

TEXAS EDUCATION AGENCY
Standard Application System (SAS)
Student Support Programs
Improving Teaching and Learning
School Years 2001-2002, 2002-2003, and 2003-2004

Co-Dist-Campus No. 152-906-001
(9-digit no.)

ESC Region No. 17

New Application
 Amendment No. _____

SCHEDULE #1—General Information

APPLICATION DEADLINE
Friday, December 15, 2000

Use of the Standard Application System: This system provides a series of standard schedules to be used by applicants who apply for funds administered by the Division of Student Support Programs at the Texas Education Agency. If additional clarification is needed, please contact the Division of Student Support Programs at (512) 463-9374; FAX number (512) 305-9447; or website at <http://www.tea.state.tx.us/student.support/>

Program Authority: Public Law 105-78 Comprehensive School Reform Demonstration Program Grant

Project Beginning Date: July 1, 2001 **Project Ending Date:** June 30, 2004

1. Applicant LEA: (Name, Address, City, State, Zip) Lubbock-Cooper ISD Rt. 6 Box 400 Lubbock, TX 79423-9530 Applicant Campus: (Name, Address, City, State, Zip) Lubbock-Cooper High School Rt. 6 Box 400 Lubbock, TX 79423-9530	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="2" style="text-align: center;">2. Campus Contact Person</th> </tr> <tr> <td style="width: 50%; text-align: center; vertical-align: top;"> Primary Name: Gary Frye Phone: (806) 863-2282 x 112 FAX: (806) 863-3130 E-mail: glfrye@lcsd.net </td> <td style="width: 50%; text-align: center; vertical-align: top;"> Alternate Name: Berta Forgeron Phone: (806) 863-2282 x 500 FAX: 806) 863-3130 E-mail: fogerson@lcsd.net </td> </tr> </table>	2. Campus Contact Person		Primary Name: Gary Frye Phone: (806) 863-2282 x 112 FAX: (806) 863-3130 E-mail: glfrye@lcsd.net	Alternate Name: Berta Forgeron Phone: (806) 863-2282 x 500 FAX: 806) 863-3130 E-mail: fogerson@lcsd.net
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Primary Name: Gary Frye Phone: (806) 863-2282 x 112 FAX: (806) 863-3130 E-mail: glfrye@lcsd.net	Alternate Name: Berta Forgeron Phone: (806) 863-2282 x 500 FAX: 806) 863-3130 E-mail: fogerson@lcsd.net				

3. Index to this Application: An "X" has been placed in the New Application column to indicate each schedule that **must** be submitted as a part of the original application. The applicant must enter an "X" in this column for each additional schedule submitted to complete the application. For amendments, the applicant must enter an "X" in the Amendment column next to the schedule(s) being submitted as part of the amendment.

Sch No	Schedule Name	P	New Appl	Amend	Sch No	Schedule Name	P	New Appl	Amend
1	General Information	1	X		4	Campus Program Abstract	16	X	
2	Certification for Shared Services Arrangements	2			4A	Campus Program Needs Assessment	21	X	
3	Three-Year Budget Summary	3	X		4B	Campus Program Description	24	X	
3A	Administrative Activities and Technical Assistance	4	X		4C	Campus Program Evaluation Design	27	X	
3B	Payroll Costs 6100	7	x		4D	Equitable Access and Participation	30	X	
3C	Professional and Contracted Services 6200	9	x		6A	Provisions and Assurances	31	X	
3D	Supplies and Materials 6300	11	x		6B	Debarment and Suspension Certification	34	X	
3E	Other Operating Costs 6400	13	x		6C	Lobbying Certification	35	X	
3G	Capital Outlay 6600 (exclusive of 6619/6629)	15	x		6D	Disclosure of Lobbying Activities	36		
					6E	Special Provisions and Assurances	37	X	

4. Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the local education agency named above has authorized me as its representative to obligate this agency. 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.

Typed Name of Superintendent or Authorized LEA Official Pat Henderson	Telephone Number (806) 863-2282	Date Signed 12/14/2000	Original Signature of Superintendent or Authorized LEA Official (blue ink preferred)
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By Friday, December 15, 2000

Return 5 sets of the application with original signature(s) to:

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

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**TEXAS EDUCATION AGENCY
 Standard Application System (SAS)
 Student Support Programs
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 School Years 2001-2002, 2002-2003, and 2003-2004**

Co-Dist-Campus No. 152-906-001

Amendment No. _____

SCHEDULE #3—Three-Year Budget Summary

NOGA ID 2616001

NOGA ID 3616001

NOGA ID 4616001

[x]	CSRD/ITL funds will be combined in the campus' Title I schoolwide campus budget. Fund Code: 256/343			Fiscal Year 1		Fiscal Year 2		Fiscal Year 3	
				Project Period July 1, 2001–June 30, 2003		Project Period July 1, 2002–June 30, 2004		Project Period July 1, 2003–June 30, 2004*	
				Col. A	Col. B	Col. C	Col. D	Col. E	Col. F
Ln No.	Class/Object Description	Schedule NO.	C/Obj.	Campus Program	LEA Administration	Campus Program	LEA Administration	Campus Program	LEA Administration
01	Payroll Costs	3B	6100	63,255		58,964		60,493	
02	Professional and Contracted Services	3C	6200	43,390		41,715		39,130	
03	Supplies and Materials	3D	6300	19,000		17,000		15,000	
04	Other Operating Costs	3E	6400	24,355		32,321		35,377	
05	Capital Outlay (Exclusive of 6619 and 6629)	3G	6600	0		0		0	
06	Total Direct Costs (Sum of Lines 01-05)			150,000	0	150,000	0	150,000	0
07	Indirect Costs (Based on approved rate minus exclusions)				7,500		7,500		7,500
08	Total Costs (Sum of Lines 06 - 07)*			\$ 150,000	\$ 7,500	\$ 150,000	\$ 7,500	\$ 150,000	\$ 7,500
09	Total Costs for each grant period (Sum of Line 08: Cols. A + B, C + D, and E + F)			\$ 157,500		\$ 157,500		\$ 157,500	
10	Payments to Member LEAs of an SSA (flow-through)**		6493						
11	Current FY Funds Budgeted (TEA USE ONLY)								
12	Prior FY Funds Budgeted (TEA USE ONLY)								

*The amount in Line 08 of Columns B, D, and F may not exceed 5 percent of the amounts in Line 08 of Columns A, C, and E respectively.

**These costs must be included in Lines 01-05, as applicable, and must be reflected in the appropriate support schedules.

Reason for the Amendment: Complete only when submitting an amendment.

