pay				
30	6140	Employee Benefits				
31	61XX	Incentive Pay				
32	Subtotal Substitute, Extra-Duty, Benefits Costs				\$	\$
33	Grand Total Payroll Budget (line 26 + line 31)				\$	\$

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Texas Title I Priority Schools Grant - CYCLE 2

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

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

Subtotal			
6200 - Professional and Contracted Services Cost Requiring Specific Approval			

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

#	Topic/Purpose/Service	Pre-Implementation	Total Amount Budgeted
1.		\$	\$
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

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

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Texas Title I Priority Schools Grant - 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

1. Description of Professional or Consulting Service (Topic/Purpose/Service): *Include # of days/rate per day*

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

2. Description of Professional or Consulting Service (Topic/Purpose/Service): *Include # of days/rate per day*

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

3. Description of Professional or Consulting Service (Topic/Purpose/Service): *Include # of days/rate per day*

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

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Texas Title I Priority Schools Grant - 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

4. Description of Professional or Consulting Service (Topic/Purpose/Service): *Include # of days/rate per day*

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

5. Description of Professional or Consulting Service (Topic/Purpose/Service): *Include # of days/rate per day*

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

6. Description of Professional or Consulting Service (Topic/Purpose/Service): *Include # of days/rate per day*

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

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Schedule #5D - Itemized 6300 Supplies and Materials Costs Requiring Specific Approval							
Expense Item Description					Pre- Implement ation	Total Budgeted	
6321	Textbooks				\$	\$	
6329	Reading Materials						
6330	Testing Materials						
6399	Technology Hardware- Not Capitalized					\$	\$
	#	Type	Purpose	Quantity	Unit Price		
	1						
	2						
	3						
	4						
6399	Technology Software- Not Capitalized					\$	\$
	#	Type	Purpose	Quantity	Unit Price		
	1						
	2						
	3						
	4						
6399							
Total Supplies and Materials Requiring Specific Approval:							
Remaining 6300- Supplies and Materials that do not require specific approval:							
Grand Total					\$	\$	
Must provide a brief, general description below of supplies and materials being considered in the Remaining 6300 category							

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Texas Title I Priority Schools Grant - CYCLE 2

Schedule #5E - Itemized 6400 Other Operating Costs Requiring Specific Approval
Grayed boxes do not apply to the TTIPS grant - Do not enter amounts into these boxes

Expense Item Description		Pre-Implementation	Total Budgeted
6410	*In-State Travel for Employees (includes registration fees) Specify purpose: _____	\$	\$
6411	Out of State Travel for Employees (includes registration fees) Specify purpose: _____		
6412	Travel for Students (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools) Specify purpose: _____		
6413	Stipends for Non-Employees (specific approval required only for nonprofit charter schools) Specify purpose: _____		
6419	Travel for Non-Employees (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools) Specify purpose: _____		
6411/ 6419	Travel Costs for Executive Director (6411), Superintendents (6411), or Board Members (6419) (includes registration fees) Specify purpose: _____		
6429	Actual losses which could have been covered by permissible insurance		
6490	Indemnification Compensation for Loss or Damage		
6490	Advisory Council/Committee Travel or Other Expenses (explain purpose of Committee on Schedule #4B-Program Description: Project Management)		
6499	Membership Dues in Civic or Community Organizations (Not allowable for University applicants) Specify name and purpose of organization: _____		
6499	Publication and Printing Costs- if reimbursed (specific approval required only for nonprofit charter schools) Specify purpose: _____		
Total 64XX- Operating Costs Requiring specific approval:			
Remaining 6400 - Other Operating Costs that do not require specific approval:			
Grand Total		\$	\$

***NOTE: In-State Travel for Employees must be budgeted in 6410**

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Texas Title I Priority Schools Grant – CYCLE2

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	Total Budgeted
	6699/15XX- Library Books and Media (capitalized and controlled by library)					
1						
	66XX/15XX- Technology Hardware - Capitalized					
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
	66XX/15XX- Technology Software- Capitalized					
12						
13						
14						
15						
16						
17						
18						
	66XX/15XX- Equipment and Furniture					
19						
20						
21						
22						
23						
24						
25						
26						
27						
28						
	Capital expenditures for improvements to land, buildings, or equipment which materially increase their value or useful life.					
	Grand Total					
	Total 6600/15XX- Capital Outlay Costs:				\$	\$

SCHEDULE #6A GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<hr style="width: 10%; margin: 0 auto;"/> County-District-Campus No.
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Statement of provisions and assurances for the program(s) in this application:

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

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

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

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

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

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<hr style="width: 20%; margin: 0 auto;"/> County-District-Campus No.
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- E. Signature Authority; Final Expression; Superseding Document:** Applicant certifies that the person signing this application has been properly delegated this authority. The Contract represents the final and complete expression of the terms of agreement between the parties. The Contract supersedes any previous understandings or negotiations between the parties. Any representations, oral statements, promises or warranties that differ from the Contract shall have no force or effect. The Contract may be modified, amended or extended only by formal written amendment properly executed by both TEA and Contractor.
- F. State of Texas Laws:** In the conduct of the contract project, Contractor shall be subject to Texas State Board of Education and Commissioner rules pertaining to this contract and the contract project and to the laws of the State of Texas governing this contract and the contract project. This contract constitutes the entire agreement between Agency and Contractor for the accomplishment of the contract project. This contract shall be interpreted according to the laws of the State of Texas except as may be otherwise provided for in this contract.
- G. Monitoring:** Desk reviews or on-site monitoring reviews may be conducted by Agency to determine compliance with the approved application and the applicable statute(s), law(s), regulations, and guidelines.
- H. Sanctions for Failure to Perform or for Noncompliance:** If Contractor, in Agency's sole determination, fails or refuses for any reason to comply with or perform any of its obligations under this contract, Agency may impose such sanctions as it may deem appropriate. This includes but is not limited to the withholding of payments to Contractor until Contractor complies; the cancellation, termination, or suspension of this contract in whole or in part; and the seeking of other remedies as may be provided by this contract or by law. Any cancellation, termination, or suspension of this contract, if imposed, shall become effective at the close of business on the day of Contractor's receipt of written notice thereof from Agency.
- I. Contract Cancellation, etc.:** If this contract is canceled, terminated, or suspended by Agency prior to its expiration date, the reasonable monetary value of services properly performed by Contractor pursuant to this contract prior to such cancellation, termination or suspension shall be determined by Agency and paid to Contractor as soon as reasonably possible.
- J. Indemnification:**
For local educational agencies (LEAs), regional education service centers (ESCs), and institutions of higher education (IHEs) and state agencies: Contractor, to the extent permitted by law, shall hold Agency harmless from and shall indemnify Agency against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising from, or in connection with, any acts of Contractor, its agents, employees, and subcontractors, done in the conduct of the contract project.
For all other grantees, subgrantees, contractors, and subcontractors, including nonprofit organizations and for-profit businesses: Contractor shall hold Agency harmless from and shall indemnify Agency against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising from, or in connection with, any acts of Contractor, its agents, employees, and subcontractors, done in the conduct of the contract project.
- K. Encumbrances/Obligations and Liquidations:** All encumbrances/obligations shall occur on or between the beginning and ending dates of the contract. All goods must be received and all services rendered between the beginning and ending dates of the contract. The contractor must liquidate (record as an expenditure) all obligations (encumbrances) incurred under the contract no later than 30 days after the ending date of the contract, to coincide with the submission of the final expenditure report, due 30 days after the ending date of the contract. In no manner shall encumbrances be considered or reflected as accounts payable or as expenditures, and an encumbrance cannot be considered an expenditure or accounts payable until the goods have been received and the services have been rendered. Obligations that are liquidated and recognized as expenditures must meet the allowable cost principles in OMB Circular A-87, A-21, or A-122 (as applicable) and program rules, regulations, and guidelines contained elsewhere. This applies to all grant programs, including state and federal, discretionary and formula.