- 1. Addition of a class/object code not previously budgeted.
- 2. Addition of a new line item within a class/object code.
- 3. Change in the number of positions charged to payroll.
- 4. Change in scope or objectives (regardless of whether there is an associated budget revision requiring prior approval).
- 5. Increase in quantity of capital outlay item(s) (≥ \$5,000) previously approved.
- 6. Addition of equipment or furniture (< \$5,000) not previously approved.
- 7. Reduction of funds allotted for training costs.
- 8. Cumulative transfers among direct categories exceed 10 percent of the current total approved budget.
- *9. Extension of Third-Year Project period (Request to extend Third-Year project to May 31, 2005, for follow-up activities.)

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**TEXAS EDUCATION AGENCY
Standard Application System (SAS)
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Improving Teaching and Learning
School Years 2001-2002, 2002-2003, and 2003-2004
SCHEDULE #3A—LEA Administrative Activities and Technical Assistance**

Co-Dist-Campus No. 152-906-001

Amendment No. _____

LEA Administrative Activities for this campus program.

For each year, describe how the LEA administration will provide technical assistance to the campus in order to facilitate implementation of the ITL program. **Each section must be addressed and completed for the application to be considered for funding.** [Information is limited to the space provided and must be submitted in this format.]

Technical Assistance

Year 1	Year 2	Year 3
<p>Technical Assistance: High Schools That Work (HSTW) program assistance will be provided by the Southern Regional Education Board (SREB). They are providing this assistance for a grant where the HSTW program was initially funded. SREB will provide Technical Assistance Visits, Site Development Workshops, Registration for National Summer Pre-conference and Conference, and Site Specific Staff Development.</p> <p>The West Texas Organizing Strategy (WTOS) will provide assistance on expanding and strengthening the parental involvement aspects of our program. They will do this through a combination of on-site meeting and statewide conferences for staff and parents.</p> <p>LEA Administrative Activities: Lubbock-Cooper ISD (LCISD) will provide continued grant writing and grant management support. Also, LCISD will use its current administrative support system to assist in the management of the grant. Lastly, the grant writer will provide formative evaluations to assist with the on-going modifications and improvement of the program. The normal campus/district AEIS evaluation will be done to provide an objective measure of student academic performance. All of the above information will be used to evaluate and modify the district's Long Range Performance Plan (LRPP) and Campus Improvement Plan (CIP).</p>	<p>Technical Assistance: SREB will provide Technical Assistance Visits, Site Development Workshops – both options, Site visits to Pacesetter School, Registration for National Summer Pre-conference and Conference, Monthly Telephone Conferences, and Site Specific Staff Development.</p> <p>WTOS will provide assistance on expanding and strengthening the parental involvement aspects of our program. They will do this through a combination of on-site meeting and statewide conferences for staff and parents.</p> <p>LEA Administrative Activities: LCISD will provide continued grant writing and grant management support. Also, LCISD will use its current administrative support system to assist in the management of the grant. Lastly, the grant writer will provide formative evaluations to assist with the on-going modifications and improvement of the program. The normal campus/district AEIS evaluation will be done to provide an objective measure of student academic performance. All of the above information will be used to evaluate and modify the district's LRPP and CIP.</p>	<p>Technical Assistance: SREB will provide Technical Assistance Visits, NAEP Assessment, Site Development Workshops, Registration for National Summer Pre-conference and Conference, Monthly Telephone Conferences, and Site Specific Staff Development.</p> <p>WTOS will provide assistance on expanding and strengthening the parental involvement aspects of our program. They will do this through a combination of on-site meeting and statewide conferences for staff and parents.</p> <p>LEA Administrative Activities: LCISD will provide continued grant writing and grant management support. Since this will be the last year of the grant developing a local funded budget will be developed. Also, LCISD will use its current administrative support system to assist in the management of the grant. Lastly, the grant writer will provide formative evaluations to assist with the on-going modifications and improvement of the program. The normal campus/district AEIS evaluation will be done to provide an objective measure of student academic performance. All of the above information will be used to evaluate and modify the district's LRPP and CIP.</p>

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SCHEDULE #3A—LEA Administrative Activities and Technical Assistance**

Co-Dist-Campus No. 152-906-001

Amendment No. _____

LEA Administrative Activities for this campus program.

For each year, describe how the LEA administration will provide evaluation assistance and data to the campus in order to facilitate implementation of the ITL program. **Each section must be addressed and completed for the application to be considered for funding.** [Information is limited to the space provided and must be submitted in this format.]

Evaluation Assistance and Data

Year 1	Year 2	Year 3
<p>Technical Assistance: The Southern Regional Education Board (SREB) will provide the NAEP Assessment. This is an independent measure of student performance in addition to TAAS and other standardized tests given by Lubbock-Cooper ISD (LCISD).</p> <p>West Texas Organizing Strategy (WTOS) will provide the campus with the effectiveness of the parental involvement program. This will be in terms of parents who come to meetings, but more importantly the increasing role that the parents take in their children's education. WTOS has developed the ability to perform this type of evaluation over the several years that they have been organizing parents into a non-partisan constituency. This is designed to hold the school accountable for high standards.</p> <p>LEA Administrative: The current AEIS evaluation for improving the district Long Range Performance Plan (LRPP) and Campus Improvement Plan (CIP) will be continued. Both of these evaluations are done at LCISD on a yearly basis and have been the backbone for the reform efforts. The grant writer will also help with formative evaluations done on an on-going basis so that the program can be modified during the school year. We have developed this process over the last two school years for the High Schools That Work (HSTW) grant. All of the data collected will be used to modify the LRPP and CIP to better meet the needs of all of our students, their parents, and our community stakeholders.</p>	<p>Technical Assistance: SREB will provide two technical visits and monthly telephone conferences to help improve the HSTW. This will allow LCISD to take what has been learned during the first year of the grant and develop a program that fits the unique needs of the Woodrow community.</p> <p>WTOS will provide the campus with the effectiveness of the parental involvement program. This will be in terms of parents who come to meetings, but more importantly the increasing role that the parents take in the children's education. WTOS has developed the ability to perform this type of evaluation over the several years that they have been organizing parents into a non-partisan constituency. This is designed to hold the school accountable for high standards.</p> <p>LEA Administrative: The current AEIS evaluation for improving the district LRPP and CIP will be continued. Both of these evaluations are done at LCISD on a yearly basis and have been the backbone for the reform efforts. The grant writer will also help with formative evaluations done on an on-going basis so that the program can be modified during the school year. We have developed this process over the last two school years for the HSTW grant. All of the data collected will be used to modify the LRPP and CIP to better meet the needs of all of our students, their parents, and our community stakeholders.</p>	<p>Technical Assistance: SREB will provide the NAEP Assessment, continue the technical assistance visits, and provide monthly telephone conferences. All of this is designed to help LCISD create a program that meets its unique needs and form a program that can be maintained after this grant ends while helping the campus determine better methods for meeting its students academic needs.</p> <p>WTOS will provide the campus with the effectiveness of the parental involvement program. This will be in terms of parents who come to meetings, but more importantly the increasing role that the parents take in the children's education. WTOS has developed the ability to perform this type of evaluation over the several years that they have been organizing parents into a non-partisan constituency. This is designed to hold the school accountable for high standards.</p> <p>LEA Administrative: The current AEIS evaluation for improving the district LRPP and CIP will be continued. Both of these evaluations are done at LCISD on a yearly basis and have been the backbone for the reform efforts. The grant writer will also help with formative evaluations done on an on-going basis so that the program can be modified during the school year. We have developed this process over the last two school years for the HSTW grant. All of the data collected will be used to modify the LRPP and CIP to better meet the needs of all of our students, their parents, and our community stakeholders.</p>