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<hr style="width: 20%; margin: 0 auto;"/> County-District-Campus No.
Texas Title I Priority Schools Grant - CYCLE 2		

- L. Financial Management and Accounting:** Grantee assures it will maintain a financial management system that complies with federal standards established in 34 CFR 80.20 and 74.21 and that provides for accurate, current, and complete disclosure of the financial results of each grant project. The financial management system records will identify adequately the source and application of funds and will contain information pertaining to grant awards, authorizations, obligations, unobligated balances, assets, outlays (i.e., expenditures), income, and interest. Fiscal control and accounting procedures will permit the tracing of funds to a level of expenditure adequate to establish that funds have been used in accordance with the approved grant application. The applicant agrees to maintain effective control over and accountability for all funds, property, and other assets. Public school districts, open enrollment charter schools, and regional education service centers in Texas must comply with the accounting requirements in the Financial Accounting and Reporting (FAR) module of the *Financial Accountability System Resource Guide*, Texas Education Agency (34 CFR 74.21; 34 CFR 80.20; TEA *Financial Accountability System Resource Guide*).
- M. Expenditure Reports:** Contractor shall submit expenditure reports in the time and manner requested by Agency as specified in the instructions to the Standard Application System (SAS) which are incorporated by reference. Unless otherwise specified, interim reports are due to TEA within 15 days after the end of each reporting period. Unless otherwise specified, the final expenditure report is due within 30 days after the ending date of the grant. Revised expenditure reports, where the grantee is claiming additional expenditures beyond that originally requested, must be submitted within 60 days after the ending date of the grant, or as specified in the applicable Program Guidelines.
- N. Refunds Due to TEA:** If Agency determines that Agency is due a refund of money paid to Contractor pursuant to this contract, Contractor shall pay the money due to Agency within 30 days of Contractor's receipt of written notice that such money is due to Agency. If Contractor fails to make timely payment, Agency may obtain such money from Contractor by any means permitted by law, including but not limited to offset, counterclaim, cancellation, termination, suspension, total withholding, and/or disapproval of all or any subsequent applications for said funds.
- O. Records Retention:** Contractor shall maintain its records and accounts in a manner which shall assure a full accounting for all funds received and expended by Contractor in connection with the contract project. These records and accounts shall be retained by Contractor and made available for programmatic or financial audit by Agency and by others authorized by law or regulation to make such an audit for a period of not less than five years from the date of completion of the contract project or the date of the receipt by Agency of Contractor's final claim for payment or final expenditure report in connection with this contract, whichever is later. If an audit has been announced, the records shall be retained until such audit has been completed.

Contractor understands that acceptance of funds under this contract acts as acceptance of the authority of the State Auditor's office, or any successor agency, to conduct an audit or investigation in connection with those funds. Contractor further agrees to cooperate fully with the State Auditor's Office or its successor in the conduct of the audit or investigation, including providing all records requested. Contractor will ensure that this clause concerning the authority to audit funds received indirectly by subcontractors through Contractor and the requirements to cooperate is included in any subcontract it awards.
- P. Time and Effort Recordkeeping:** For those personnel whose salaries are prorated between or among different funding sources, time and effort records will be maintained by Applicant that will confirm the services provided within each funding source. Applicant must adjust payroll records and expenditures based on this documentation. This requirement applies to all projects, regardless of funding source, unless otherwise specified. For federally funded projects, time and effort records must be in accordance with the requirements in the applicable OMB cost principles.
- Q. Forms, Assurances, and Reports:** Contractor shall timely make and file with the proper authorities all forms, assurances and reports required by federal laws and regulations. Agency shall be responsible for reporting to the proper authorities any failure by Contractor to comply with the foregoing laws and regulations coming to Agency's attention, and may deny payment or recover payments made by Agency to Contractor in the event of Contractor's failure so to comply.
- R. Intellectual Property Ownership:** Contractor agrees that all Works are, upon creation, works made for hire and the sole property of TEA. If the Works are, under applicable law, not considered works made for hire, Contractor hereby assigns to TEA all worldwide ownership of all rights, including the Intellectual Property Rights, in the Works, without the necessity of any further consideration, and TEA can obtain and hold in its own name all such rights to the Works. Contractor agrees to maintain written agreements with all officers, directors, employees, agents, representatives and subcontractors engaged by Contractor for the Contract Project, granting Contractor rights sufficient to support the performance and grant of rights to TEA by Contractor. Copies of such agreements shall be provided to TEA promptly upon request.

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

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

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

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

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

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

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

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

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

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<hr style="width: 20%; margin: 0 auto;"/> County-District-Campus No.
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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;

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	_____ County-District-Campus No.
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5. the **Age Discrimination Act of 1975**, as amended (prohibition of discrimination on basis of age), and any regulations issued thereunder, including the provisions contained in 34 CFR Part 110;
6. the **Family Educational Rights and Privacy Act (FERPA) of 1975**, as amended (ensures access to educational records for students and parents while protecting the privacy of such records), and any regulations issued thereunder, including **Privacy Rights of Parents and Students (34 CFR Part 99)**, if Contractor is an educational institution (20 USC 1232g);
7. Section 509 of H.R. 5233 as incorporated by reference in P. L. 99-500 and P. L. 99-591 (**prohibition against the use of federal grant funds to influence legislation pending before Congress**);
8. **Pro-Children Act of 2001**, which states that no person shall permit smoking within any indoor facility owned or leased or contracted and utilized for the provision of routine or regular kindergarten, elementary, or secondary education or library services to children [P. L. 107-110, Section 4303(a)]. In addition, no person shall permit smoking within any indoor facility (or portion of such a facility) owned or leased or contracted and utilized for the provision of regular or routine health care or day care or early childhood development (Head Start) services [P. L. 107-110, Section 4303(b)(1)]. Any failure to comply with a prohibition in this Act shall be considered to be a violation of this Act and any person subject to such prohibition who commits such violation may be liable to the United States for a civil penalty, as determined by the Secretary of Education (P. L. 107-110, Section 4303(e)(1)).
9. **Fair Labor Standards Act (29 USC 207), Davis Bacon Act (40 USC 276(a), and Contract Work Hours and Safety Standards Act (40 USC 327 et seq.)**, as applicable, and their implementing regulations in 29 CFR 500-899, 29 CFR Parts 1,3,5, and 7, and 29 CFR Parts 5 and 1926, respectively.
10. **Buy America Act:** Contractor certifies that it is in compliance with the Buy America Act in that each end product purchased under any federally funded supply contract exceeding \$2,500 is considered to have been substantially produced or manufactured in the United States. End products exempt from this requirement are those for which the cost would be unreasonable, products manufactured in the U. S. that are not of satisfactory quality, or products for which the agency head determines that domestic preference would be inconsistent with the public interest. Contractor also certifies that documentation will be maintained that documents compliance with this requirement (FAR 25.1-.2).
11. P.L. 103-227, Title X, Miscellaneous Provisions of the GOALS 2000: Educate America Act; P.L. 103-382, Title XIV, General Provisions of the Elementary and Secondary Education Act, as amended; and General Education Provisions Act, as amended.
12. **Prohibition of Text Messaging and E-mailing while Driving during Official Federal Grant Business:** Personnel funded from federal grants and their subcontractors and subgrantees are prohibited from text messaging while driving an organization-owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using organization-supplied electronic equipment to text message or e-mail while driving. Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership On Reducing Text Messaging While Driving," October 1, 2009 (pursuant to provisions attached to federal grants funded by the U.S. Department of Education).

CC. Federal Regulations Applicable to All Federal Programs:

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

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

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

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2. **Availability of Information:** Any application, evaluation, periodic program plan, or report relating to each program described in this application will be made readily available to parents and other members of the general public (20 USC 1232(e)).
3. **Sharing of Information:** Contractor certifies that it has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program described in this application significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects (20 USC 1232(e)).
4. **Prohibition of Funds for Busing:** The applicant certifies that no federal funds (except for funds appropriated specifically for this purpose) will be used for the transportation of students or teachers (or for the purchase of equipment for such transportation) in order to overcome racial imbalance in any school or school system, or for the transportation of students or teachers (or for the purchase of equipment for such transportation) in order to carry out a plan of racial desegregation of any school or school system (20 USC 1228).
5. **Direct Financial Benefit:** Contractor certifies that funds expended under any federal program will not be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization [20 USC 1232(b)(8)].

EE. Payment for Services: Payment for service(s) described in this Contract is contingent upon satisfactory completion of the service(s). Satisfaction will be determined by TEA's Project Administrator, in his sole discretion but in accordance with reasonable standards and upon advice of his superiors in TEA, if necessary.

FF. Family Code Applicability: By signing this Contract, Contractor, if other than a state agency, certifies that under Section 231.006, Family Code, that Contractor is not ineligible to receive payment under this Contract and acknowledges that this Contract may be terminated and payment may be withheld if this certification is inaccurate. TEA reserves the right to terminate this Contract if Contractor is found to be ineligible to receive payment. If Contractor is found to be ineligible to receive payment and the Contract is terminated, Contractor is liable to TEA for attorney's fees, the costs necessary to complete the Contract, including the cost of advertising and awarding a second contract, and any other damages or relief provided by law or equity.

GG. Interpretation: In the case of conflicts arising in the interpretation of wording and/or meaning of various sections, parts, Appendices, General Provisions, Special Provisions, Exhibits, and Attachments or other documents, the TEA Contract and its General Provisions, Appendices and Special Provisions shall take precedence over all other documents which are a part of this contract.

HH. Registered Lobbyists: No state or federal funds transferred to a contractor/grantee may be used to hire a registered lobbyist.

II. Test Administration and Security: This contract is executed by Agency subject to assurance by Contractor that it has at all times been and shall remain in full compliance with Title 19, Texas Administrative Code Chapter 101, and all requirements and procedures for maintaining test security specified in any test administration materials in the possession or control of Contractor, or any school, campus, or program operated by Contractor. Notwithstanding any other provision in this contract or any other document, this contract is void upon notice by Agency, in its sole discretion, that Contractor or any school, campus, or program operated by Contractor has at any time committed a material violation of Title 19, Texas Administrative Code Chapter 101, or any requirement or procedure for maintaining test security specified in any test administration materials in the possession or control of Contractor, or any school, campus, or program operated by Contractor. Expenditures and/or activities for which Contractor may claim reimbursement shall not be accrued or claimed subsequent to receipt of such notice from Agency.

JJ. Social Security Numbers: Social Security numbers will not be provided by TEA as a part of this agreement. TEA is not requiring or requesting school districts or other grantees to provide Social Security numbers as a part of this agreement.

KK. Student-identifying Information: Contractor agrees that in executing tasks on behalf of TEA, Contractor will not use any student-identifying information in any way that violates the provisions of FERPA and will destroy or return all student-identifying information to TEA within thirty (30) days of project completion.

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

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

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

Rev. 03/2010

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

SCHEDULE #6 B Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<hr style="width: 10%; margin: 0 auto;"/> 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.

SCHEDULE #6B Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 Required for all federal grants regardless of the dollar amount	_____ County-District-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.

SCHEDULE #6C. Lobbying Certification	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 Required for all federally funded grants greater than \$100,000.	_____ County-District-Campus No.
Texas Title I Priority Schools Grant - CYCLE 2		

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

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

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

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

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

11/89
 03/90

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

SCHEDULE #6D - Disclosure of Lobbying Activities	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	_____ County-District-Campus No.
Texas Title I Priority Schools Grant - CYCLE 2		

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

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

(Attach Continuation Sheet(s), if necessary)

[ITEMS 11-15 REMOVED]

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

SCHEDULE #6E NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	_____ County-District-Campus No.
Texas Title I Priority Schools Grant - CYCLE 2		

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

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

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<hr style="width: 20%; margin: 0 auto;"/> 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).