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SCHEDULE #3A—LEA Administrative Activities and Technical Assistance

LEA Administrative Activities for this campus program.

For each year, describe how the LEA administration will provide flexibility to the campus in order to facilitate implementation of the ITL program. **Each section must be addressed and completed for the application to be considered for funding.** . [Information is limited to the space provided and must be submitted in this format.]

Flexibility for Campus

Year 1	Year 2	Year 3
<p>Technical Assistance: The Southern Regional Education Board (SREB) will provide site specific staff development to allow the campus to best develop an integrated program that meets the needs of its students.</p> <p>The West Texas Organizing Strategy (WTOS) will use the six yearly campus meetings to assist the campus in meeting the goal of increasing parental involvement on this campus. In these meetings, the unique needs of the campus will be addressed and a plan to meet these needs will be developed.</p> <p>LEA Administrative: Lubbock-Cooper ISD (LCISD) will provide continued grant writing support to find the funds needed to allow the campus to develop new and expanded programs. The grant writer will assist with the formative evaluations to allow the program to be changed during the year to better meet the changing needs of the campus.</p>	<p>Technical Assistance: SREB will expand the site specific staff development. Staff will visit Pacesetter School. There will be a monthly telephone conference. All of these activities will allow the campus to develop a program that is unique to its students.</p> <p>The West Texas Organizing Strategy (WTOS) will use the six yearly campus meetings to assist the campus in meeting the goal of increasing parental involvement on this campus. In these meetings, the unique needs of the campus will be addressed and a plan to meet these needs will be developed.</p> <p>LEA Administrative: LCISD will provide continued grant writing support to find the funds needed to allow the campus to develop new and expanded programs. The grant writer will assist with the formative evaluations to allow the program to be changed during the year to better meet the changing needs of the campus. We will look for ways to tie this grant to other funded grants so that more student needs may be met.</p>	<p>Technical Assistance: SREB will expand the site specific staff development. There will be a monthly telephone conference. All of these activities will allow the campus to develop a program that is unique to its students.</p> <p>The West Texas Organizing Strategy (WTOS) will use the six yearly campus meetings to assist the campus in meeting the goal of increasing parental involvement on this campus. In these meetings, the unique needs of the campus will be addressed and a plan to meet these needs will be developed.</p> <p>LEA Administrative: LCISD will provide continued grant writing support to find the funds needed to allow the campus to develop new and expanded programs. The grant writer will assist with the formative evaluations to allow the program to be changed during the year to better meet the changing needs of the campus. Since this grant will be ending, we will look for ways to tie this grant to other funded grants so that more student needs may be met and the program can be continued with local and grant funds</p>

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SUPPORT SCHEDULE #3B—Payroll Costs 6100

Line No.	Description of Payroll Costs	Year 1			Year 2			Year 3		
		No. of Positions	Estimated % of Time Charged to Grant	Total Payroll Costs	No. of Positions	Estimated % of Time Charged to Grant	Total Payroll Costs	No. of Positions	Estimated % of Time Charged to Grant	Total Payroll Costs
01	<u>Project Director</u> & Counselor	1	100	49,480	1	100	50,964	1	100	52,493
02	<u>Project Coordinator</u>									
03	<u>Teacher</u> Specify: Subject Area(s): Grade Level(s): Purpose:									
04	<u>Instructional Aide</u> Specify: Subject Area(s): Grade Level(s):									
05	<u>Tutor</u> Specify: Subject Area(s): Grade Level(s):									

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SUPPORT SCHEDULE #3B—Payroll Costs 6100 (continued)

Line No.	Description of Payroll Costs	Year 1			Year 2			Year 3		
		No. of Positions	Estimated % of Time Charged to Grant	Total Payroll Costs	No. of Positions	Estimated % of Time Charged to Grant	Total Payroll Costs	No. of Positions	Estimated % of Time Charged to Grant	Total Payroll Costs
06	<u>Secretarial/Clerical Staff</u> Specify purpose:									
07	<u>Other</u> Specify:									
08	<u>Substitutes for Public School Personnel (6112)</u> Specify Purpose: Staff development	20	100	1100	20	100	1100	20	100	1100
09	<u>Extra-Duty Pay/Beyond Normal Work Hours (6119/6121)</u> Specify purpose: Summer Career Camp Developing Integrated lesson across core curriculum areas and with vo-tech program	20	100	12,675	8	100	6900	8	100	6900
10	Total Payroll Costs			63,255			58,964			60,493

For federally funded projects, charges to payroll must be documented according to the requirements in the applicable set of cost principles (OMB Circular A-87, A-21, or A-122). Refer to **Appendix 8** for a summary of these requirements.