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<hr style="width: 10%; margin: 0 auto;"/> 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.

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<hr style="width: 20%; margin: 0 auto;"/> 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.

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<hr style="width: 10%; margin: 0 auto;"/> 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 and assessments;
- (M) to the extent appropriate, provide training for teachers and principals in the use of technology so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and core academic subjects in which the teachers teach;
- (N) as a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement with the findings of the evaluations used to improve the quality of professional development;
- (O) provide instruction in methods of teaching children with special needs;
- (P) include instruction in the use of data and assessments to inform and instruct classroom practice;
- (Q) include instruction in ways that teachers, principals, pupil services personnel, and school administrators may work more effectively with parents; and
- (R) may include activities that:
 - (i) involve the forming of partnerships with institutions of higher education to establish school-based teacher training programs that provide prospective teachers and beginning teachers with an opportunity to work under the guidance of experienced teachers and college faculty;
 - (ii) create programs to enable paraprofessionals (assisting teachers employed by an LEA receiving assistance under Title I Part A) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers; and
 - (iii) provide follow-up training to teachers who have participated in activities described previously in this definition that are designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom.

7. Scientifically Based Research:

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

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<hr style="width: 10%; margin: 0 auto;"/> 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.

SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013	<hr style="width: 20%; margin: 0 auto;"/> County-District-Campus No.
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Federal Statutory Requirements

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

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

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

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

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

Statutory Program Assurances

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

TEA Program Assurances

1. Before full implementation funds are made available, the grantee must demonstrate that all early implementation activities have been completed. Successful completion of the early implementation will be measured in the **Quarterly Implementation Reports**, the **Model Selection and Description Report**, and through participation in TEA technical assistance. Copies of the above named reports can be found on the TTIPS website at the following link: http://www.tea.state.tx.us/index4.aspx?id=7354&menu_id=798
 - a. The Model Selection and Description Report must be submitted to TEA no later than **February 1, 2011**. This report may be submitted at any time prior to the deadline. Grantees must demonstrate successful completion of the following activities:
 - i. Comprehensive Needs Assessment process.
 - ii. Establish the grant budget by the required categories.
 - iii. Identification and Selection of the intervention model.
 - iv. Development of activities to implement selected intervention model.
 - v. Development of Timeline of Grant Activities.
- 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 a a factor as well as other factors such as multiple observation-based assessments of student performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
 2. Are designed and developed and with teacher and principal involvement
 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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By submitting the application for American Recovery and Reinvestment Act (ARRA) funds (P.L. 111-5), the applicant agrees to comply with the following provisions and assurances for all programs authorized in Division A of the ARRA, Title I School Improvement Grant (SIG). The applicant understands that failure to comply with one or more of these provisions and assurances may result in the Texas Education Agency (TEA) taking one or more enforcement actions authorized in Title 34 of the Code of Federal Regulations (CFR) §§ 74.62 and 80.43.

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

Terms defined:

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

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

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

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

GRANTEE – the subrecipient of TEA and applicant of funds.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013	_____ County-District-Campus No.
Texas Title I Priority Schools Grant - CYCLE 2		

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

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

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

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

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

SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013	_____ County-District-Campus No.
Texas Title I Priority Schools Grant - CYCLE 2		

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

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

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

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

DRAFT

Draft Scoring Rubric for Peer Review Committee

Criteria for: Texas Title I Priority Schools Grant (TTIPS) School Improvement Grant – CYCLE 2

Each competitive application is reviewed to determine the capability of the applicant to implement its proposed program, and affect positive results for the campus.

In reviewing the information submitted and in recommending competitive applications for funding, the review committee and TEA staff will consider the following criteria and award up to the following maximum points for each criterion. Reviewers rate each indicator as Clearly Outstanding, Exceeds Expectations, Meets Standard, Needs Improvement, or Not Addressed.

Need for the Proposed Project (10 Points Possible)

- The magnitude or severity of the problem to be addressed by the proposed project is significant in nature and based on school ranking by percentile. (6 points)

[P. 15, Schedule 4A, Part 1 Grant Eligibility and Part 2, Grant Program Summary]

Does the grant program summary address the local program goals and objectives that align with the RFA purpose and goals?

Not Addressed	Needs Improvement	Meets Standard	Exceeds Expectation	Clearly Outstanding
Response does not address question	Local program goals exist and are somewhat aligned with RFA goals	Clear alignment between local program goals and RFA goals	Interdependent alignment between local program goals and RFA goals	Interdependent alignment between local program goals and RFA goals Root cause(s) identified and addressed

- Specific gaps, barriers, or weaknesses related to the severity of the problem have been identified.

(4 points)

[P. 15, Schedule 4A, Part 2, Grant Program Summary]

Does the grant program summary describe how specific gaps, barriers, or weaknesses have contributed to the lack of student achievement at the campus?

Not Addressed	Needs Improvement	Meets Standard	Exceeds Expectation	Clearly Outstanding
Response does not address question	Only TAKS data provided Only campus leadership involved	Multiple data sources provided Campus leadership and LEA staff involved	Multiple data sources provided Multiple grade levels and LEA data addressed LEA/campus staff involved	Multiple sources of data used in planning and decision making Feeder campuses and LEA data addressed LEA/campus staff involved

Quality of the Project Design (20 Points Possible)

- The proposed project is appropriate, and will specifically address low performing academic areas. (6 points)

[P. 16-18, Schedule 4B, Parts 1, Comprehensive Needs Assessment, P. 29-38, Schedule 4B, Part 3, Intervention Model Selection; Sections A - D]

Does the program description address in detail the process that the LEA and the campus will follow to identify the needs of the campus?

Not Addressed	Needs Improvement	Meets Standard	Exceeds Expectation	Clearly Outstanding
Response does not address question	<p>Only TAKS data provided. Limited data sources are used and the plan is based on assumptions</p> <p>Survey data only includes campus staff</p> <p>Only campus leadership involved</p>	<p>Multiple data sources provided</p> <p>Multiple grade levels and LEA data addressed</p> <p>Surveying includes staff, students and parents</p> <p>Majority (50-75%) of campus staff involved</p> <p>LEA staff involved</p>	<p>Multiple sources of data used in planning and decision making</p> <p>Feeder campuses and LEA data addressed</p> <p>Surveying includes staff, students, parents and community</p> <p>Over 75% of campus staff involved</p>	<p>Multiple sources of data used in planning and decision making</p> <p>Feeder campuses and LEA data addressed</p> <p>Surveying includes staff, students, parents and community</p> <p>Over 75% of campus staff involved</p> <p>LEA staff involved and empowered with decision-making opportunities</p>

- The program activities and interventions relate directly to the program goals, local objectives, and strategies, as well as to the program description and project requirements. (4 points)

[P. 44, Schedule 4C, Part 2, Reform/Improvement Activities]

Does the program description address the school improvement activities that will be incorporated into the intervention model selected?

Not Addressed	Needs Improvement	Meets Standard	Exceeds Expectation	Clearly Outstanding
Response does not address question	Improvement activities and model requirements are not aligned	Improvement activities are related to the model requirements, some CSFs/Milestones are addressed	Improvement activities or strategies, are interconnected with model requirements, many CSFs/Milestones are addressed	Improvement activities or strategies are directly related to the model requirements, CSF/ Milestones are interconnected and can be tied to successful case studies

- The objectives, strategies, activities, and desired results of the project are clearly specified and are measurable. (5 points)

[P. 48, Schedule 4D, Part 1, Performance Assessments and Evaluation]

Does the LEA describe the process for providing on-going monitoring of grant activities to ensure continuous improvement, including formative evaluation and data collection methods?

Not Addressed	Needs Improvement	Meets Standard	Exceeds Expectation	Clearly Outstanding
Response does not address question	Monitoring methods of grant activities do not match project interventions	On-going monitoring methods are clearly described to ensure continuous improvement	On-going monitoring methods are clearly described to ensure continuous improvement and contain formative evaluation as well as qualitative and quantitative data collection methods	On-going monitoring methods are embedded within grant activities to ensure continuous improvement Strong components of formative evaluation exist as well as qualitative and quantitative data collection methods

- Does the LEA describe the LEA/campus' process for providing on-going monitoring of grant activities to ensure continuous improvement; process for formative evaluation and data collection, including how they will be used to improve instruction? The design of the proposed project reflects up-to-date knowledge from proven research and effective best practices. (5 points)

[P. 49-50, Schedule 4D, Part 1-Performance Assessment and Evaluation]

What monitoring processes have been utilized by the LEA/campus to ensure continuous student growth? Does the project design reflect current knowledge from proven research and effective best practices?

Not Addressed	Needs Improvement	Meets Standard	Exceeds Expectation	Clearly Outstanding
Response does not address question	Limited description of evaluative tools and how such tools are to be utilized	On-going monitoring, formative evaluation and data collection methods are described thoroughly	On-going monitoring, formative evaluation and data collection methods are described as well as how such information will be utilized to improve	On-going monitoring, formative evaluation and data collection methods ensure continuous improvement

- The design of the proposed project reflects appropriate planning of Pre-Implementation Activities.
[P. 20, Schedule 4B Program Description, Project Management, Pre-Implementation Activities]
Did the LEA's description reflect appropriate application of pre-implementation activities?

Not Addressed	Needs Improvement	Meets Standard	Exceeds Expectation	Clearly Outstanding
Response does not address question	The model and pre-implementation activities are briefly described	The model and pre-implementation activities are described and a timeline for implementation is discussed	<p>The model and pre-implementation activities are described in detail with obtainable timelines.</p> <p>The budget supports the model and activities that are clearly stated</p>	<p>Clearly states the model, pre-implementation activities, and timeline in a step by step format. This plan and timeline has a strategy full implementation by Fall 2011.</p> <p>The planned budget clearly supports all aspects of the project.</p>

Quality of Project Services (5 Points Possible)

- Strategies and activities are of sufficient quality and scope to ensure equitable access and participation among all eligible program participants. (5 points)

[P. 16, Schedule 4B, Part 1, Campus Grade Levels, P.58-62, Schedule 4F, Equitable Access and Participation]

Did the LEA address all grade levels on the campus that will be served with this grant?

Not Addressed	Needs Improvement	Meets Standard	Exceeds Expectation	Clearly Outstanding
Response does not address question	Few grade levels excluded from grant activities	All applicable grade levels chosen for grant activities	All grade levels chosen for grant activities	All appropriate grade levels and student populations will be served with grant activities

Quality of Management Plan (25 Points Possible)

- Qualifications, experience, and certifications of external providers are of sufficient quality to ensure successful implementation. (5 points)

[P. 26, Schedule 4B, Part 2, Project Management]

Did the LEA describe its capacity, or lack thereof, 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? Did the LEA describe its process to recruit, screen and select external providers of high quality?

Not Addressed	Needs Improvement	Meets Standard	Exceeds Expectation	Clearly Outstanding
Response does not address question	<p>Application of funds are not fully aligned with project requests</p> <p>Partial capacity to provide related services to implement project</p> <p>No mention of how external providers will be selected</p>	<p>Selection of external providers is performed by leadership staff, teachers, and support staff</p> <p>A partial site based team is involved in the planning and application of the project</p> <p>Formative and summative evaluations of the project are performed</p> <p>External providers are selected and hired if indicated by the needs assessment</p>	<p>Selection of external providers is performed by a partial site based team</p> <p>Justification of funds are aligned with the project</p> <p>LEA, campus leadership, and teacher leaders are involved in the planning and application of project</p> <p>Formative and summative evaluations of the project are on-going</p> <p>Assures that relative and support services are in place to implement the project</p> <p>Process to recruit, select and hire external providers described if indicated by the needs assessment</p>	<p>Selection of external providers are performed by a full site based team</p> <p>Application of funds are in alignment with project requests</p> <p>All stakeholders are involved in the planning and application of the project</p> <p>External providers are solicited and obtained if indicated by the needs assessment</p> <p>Provides capacity to assure related services to fully implement the project</p> <p>Process to recruit, select and hire external providers of high quality described if indicated by the needs assessment</p>

- The management plan is designed to achieve the objectives of the proposed project on time and within budget, with appropriate timelines and milestones for accomplishing project tasks. (5 points)

[P. 43-47, Schedule 4C, Part 2, Reform/Improvement Activities, P.63-71, Schedule 5, Part 3,Budget Summary]

Did the LEA describe the timeline delineating the steps the campus will take to implement the process for selecting the intervention model and implementation of the additional improvement activities?