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SUPPORT SCHEDULE #3C—Professional and Contracted Services

Line No.	Description of Expense Items	Year 1	Year 2	Year 3
01	<u>Contracted Services</u> provided by <u>ESC</u> . (6230) Specify type(s) of services.	\$	\$	\$
02	<u>Professional/Consulting Services</u> (6210) Include travel costs for consultants and materials provided by consultants in the budgeted amount. Travel costs include reasonable airfare, lodging, meals, and mileage not to exceed \$0.28 per mile, etc. (Attach separate page if more space is needed.) A. Consultant A Topic: <u>Senior Project Training</u> B. Consultant B Topic: _____ C. Consultant C Topic: _____ D. Consultant D Topic: _____ E. Consultant E Topic: _____ F. Consultant F Topic: _____	\$ 2500	\$ 0	\$ 0
		(Enter the total amount for professional/consulting services. It is not necessary to break out costs by individual consultant.)		
03	Contracted <u>maintenance and repair</u> of equipment purchased with grant funds. (6240)	\$	\$	\$
04	<u>Utilities</u> (6250) Include telephone, FAX charges, and telecommunication services. Also includes water, electricity, and gas for heating/cooling for grant activities conducted before school, after school, or during the summer.	\$	\$	\$

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SUPPORT SCHEDULE #3C—Professional and Contracted Services (continued)

Line No.	Description of Expense Items	Year 1	Year 2	Year 3
05	<u>Rental or lease</u> of equipment or building space (6260) Specify type and purpose:	\$	\$	\$
06	<u>Tuition Services</u> (6220) Specify purpose:	\$	\$	\$
07	<p><u>External Technical Assistance Contract</u> (6210) Include travel costs for providers and materials provided by providers in the budgeted amount. Travel costs include reasonable airfare, lodging, meals, and mileage not to exceed \$0.28 per mile, etc.</p> <p style="text-align: center;">(Attach separate page if more space is needed.)</p> <p>Provider 1: <u>Southern Regional Education Board – SREB</u> <i>Describe how assistance is to be provided.</i> SREB will provide Technical assistance visits, Site development workshops, NAEP assessment, Registration for National Summer Conference, Site specific staff develop, Visit to Pacesetter School, and Monthly telephone conferences. This will be done in person, over the phone, and in other locations.</p> <p>Provider 2: <u>West Texas Organizing Strategy - WTOS</u> <i>Describe how assistance is to be provided.</i> WTOS will provide on-site training for parents and staff, off-site trainings at the Industrial Areas Foundation National Leadership training, Alliance school leadership training, and Alliance school annual conference. This will be done at LCISD and in other locations.</p>	<p>1) \$ <u>27,490</u></p> <p>2) \$ <u>13,500</u></p>	<p>1) \$ <u>28,215</u></p> <p>2) \$ <u>13,500</u></p>	<p>1) \$ <u>25,630</u></p> <p>2) \$ <u>13,500</u></p>
08	<u>Other</u> Specify:	\$	\$	\$
09	<u>Other</u> Specify:	\$	\$	\$
10	TOTAL COSTS	\$ 43,390	\$ 41,715	\$ 39,130

All contracted services must be provided by persons not employed by the applicant. The applicant shall not use or pay any consultant if the services could have been rendered by applicant's employees. "Honorariums" are not allowable expenditures. See instructions.

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SUPPORT SCHEDULE #3D—Supplies and Materials 6300

Line No.	Description of Expense Items	Year 1 Amount	Year 2 Amount	Year 3 Amount
01	<u>General Supplies and Materials</u> (6390) Includes consumable teaching and office supplies, workbooks, audio-visual aids, such as filmstrips, VCR tapes, CD-ROM disks, diskettes, computer tapes, and software; and supplies and technology.	\$ 4,000	\$ 1,000	\$ 1,000
02	<u>Textbooks and other reading materials</u> (6320) Includes textbooks and magazines, periodicals, newspapers and reference books placed in the classroom or in an office, i.e., not placed in the library. Note: subscriptions to periodicals/magazines must be in the name of the organization and not in the name of an individual.	\$	\$	\$
03	<u>Testing materials</u> (6330) (does not include scoring of tests)	\$	\$	\$
04	<p><u>Computer hardware not capitalized</u> List below hardware requested and the estimated quantity. Describe how it will be used to accomplish the objectives of the project.</p> <p style="text-align: center;">(Attach an additional page if necessary)</p> <p>6 Desk-top computer to establish the Career Center @ \$1,500 per complete computer system 1 laptop computer and digital projector for classroom and workshop presentations @ \$2,500 for computer and \$3,500 for projector</p>	\$ 9,000	\$ 6,000	\$ 0

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SUPPORT SCHEDULE #3D—Supplies and Materials 6300 (continued)

Line No.	Description of Expense Items	Year 1 Amount	Year 2 Amount	Year 3 Amount
05	<p>Other equipment not capitalized List below equipment requested and the estimated quantity. Describe how it will be used to accomplish the objectives of the project.</p> <p>(Attach an additional page if necessary)</p>	\$	\$	\$
06	<p><u>Supplies/materials for maintenance and/or operations</u> (6310) Includes gasoline/fuel for transportation, janitorial supplies, building maintenance supplies, and supplies for upkeep of equipment, as it relates to the project goals and objectives.</p>	\$	\$	\$
07	<p><u>Other</u> Specify: Materials and tools to expand Vo-Tech instruction and integrate this instruction with core curriculum</p>	\$ 6,000	\$ 10,000	\$ 14,000
08	<p><u>Other</u> Specify:</p>	\$	\$	\$
09	TOTAL COSTS	\$ 19,000	\$ 17,000	\$ 15,000

All costs include shipping and handling costs.

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SUPPORT SCHEDULE #3E—Other Operating Costs 6400

Line No.	Description of Expense Items	Year 1 Amount	Year 2 Amount	Year 3 Amount
01	<p><u>Travel Costs for Employees, Students, and Non-employees (6410)</u> Includes:</p> <p>a. <u>In-State Travel</u>, which includes lowest available airfare; <u>actual</u> cost for lodging not to exceed \$70 per day (not including tax) and meals not to exceed \$25 per day or local policy, whichever is less; and mileage not to exceed \$0.28 per mile.</p> <p>b. <u>Out-of-State Travel</u>, which includes lowest available airfare; <u>actual</u> cost for lodging and meals not to exceed maximum allowable <u>federal government rates</u> for the locale or local policy, whichever is less; and mileage not to exceed \$0.28 per mile.</p> <p>c. <u>Conference/Workshop/Seminar Registration Fees</u></p>	\$ 22,655	\$ 30,521	\$ 33,477
		(Enter the <u>total</u> amount requested for travel. Do not split out the costs among sub-items.)		
02	<u>Membership Dues (6499)</u> in Professional Organizations (membership must be in the name of the grantee organization and not in the name of an individual.)	\$	\$	\$
03	<u>Awards/Incentives for Participation (6494)</u> (nominal in cost). <u>Identify types of awards/incentives to be provided.</u>	\$	\$	\$
04	<p><u>Educational Field Trips (6494)</u> (Includes transportation costs, entrance fees, etc.) <u>Identify destination(s) and objective(s).</u></p> <p>Texas Tech University, South Plains College, Lubbock Christian University, and Texas State Technical Institute to show the student the different educational opportunities that they have after high school</p>	\$ 1,200	\$ 1,200	\$ 1,200

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SUPPORT SCHEDULE #3E—Other Operating Costs 6400 (continued)

Line No.	Description of Expense Items	Year 1 Amount	Year 2 Amount	Year 3 Amount
05	<u>Reimbursement of tuition</u> (6499) and fees for staff completing university/college courses	\$	\$	\$
06	<u>Insurance</u> (6420) <u>Identify purpose.</u>	\$	\$	\$
07	<u>Other</u> Specify:	\$	\$	\$
08	<u>Other</u> Specify:	\$	\$	\$
09	<u>Food Costs</u> (not provided by the district food service program) (6499). Refer to instructions for allowable food costs. <u>Explain purpose:</u> Light snacks for summer and after-school students	\$ 500	\$ 600	\$ 700
10	<u>Stipends to Non-employees</u> (6413) <u>Explain purpose:</u>	\$	\$	\$
11	TOTAL COSTS	\$ 24,355	\$ 32,321	\$ 35,377

All costs include shipping and handling costs.