Not Addressed	Needs Improvement	Meets Standard	Exceeds Expectation	Clearly Outstanding
Response does not address question	The model and improvement activities are briefly described.	The model and improvement activities are described and a timeline for implementation is discussed.	<p>The model and improvement activities are described in detail with obtainable implementation timelines.</p> <p>The budget supports the model and activities that are clearly stated.</p>	<p>Clearly states the model, improvement activities, and timeline in a step by step format of the Critical Success Factors to obtain student growth. This plan and timeline has a strategy for revision should student achievement goals dictate the need.</p> <p>The planned budget clearly supports all aspects of the project.</p>

- The procedures ensure feedback and continuous improvement in the operation of the proposed project through ongoing monitoring and adjustments as needed. (6 points)

[P. 48-50 Schedule 4D, Part 1/2/3, Performance Assessment and Evaluation]

Did the LEA describe the LEA/campus' process for providing on-going monitoring of grant activities to ensure continuous improvement, the process for formative evaluation, qualitative and quantitative data collection, and the use of this information to improve instruction?

Not Addressed	Needs Improvement	Meets Standard	Exceeds Expectation	Clearly Outstanding
Response does not address question	Minimum performance measures and target areas are identified with minimum processes	Performance measures, target areas and goals are sufficient, with adequate processes and inclusive of campus needs	Performance measures, target areas and goals are abundant, realistic, and reviewable with rich processes that can be reasonably transferred into revised action plans	<p>Performance measures, target areas and goals are abundant, realistic, reviewable, and clear with rich processes that can be plainly transferred into revised action plans</p> <p>Formative evaluation processes are clearly written</p> <p>Qualitative and quantitative data collection methods are outlined</p> <p>Process for developing performance goals is clearly explained</p> <p>Annual performance goals are addressed in each Critical Success Factor area</p>

- The proposed project will be coordinated with similar or related efforts using existing resources and facilities and with other appropriate community, state, and federal resources to maximize the effectiveness of grant funds. (4 points)

[P. 23, Schedule 4B, Part 2, Program Description: Project Management; Resource Management]

Did the LEA describe its 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 including how the LEA/campus will align other resources with the school improvement intervention?

If the LEA is not applying to serve each Tier I school (is not applying for grant funding for each Tier I school), did the LEA 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, the LEA will have entered "N/A" for this question.

Not Addressed	Needs Improvement	Meets Standard	Exceeds Expectation	Clearly Outstanding
Response does not address question	LEA's capacity to provide resources and related services/support to implement the project lack clarity and purpose	LEA's capacity to provide adequate resources and related services/support to implement the project are clearly described	LEA's capacity to provide adequate resources and related services/support to effectively implement the project are clearly described Other resources which support the project are mentioned	LEA's capacity to provide sufficient resources and related services/support to effectively implement the project are clearly described Other resources support the project and are clearly described Detailed explanation of why the LEA lacks capacity to serve all eligible schools is evident (if applicable)

- The level of involvement and commitment to the project of all participants, including management, staff, collaborators and partners, is sufficient to ensure the successful implementation of the project goals, objectives, and activities. (3 points)

[P. 19-23, Schedule 4B, Project Management; LEA Capacity]

Does the LEA demonstrate capacity and commitment, including modifying practices or policies as needed, to ensure successful implementation of grant goals, objectives and activities within the following categories?

- LEA personnel dedicated to supporting the project
- Purposeful and effective instructional arrangements to support the project
- Budgeting and other procedures/practices adjusted to respond efficiently and effectively to the project
- Customized supplementary support and resources provided to project, over and beyond other campuses
- Precedence given to the project in HR practices of recruiting, selecting, hiring, supporting, and retaining turnaround principals and teachers
- Other indicators of LEA commitment (Board awareness and support of turnaround initiatives, direct communication between Superintendent and TTIPS project staff, policy changes and procedural exceptions that provide freedom and flexibility needed for TTIPS, etc.)

Not Addressed	Needs Improvement	Meets Standard	Exceeds Expectation	Clearly Outstanding
Response does not address question	Description contains only some of the six major categories of capacity and commitment (listed above)	Description contains all six major categories of capacity and commitment	Description contains all six major categories of capacity and commitment to additional management capacity criteria as needed for individual campus	Description contains detailed commitment to all six capacity criteria with flexibility to adjust for student/staff needs based upon on-going assessments

- The LEA describes how the LEA/campus consulted with relevant stakeholders regarding this application and proposed implementation of a school intervention model as well as how it will implement reform efforts to support the campus' school improvement efforts. (2 points)

[P. 18, Schedule 4B, Part 1, Section D, Groups of Participants, P. 21, Schedule 4B, Part 2, Section A, Partnership/Involvement, P. 38, Schedule 4B, Part 3, Section D, Groups of Participants]

Did the LEA describe how the LEA/campus consulted with relevant stakeholders (students, staff, parents, community) regarding this application and proposed implementation of a school intervention model and how it will organize and implement reform efforts to support the campus' school improvement efforts?

Not Addressed	Needs Improvement	Meets Standard	Exceeds Expectation	Clearly Outstanding
Response does not address question	Description indicates a lack of processes utilized for collaboration with stakeholders	Description of processes utilized for consultation with stakeholders indicates a clear, effective process An effective process for consultation among stakeholders regarding implementation of reform efforts is evident	Description of processes utilized for consultation with stakeholders indicates a clear, effective process An effective process for consultation among stakeholders regarding implementation of reform efforts and other school improvement efforts is evident	Clear description of processes utilized for consultation with all relevant stakeholders regarding project Clear description of processes utilized for consultation with all relevant stakeholders regarding organization and implementation of school improvement efforts

Quality of Project Evaluation (20 Points Possible)

- The methods of evaluation provide for examining the effectiveness of project strategies. (4 points)

[P. 48, Schedule 4D, Part 1, Performance Assessment, Section A, On-Going Monitoring, Continuous Improvement, and Formative Evaluation]

Does the LEA describe the LEA/campus' process for providing on-going monitoring of grant activities to ensure continuous improvement; process for formative evaluation and data collection, including how they will be used to improve instruction?

Not Addressed	Needs Improvement	Meets Standard	Exceeds Expectation	Clearly Outstanding
Response does not address question	Minimum description of assessment tools to be utilized	Detailed description of assessment tools, with processes for utilization of information and inclusive of campus needs	Multiple assessment tools, with rich utilization processes that can be reasonably transferred into revised action plans and inclusive of campus needs	Multiple assessment tools that are understandable with rich utilization processes that can be clearly transferred into revised action plans and inclusive of campus needs

- The formative evaluation processes outlined in the application provides for the identification and correction of problems throughout the duration of the grant project. (4 points)

[P. 49, Schedule 4D, Part 1, Section B, Formative Evaluation]

Did the LEA describe the LEA/campus' process for formative evaluation, including how the results of the evaluation will be used to improve the grant program?

Not Addressed	Needs Improvement	Meets Standard	Exceeds Expectation	Clearly Outstanding
Response does not address question	Lacks evidence of monitoring techniques, formative evaluation and data collection methods	Evidence of monitoring techniques, formative evaluation and data collection methods Processes to identify and address problems throughout the project are described	Monitoring techniques, formative evaluation and data collection methods are described Processes to identify and address problems throughout the project are described, including strategies to modify improvement activities	Descriptions for on-going monitoring, formative evaluation and data collection methods are clearly described Processes to identify and address problems throughout the project are described, including strategies to modify improvement activities

- The methods of evaluation include the use of objective performance measures and indicators of program accomplishment that are clearly related to the intended results of the project and will produce quantitative and qualitative data to the extent possible. (4 points)

[P. 50, Schedule 4D, Part 1, Section C, Qualitative and Quantitative Data Collection]

Did the LEA describe the data collection methods to be implemented by the LEA/campus and how the data will be disaggregated and used to improve instruction and obtain continuous improvement results?

Not Addressed	Needs Improvement	Meets Standard	Exceeds Expectation	Clearly Outstanding
Response does not address question	Minimum use of assessment tools; lack strategies for progress monitoring	Acceptable use of assessment tools, with adequate processes and inclusive of campus needs Progress monitoring strategies evident	Multiple assessment tools used, with processes that can be transferred into information to revise action plans which are inclusive of campus needs Progress monitoring strategies are an integral part of evaluation	Multiple assessment tools used, with processes that are embedded within action plans which are inclusive of campus needs Progress monitoring strategies are an integral part of evaluation

- The evaluation design includes program-level data (i.e., program activities, number of students served, etc.) and student-level academic data (i.e., achievement results, attendance data, etc.) to determine progress on annual goals. (8 points)

[P. 53-56, Schedule 4D, Part 3, Annual Performance Goals,]

Did the LEA collect appropriate data to review the annual goals for student achievement on the State’s assessments and other measures identified within the needs assessment to which the LEA is holding the campus accountable?

Not Addressed	Needs Improvement	Meets Standard	Exceeds Expectation	Clearly Outstanding
Response does not address question	Minimal use of assessment tools to determine progress for meeting goals	Multiple assessment tools, and specific processes described for determining progress for meeting goals which are aligned to campus needs	Multiple assessment tools, and specific processes described for determining progress for meeting goals which are aligned to campus needs Processes can be transferred into revised action plans which are inclusive of campus needs	Multiple assessment tools, and detailed processes described for determining progress for meeting goals which are aligned to campus needs Extensive progress goals aligned to campus needs Processes can be transferred into revised action plans which are inclusive of campus needs

Appropriateness of Budget (15 Points Possible)

- The budget, including personnel, materials, maintenance and operations (M&O), related services, and other identified expenses, adequately supports the activities outlined in the proposed project. (10 points)

[P.64-71, Schedule 5, Part A, B,C,D, E, and G]

Did the LEA provide a detailed description of the budget based on the activities outlined in the proposed project and is it facilitative of student academic growth? Does the proposed budget include all personnel (including, hiring training, and retaining), use of facilities, related/support services, and all other possible expenditures?

Not Addressed	Needs Improvement	Meets Standard	Exceeds Expectation	Clearly Outstanding
Response does not address question	Budget is prepared based on needs assessment	Budget is clearly written based on comprehensive needs assessment and justifies expected costs associated with the project Budget facilitates student academic growth	Budget is clearly written based on comprehensive needs assessment and justifies expected costs associated with the project Budget facilitates student academic growth	Detailed description of budget activities facilitates student academic growth Budget includes all personnel, use of facilities, related/support services Contingency funds are addressed

- Expenditures and activities are supplemental to and do not supplant or duplicate services currently provided. (5 points)

[Page 63-71, Schedule 5, 5B, 5C, 5D, 5E, 5G; P. 23, Schedule 4B, Part 2, Resource Management; and P. 25, Program Continuation and Sustainability]

Did the LEA show proof of the proposed budget working in concert with other federal, state and local funds available? Did the LEA describe actions to sustain progress once the funding has ended?

Not Addressed	Needs Improvement	Meets Standard	Exceeds Expectation	Clearly Outstanding
Response does not address question	Budget is prepared based on needs assessment	<p>Budget is clearly written to justify expected costs associated with the project and supports student outcomes</p> <p>Budget works in concert with other federal, state, and local funds</p> <p>Multiple resources are aligned with LEA/campus project goals and objectives</p>	<p>Budget is clearly written to justify expected costs associated with the project and supports student outcomes</p> <p>Budget works in concert with other federal, state, and local funds</p> <p>Multiple resources are aligned with LEA/campus project goals and objectives</p> <p>Budget projections made for end of project funding</p>	<p>Funds from federal, state, and local sources are clearly coordinated to support the school improvement process</p> <p>A cost analysis has been performed to meet student outcomes</p> <p>Detailed plans evident for continuing processes after the funding period ends</p>

Overall Application (5 Points Possible)

- Application is organized and completed according to instructions. (5 points)

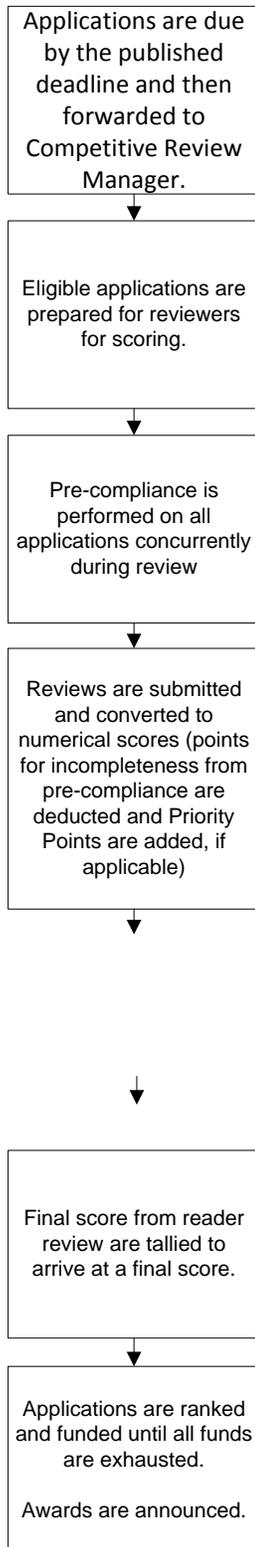
Does the overall application describe components which align with the needs identified in the comprehensive needs assessment? Does it support all activities/strategies geared toward the achievement of student outcomes and is it inclusive of all critical success factors? Are all federal requirements fully addressed?