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SUPPORT SCHEDULE #3G—Capital Outlay 6600
 (Exclusive of 6619 and 6629)

Line No.	Description of Expense Items	Year 1		Year 2		Year 3	
		Quantity	Amount	Quantity	Amount	Quantity	Amount
01	List all equipment and furniture requested having a unit cost of \$5,000 or more (6630). Do not list brand names. Use generic descriptions. Enter the cost of each item. Explain how each item will be used to accomplish the objectives of the project. Attach an additional page if necessary.		\$		\$		\$
02	List Fixed Assets—District Defined costing less than \$5,000 that must be capitalized according to district policy (6640). Enter the estimated quantity. It is not necessary to include the cost of individual items. For each type of item requested, explain how the item will be used to accomplish the objectives of the project. Attach an additional page if necessary.	Estimated Quantity	\$ (Enter the total for items costing less than \$5,000 that must be capitalized.)	Estimated Quantity	\$ (Enter the total for items costing less than \$5,000 that must be capitalized.)	Estimated Quantity	\$ (Enter the total for items costing less than \$5,000 that must be capitalized.)
03	TOTAL COSTS		\$ 0		\$ 0		\$ 0

All costs include shipping and handling.

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Campus Name

SCHEDULE #4—Campus Program Abstract

Information is limited to the space provided and must be submitted in this format.

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This signature assures TEA that (1) the application was completed by the campus principal or campus contact person, (2) the campus will implement the Comprehensive School Reform Demonstration Program described in the application, and (3) the campus will receive services from the external technical assistance provider(s) listed in this application. **This schedule must be amended if the principal changes.**

Typed Name of Campus Principal	Date Signed	Signature of Campus Principal
Berta Forgeron	12/14/2000	

Part 1: Campus-Level Priority Points

If the campus is requesting points for one or both of the following priorities, place an "X" in the box(es). Only applicants who qualify and formally request priority points on this schedule will receive these points.

- Campus requests priority points due to "Low-Performing" rating in the Texas Accountability System for 2000.
- Campus requests priority points based on the average TAAS Reading scores of 40-69% for ALL students.

Part 2: Identify Title I, Part A Status of Campus ("X" only one)

- Schoolwide Title I, Part A Eligible; Does **not** receive Title I, Part A services
- Targeted Assistance Not Title I Eligible

Part 3: List All Campus Funding Sources to be used to support and sustain the CSRD school reform initiative.

(i.e., State Compensatory Education, Migrant, Title I, Part A, Title IV, etc.)

We will be using the following grants and funds: Carl Perkins grant funds, High School That Work grant funds, Service Learning grant funds, 9th grade grant funds, Texas Workforce Commission grant funds, Special Education Vocational funds, State Compensatory Education funds, Local funds, and other grants that we will be applying for that align with the CSRD program - High Schools That Work - that we are using at high school.

Part 4: Provide the number of Drug Use and Violence Incidents

Drug Use and Violence Incident Indicator	Number of Incidents in 1999-2000
1. Students referred for disciplinary action related to possession, sale, or use of TAOD*	7
2. Students placed in alternative education programs due to possession, sale, or use of TAOD.	7
3. Assaults against students or teachers/staff.	0
4. Acts of vandalism/criminal mischief against school property.	0
5. Acts of vandalism/criminal mischief against student property or teacher/staff property.	0

*TAOD—Tobacco, Alcohol, or Other Drugs

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SCHEDULE #4—Campus Program Abstract
(continued)

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Part 5: Program Overview: Information is limited to the space provided and must be submitted in this format.

1. Name of Program(s) to be implemented as part of the Comprehensive School Reform Program.

High Schools That Work

2. Name(s) of External Technical Assistance Provider(s) (include name, address, telephone number, fax, and e-mail, if appropriate)

Southern Regional Education Board, James E. Bottoms, 592 10th N. W., Atlanta, GA 30318, (404) 875-9211, (404) 872-1477

West Test Organizing Strategy, Ramon Duran, P.O. Box 5237, Lubbock, TX 79408, (806) 762-4788, (806) 762-4787

3. Describe the proposed program(s) to be implemented and how it (they) will change the way services at the campus are provided.

[Limit to the space provided.] The main reform program will be the High Schools That Work (HSTW) model. We will expand and create curriculum that is integrated into the HSTW format. HSTW provides a framework of goals, key practices and key conditions for accelerating learning and setting higher standards. It is the HSTW belief that in the right school environment most students can learn complex academic and technical concepts. HSTW's major goals are as follows: 1) raise the math, science, communication, problem-solving and technical achievement of students; 2) blend the essential content of traditional college-prep studies with quality vocational and technical studies by creating conditions that support school leaders, teachers and counselors in carrying out key practices; and 3) Advance state and local policies and leadership initiatives necessary to sustain a continuous school-improvement effort. HSTW uses ten key practices to meet these goals. These key practices are: 1) High expectations, 2) Vocational studies, 3) Academic studies, 4) Program of study, 5) Work-based learning, 6) Teachers working together, 7) Students actively engaged in their education, 8) Guidance, 9) Extra help, and 10) Keeping score. Within these ten key practices the staff at LCISD High School have integrated the core content subjects with an expanded Vo-Tech curriculum. This allows the students to see a real world basis for what they learn in class. We plan to use this grant to allow us to greatly expand the extent to which LCISD High School can meet more of the HSTW key conditions for accelerating student achievement. We have developed a system that has created an organizational structure and process that improves student learning. We now will use this grant to expand the program to include the following: 1) have a fulltime program director/counselor who can coordinate the program while providing increased counseling services to the students, 2) creating integrated core content area lessons that blends several instructional areas and are developed by LCISD staff to meet our unique needs, 3) expand the staff development that relate to being able to achieve the HSTW goals, 4) develop a Summer Career Camp where students can earn high school credit while being introduced to the HSTW concept, 5) develop a career center where technology can be used to expand LCISD's students thinking about their career choices, 6) develop a Senior Project theme for all graduating students where they can integrate their academic knowledge with real life skills, 7) providing additional instruction and other supplies so that the students academic skills can be linked to real world use of these skills to produce practical examples of what they have learned, and 8) form links with the students' parents and other community members so that we form a community that supports life long learning. The way the services will be changed on LCISD's High School campus is that we will be able to meet almost all of the HSTW goals and key practices. We will have almost all of the key conditions in place to be able to fully use the HSTW model of reform with the funding of this grant. We will also have in place the means to focus the program to meet the unique needs of the Woodrow community. With LCISD's Long Range Performance Plan and the High School Campus Improvement Plan aligned to the HSTW model we will be able to structure campus reform for that it is maintained. Also, since we are vertically aligning the curriculum and continuing the reform efforts, we will be able to effect district-wide reform.