Not Addressed	Needs Improvement	Meets Standard	Exceeds Expectation	Clearly Outstanding
Response does not address question	Application is prepared based on needs assessment, but lacks clarity and organization	Application is prepared based on needs assessment and intervention model chosen Application components are organized and align with critical success factors supporting student outcomes Federal requirements are addressed within the application	Application is clearly written based on needs assessment and justifies expected costs associated with intervention model chosen Application components are organized and align with critical success factors supporting student outcomes Federal requirements are addressed within the application	Application is clearly written based on needs assessment and justifies expected costs associated with intervention model chosen Application components are organized and align with critical success factors supporting student outcomes Federal requirements are addressed within the application Overall application is clearly written with few questions unanswered

Total Points Possible 100

Attachment 4: Competitive Review Process
Division of Discretionary Grants

Overview of Competitive Review Process



1. Submission deadline: The Document Control Center (DCC) accepts applications up until 5:00 PM on the day that applications are due to TEA.

2. Applications submitted by published deadline are forwarded to the Reader Review Manager. Eligibility of each applicant is confirmed and all eligible applicants are forwarded to TTIPS Unit to prepare for scoring (see “Reviewer Assignments” and “Review and Scoring”).

3. While all the applications are with reviewers, the Compliance Review Manager performs pre-compliance and checks for incompleteness on all applications (see “Pre-Compliance”). Confirms results with Grant Manager.

4. Reviews are submitted and collected by the Reader Review Manager and with the results from the Pre-Compliance, scores are tallied by TTIPS staff to arrive at a ranked list of eligible applications.

5. The final score from the reader review, pre-compliance, and priority points are added together to arrive at a final score. Applications are then ranked from highest-to-lowest.

6. Applications are funded down the list until all funds are exhausted or based on the minimum score specified in the RFA.

8. The Recommendation List is prepared by the Competitive Review Manager and sent for approval.

9. Announce grant awards: legislative, preliminary selection, non-selection and non-eligible letters, and web posting (see “Award Announcements”)

Reviewer Assignments

1. Applicants are required to submit the names of three individuals to be potential reviewers for each competitive program. Program Manager may choose to not solicit reviewers from applicants and identify reviewers themselves.
2. The information is collected by the Competitive Review Manager who confirms the availability and contact information of each reviewer.
3. Two days before applications are due to be submitted, a list of confirmed reviewers is forwarded to the Reader Review Manager who is asked to select the needed number of reviewers and to identify additional reviewers for alternates. They may add or delete reviewers as long as they provide the required number.
4. The Reader Review Manager is also solicited to submit any additional information to include in the Reviewer's Scoring and Program Guidelines that is included in the scoring packets (see "Review and Scoring" #2).
5. The Reader Review Manager receives the selected reviewers and assigns applications to reviewers based on the following criteria to prevent any conflicts of interest or lack of inter-rater reliability:
 - -An application is to be reviewed by a reviewer:
 - Not from its originating district or region (I take it one step farther and attempt to not assign applications from neighboring regions, as well);
 - From a similar type of institution, e.g. an application from an ISD to a reviewer from an ISD, an application from a charter school to a reviewer from a charter school, etc.
 - From a same-sized institution, e.g. an application from a large district to a reviewer from a large district, etc.

- Review and Scoring

1. If a grant program has the potential for an awards to be \$500,000 or above, all eligible applications for that grant program will be read by a total of 5 reviewers.

2. After applications are assigned to reviewers, reviewer packets are prepared that contain the following:

- -A complete Request for Application (RFA)
- -A Non-disclosure/Conflict of Interest Statement
- -A Reviewer's Scoring and Program Guidelines, which contains:
 - the purpose and background of the program, along with the requirements and assurances
 - the scoring criteria
- -The assigned applications.

3. An online scoring survey is created to accept the reviews based on the criteria listed in Part 1 in the RFA, as well as any additional specific review criteria that may be listed in Part 2 (this would also include Priority Points).

4. Reviews are submitted and collected by the TTIPS Team and converted to numerical scores. If the review has five scores, the highest and lowest scores are dropped, and the three remaining scores are averaged for a final score.

5. Once the final score is obtained from the reader review, points for incomplete schedules (derived from Pre-Compliance up to a max of 10 points – see "Pre-Compliance") are then deducted. At this point, applications that have obtained a percentage as determined by Program staff, of the available points from the reader review are eligible to move forward to receive Priority Points, if available/applicable.

6. Priority Points (if applicable) are added to the applications that are eligible. Once complete, the applications are ranked by highest-to-lowest scores.

Pre-Compliance

1. Refer to RFA to ascertain if any program-related attachments are required to be attached upon submission, and if so, ensure that all applications comply. If not, the application is deemed ineligible unless otherwise stated in the RFA.
2. Check each application for fiscal-related attachments: charter schools are required to attach proof of non-profit status (if operated by a non-profit); non-profits are required to attach proof of non-profit status and indicators of financial stability; for-profits are required to attach indicators of financial stability. If any of the above is not attached, the application is deemed ineligible.
3. The Compliance Review Manager reviews each application and checks for missing or incomplete schedules. If any required schedule is completely missing or completely blank, that application is deemed ineligible.
4. If any program schedule has required fields that are blank, 1 point is deducted for each field up to a total of 10 points maximum, unless it is a statutory requirement which would render the application ineligible.

Award Announcements

1. Award announcement letters are sent in the following order:

- Day 1 (day of full approval of the Recommendation Memo): letters are sent to each legislator in the Texas House and Senate (via Governmental Relations) who represents each grantee. The letter includes a brief description of the program, the district/organization selected to receive an award, and the award amount.

- Day 2: Preliminary selection letters are mailed directly (via USPS) to each grantee, addressed to the Superintendent, Executive Director, etc.

- Day 3: The list of selected grantees is posted to the "Competitive Grant Selection Lists" on the Grant Opportunities page of the TEA web site.

2. Non-selection letters are mailed to applicants who either did not obtain enough points from the review (and/or interview) to be eligible for funding or simply were not ranked high enough before funds were exhausted. These letters are mailed out on Day 2.
3. Ineligible letters are mailed to applicants who submitted an application that did not pass Pre-Compliance. These letters are approved by the Director of Discretionary Grants and the Associate Commissioner of OPGE. They are mailed no earlier than Day 2 or the day they are approved, whichever is later.