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SCHEDULE #4—Campus Program Abstract
(continued)

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Part 5 (continued)

4. Describe how the proposed program(s) will integrate in a coherent manner the strategies or activities listed in Schedule #4B. [Limit to the space provided.]
- 1) Fulltime program director/counselor: This will allow the High Schools That Work (HSTW) model to have a single person who coordinates all reform activities at the campus level. This provides a coordinate effort that will provide the maximum benefits to the student, staff, parents, and community members. By having a director who is also a counselor, we will also be able to maximize the benefits from having a guidance system in which every student is known by and belongs to a caring adult. This position will also allow the process of getting the entire school to support high expectations and sends a clear message to all students that they are important, that school is important and that the school is serious about helping them achieve.
 - 2) Integrating core content area and vo-tech programs: This will allow all the staff to create integrated align lessons across the content areas that are integrated with the vo-tech program. This will also allow the students to see that the knowledge gained in one class is related to another class and can be used in the real world. This will allow the students to become life long learners who see the interconnection among academic areas and how these academic areas relate to the real world.
 - 3) Expanded staff development: This type of staff development will allow the staff the skills to integrate the HSTW program into the campus reform. By having staff development targeted specifically to this campus, the goals of HSTW reform will better be able to be met. Also, the staff will gain the knowledge that they need to develop a program that results in entire campus reform.
 - 4) Summer Career Camp: This program will introduce students to the HSTW program while allowing them to obtain high school graduation credits. This program will be a way for at-risk students to have more personalized instruction. They will see the relation of academic studies to securing a better career. They will also have a real world example of how they can achieve.
 - 5) Career Center: This program will provide students with the means to explore different career options. By using a traditional and technology based method of career exploration, the student will receive a more complete picture of what they can achieve. The center will become another example of how the academic curriculum can be related to the real world.
 - 6) Senior Project: This project will give all seniors the chance to integrate what they have learned academically into a real world product. This project will allow the students the chance to create a quality product that will draw from their four years of high school classes. They will see that the ability to integrate to produce a product is the end goal of education.
 - 7) Additional instruction and other supplies: This will provide the staff with the needed supplies and materials to use the HSTW reform model more effectively. A teacher must be provided with additional materials if they are expected to expand the way that they teach. Also, these extra materials will allow the staff to provide more across core curriculum integration and to integrate the core areas with the vo-tech program. All of these aspects provide for greater alignment with the HSTW goals.
 - 8) Forming parent and community links through training: The development of a large non-partisan consistency to hold the school accountable for high academic standards will help promote the campus reform that this grant wishes to develop. By having this training provided, LCISD will be able to reach the goals of school wide reform that will be on-going and sustainable. We will be able to form a community that looks at learning as a life long process that does not end with the leaving of school.

All of the aforementioned activities will allow LCISD to reach its motto of "Building the future...One student at a time!" and continue achieving high academic ratings from the state that the other grant programs have begun.

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SCHEDULE #4—Campus Program Abstract
(continued)

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Part 5 (continued)

5. Describe the scientific research conducted on the program(s). [Limit to the space provided.]

Kaufman, Bradley, & Teitelbaum (2000) in a major review of the High Schools That Work (HSTW) model of school reform found the following. The HSTW model provides a comprehensive reform system that has been shown to effect the academic achievement of many students. The integration of the core content areas with vo-tech seems to affect a wider range of students. HSTW's key practices of 1) curriculum standards, 2) instructional goals, 3) academic/vocational integration, 4) guidance counseling, 5) teacher practices, and 6) work-based learning all seem to help develop an effective program that leads to school reform and increased student academic achievement. Their finds supported Berlin's (1996) statement regarding the distinction between understanding and knowledge – understanding involves insight into the world; knowledge involves only the accumulation of facts. The HSTW model has shown that it provides a unique method to provide students with understanding and not just knowledge. Olson (1999), when reviewing 24 popular school reform models, found that only three had strong evidence that they improved student achievement. HSTW was one of these three and showed "strong positive effects" on student achievement. One of the items that we at LCISD felt was not directly addressed by the HSTW was the need for involvement of the community stakeholders to help promote school reform. The writing of IDRA (1997), Carter (1993), and Lewis & Henderson (1997) supports this concept. We looked at this as one of the few missing pieces of the HSTW model. LCISD went looking for a group that could provide this parental training. The West Texas Organizing Strategy (WTOS), a member of the Alliance group, has a long history of providing this type of training across Texas. WTOS also felt that they could provide this training of the community stakeholders and parents within the HSTW model. We believe that using the HSTW as the overall reform model with the addition of the WTOS parent/community training, will provide LCISD High School with a total program that will best meet our students' needs.

6. List Scientific Literature Reference(s). [Limit to the space provided.]

Kaufman, P., Bradby, D., & Teitelbaum, P. (2000) *High Schools That Work and Whole School Reform: Raising Academic Achievement of Vocational Completers Through the Reform of School Practice*. Berkeley, CA: National Center for Research in Vocational Education.

American Institutes for Research. (1999) *An Educators' Guide to Schoolwide Reform*. Arlington, VA: Educational Research Service.

Berlin, I. (1996) *The Sense of Reality*. New York: Farrar, Straus and Giroux.

Olson, L. (1999) *Researchers Rate Whole-School Reform Models*. Education Week on the Web: www.edweek.org

IDRA (1997) *Parent, Family and Community Involvement*. IDRA Focus. IDRA Newsletter, 24, 8.

Carter, D. A. (1993). *Community and Parent Involvement: A Road to School Improvement*. ERS Spectrum, 11, 39-46.

Lewis, A. C., & Henderson, A. T. (1997) *Urgent Message: Families Crucial to School Reform*. Washington, D. C.: Center for Law and Education.

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**SCHEDULE #4—Campus Program Abstract
(continued)**

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Part 5 (continued)

7. Provide the name of campus(es) contacted that demonstrated to the applicant that the proposed program measured, sustained, and confirmed student achievement gains as cited in research. [Limit to the space provided.]

The High Schools That Work (HSTW) began with 28 sites in 13 states when it was started in 1987 by the Southern Regional Education Board – State Vocational Education Consortium. Since then it has grown to more than 970 site in 22 states including: Alabama, Arkansas, Delaware, Florida, Georgia, Hawaii, Indiana, Kansas, Kentucky, Louisiana, Maryland, Massachusetts, Mississippi, North Carolina, Ohio, Oklahoma, Pennsylvania, South Carolina, Tennessee, Texas, Virginia and West Virginia. Also, LCISD in the 1998/99 received a Tech Prep grant to begin the HSTW reform model. The high school campus went from an “Acceptable” academic rating in that school year to an “Exemplary” rating in the 1999/00 school year. This showed us that this reform model is very effective for our students even its basic form. With this dramatic improvement that we have already seen, one could ask why does LCISD need this grant. The reason that we feel that we need this grant is to totally establish the HSTW program along with community involvement training and greater curriculum links. With the results that we have had with the basic program, we believe that having the full program will allow us to bring every student to his or her full potential. This will allow us to achieve our motto of “Building the future...One student at a time!

The West Texas Organizing Strategy (WTOS) has been providing parental and community training in the West Texas area for several years. WTOS is an institutionally based community organization whose purpose is organizing people through institutions such as schools and churches to identify areas of concern and take effective action in those areas. WTOS is non-partisan and does not support or endorse political parties, philosophies or candidates for public office. WTOS is affiliated with the Industrial Areas Foundation that includes 11 other community organizations in the State of Texas. IAF organizations in Texas have been involved with developing effective constituencies of parents in public schools since 1989.

8. Attach to the back of this application and number as pages 38 and 39 the following items:

- a. Letter of Intent from External Technical Assistance Provider.
- b. Letter of Support signed by Campus Principal, Campus Site-Based Decision-Making chairperson, and a teacher who serves on the committee.



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SCHEDULE #4A—Campus Needs Assessment

Page 1 of 3

Part 1: Process for Conducting Comprehensive Needs Assessment

Describe how the campus needs assessment was conducted to include **faculty and staff, students, parents, and the community**. Information is limited to the space provided and must be submitted in this format.

Participant	Process
Faculty and Staff	The faculty and staff, through the site based campus committee, have been asked for input in developing the Campus Improvement Plan (CIP) for several years. The need for campus reform and the choosing of the High Schools That Work (HSTW) reform model came for discussion in this committee. During the HSTW evaluation that was conducted at the end of the 1999 for LCISD High School, the faculty and staff were interviewed as to the effect that the program has on the students. They were also asked what they felt was needed to improve the program. Also, with other related grant that this campus has received, we have done several evaluation designed to allow us to develop programs to maximize student achievement.
Students	During the evaluation of the Campus Improvement Plan (CIP) and the district Long Range Performance Plan (LRPP), the students are surveyed to determine what they think about their education. During the HSTW evaluation a group of students were extensively surveyed as to the effect that they felt the program had on them. For several other grants, input from the students is obtained and used in the evaluation of these programs.
Parents	LCISD surveys the parents during the CIP and LRPP evaluation. The parents are also surveyed during the AEIS report to the community. Since we have been looking district-wide for methods to increase parental involvement, we have written several grants that have this as one of the focuses that have caused us to seek the parents' opinions. Several of these grants have allowed us to directly meet some of our parents' continuing education and other social service needs. In these grants we have directly ask for parents to evaluate the program and help us design improved methods of meeting their needs. All of this information was used to develop the association with the West Texas Organizing Strategy (WTOS) for training of our parents because being more knowledge about educational reform was an override concern.
Community	During the CIP and LRPP evaluation we mail surveys to the taxpayers. We also have a community member on the site based decision-making committee at the campus and district levels. We have had fund several grants that include the Woodrow community. On these grants we have received input from several community members. All of this information has been used to determine the community needs.

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**SCHEDULE #4A—Campus Needs Assessment
(continued)**

Part 2: Identified Campus Needs

Page 2 of 3

(1) Place an "X" to show the areas of need the campus identified through the Campus Needs Assessment, (2) describe the need(s) only for those areas marked "Yes," and (3) give the specific data source(s) used to identify need. Information is limited to the space provided and must be submitted in this format.

	Area of Need	Description of Needs	Specific Data Sources Used for Identifying Need (i.e., Assessment/Evaluation/Survey)
01	Curriculum <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	We need to develop integrated lesson plans across the core curriculum because we want to see a better linkage among the content areas. We need to develop a Senior Project requirement for all students so that all students can develop links among their academic classes and real world production.	The High Schools That Work (HSTW) evaluation
02	Instruction <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	We need additional materials and supplies to allow for the teachers to use more of the HSTW concepts in their classroom.	Campus Improvement Plan (CIP) evaluation, HSTW evaluation, and other grant evaluations
03	Technology <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	We need to develop a career center that uses technology to provide additional methods for career exploration	CIP and HSTW evaluations
04	Professional Development <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	We need additional training on the HSTW methods, Senior Project methods of integration, and general methods on how to improve the integration of instruction along with methods to increase parental involvement	CIP, HSTW, and other grant evaluations along with the surveys that were done during the development of several other grants
05	Classroom Management <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
06	School Management <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
07	Parental Involvement <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	We need to develop better methods to involve more parents in their children's education and to hold the campus accountable for the school reform that we are attempting	CIP, HSTW, and other grant evaluations along with the surveys that were done during the development of several other grants
08	Reducing Incidents of Drug Use and/or Violence <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		

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SCHEDULE #4A—Campus Needs Assessment
 (continued)

Part 2: Identified Campus Needs (continued)

	Area of Need	Description of Needs	Specific Data Sources Used for Identifying Need (i.e., Assessment/Evaluation/Survey)
09	Other-Specify Development of Summer Career Camp	We needed a method to introduce at-risk students to the High Schools That Work (HSTW) concepts and to allow us to accelerate their education so that they can remain or rejoin their age peers	Campus Improvement Plan, HSTW, and other grant evaluations
10	Other-Specify		
11	Other-Specify		
12	Other-Specify		
13	Other-Specify		
14	Other-Specify		
15	Other-Specify		
16	Other-Specify		

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**SCHEDULE #4B—Campus Program Description
Strategies and Objectives**

The campus program described below MUST be comprehensive. Schedule #4B will reflect the comprehensiveness of your program, how it integrates all nine of the program components, and addresses the needs of all students, all teachers, and all parents as required by program statute and guidance. Limit to the space provided. Information must be submitted in this format.

- Col. A List the Effective, Research-Based Strategies or Activities to be implemented during Years, 1, 2, and 3 of the ITL grant. If a specific student population is targeted in Col. C, include which group will be targeted in Col. A.
- Col. B Mark an "X" under each CSRD component to be addressed by the strategy or activity. (Strategies/activities may address multiple components.)
- Col. C Mark an "X" to indicate if the strategy or activity supports all students or targets specific populations. Mark only one.
- Col. D Indicate the grant year(s) (1, 2, and/or 3) the strategy or activity will be implemented.

NOTICE

Each required CSRD component in Col. B must be addressed at least once in at least one of the three objectives in order for the application to be considered for funding.

Implementation Time Frame

Grant Year 1	July 1, 2001—June 30, 2002
Grant Year 2	July 1, 2002—June 30, 2003
Grant Year 3	July 1, 2003—June 30, 2004

OBJECTIVE 1: Implement innovative strategies and proven methods for improving student learning.

Line No	Col. A Effective, Research-Based Strategies or Activities to be Conducted	Col. B—Required Components						Col. C		Col. D
		Strategy aligned with TEKS & TAAS	Includes Professional Development	Includes Parental and Community Involvement	Includes Support and/or Assistance from External Provider	Evaluation Strategies Included in Activity	Funded from multiple fund sources	Supports all students OR Targets specific student population	Grant Year Activity to be conducted	
01	Program director/Counselor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	all
02	Integrated lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	all
03	Summer Career Camp	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	all
04	Senior Project Training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
05	Career Center development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
06	Career Center use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	all
07	Staff development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	all
08	Obtaining addition instructional materials and supplies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	all
09	Training of community stakeholders by WTOS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	all
10		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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**TEXAS EDUCATION AGENCY
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Co-Dist-Campus No. 152-906-001

Amendment No. _____

Lubbock-Cooper High School
Campus Name

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**SCHEDULE #4B—Campus Program Description
Strategies and Objectives (continued)**

- Col. A List the Effective, Research-Based Strategies or Activities to be implemented during Years, 1, 2, and 3 of the ITL grant. If a specific teacher population is targeted in Col. C, include which group will be targeted in Col. A. Limit to the space provided. Information must be submitted in this format.
- Col. B Mark an "X" under each CSRD component to be addressed by the strategy or activity. (Strategies/activities may address multiple components.)
- Col. C Mark an "X" to indicate if the strategy or activity supports all teachers or targets specific populations. Mark only one.
- Col. D Indicate the grant year(s) (1, 2, and/or 3) the strategy or activity will be implemented.

NOTICE

Each required CSRD component in Col. B must be addressed at least once in at least one of the three objectives in order for the application to be considered for funding.

Implementation Time Frame

Grant Year 1	July 1, 2001—June 30, 2002
Grant Year 2	July 1, 2002—June 30, 2003
Grant Year 3	July 1, 2003—June 30, 2004

OBJECTIVE 2: Implement innovative strategies and proven methods for improving teaching.

Line No	Col. A Effective, Research-Based Strategies or Activities to be Conducted	Col. B—Required Components						Col. C		Col. D
		Strategy aligned with TEKS & TAAS	Includes Professional Development	Includes Parental and Community Involvement	Includes Support and/or Assistance from External Provider	Evaluation Strategies Included in Activity	Funded from multiple fund sources	Supports all teachers OR Targets specific teacher population	Grant Year Activity to be conducted	
01	Project director/counselor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	all
02	Staff development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	all
03	Development of integrated lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	all
04	Senior project training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
05	Obtaining addition instructional materials and supplies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	all
06	Using career center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	all
07		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
08		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
09		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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**SCHEDULE #4B—Campus Program Description
Strategies and Objectives (continued)**

Page 3 of 3

Limit to the space provided. Information must be submitted in this format.

Col. A List the Effective, Research-Based Strategies or Activities to be implemented during Years, 1, 2, and 3 of the ITL grant.

Col. B Mark an "X" under each CSRD component to be addressed by the strategy or activity. (Strategies/activities may address multiple components.)

Col. C Mark an "X" to indicate whether teachers and/or students were included in decision making.

Col. D Indicate the grant year(s) (1, 2, and/or 3) the strategy or activity will be implemented.

NOTICE

Each required CSRD component in Col. B must be addressed at least once in at least one of the three objectives in order for the application to be considered for funding.

Implementation Time Frame

Grant Year 1	July 1, 2001—June 30, 2002
Grant Year 2	July 1, 2002—June 30, 2003
Grant Year 3	July 1, 2003—June 30, 2004

OBJECTIVE 3: Implement innovative strategies and proven methods for improving school management.

Line No	<u>Col. A</u> Effective, Research-Based Strategies or Activities to be Conducted	<u>Col. B—Required Components</u>						<u>Col. C</u>		<u>Col. D</u>
		Strategy aligned with TEKS & TAAS	Includes Professional Development	Includes Parental and Community Involvement	Includes Support and/or Assistance from External Provider	Evaluation Strategies Included in Activity	Funded from multiple fund sources	Teachers included in decision making	Students included in decision making	Grant Year Activity to be conducted
01	Project director/counselor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	all
02	HSTW evaluations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	all
03	CIP & LRPP evaluations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	all
04	Other grant evaluations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	all
05	Expanding the current grant management system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	all
06		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
07		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
08		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
09		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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SCHEDULE #4C—Campus Program Evaluation Design

Page 1 of 3

Information is limited to the space provided and must be submitted in this format.

OBJECTIVE: Implement measurable goals for student performance tied to TEKS and TAAS standards with benchmarks for those identified goals.

Implementation Time Frame:
Year 1: July 1, 2001—June 30, 2002
Year 2: July 1, 2002—June 30, 2003
Year 3: July 1, 2003—June 30, 2004

Program Performance Indicators	Baseline Data 1999-2000	Benchmark June 30, 2002	Benchmark June 30, 2003	Goal June 30, 2004
1. Improve student achievement on TAAS Reading—				
All Students	97.2	98	98	98
African American	N/A			
Hispanic	95.0	98	98	98
White	97.7	98	98	98
Economically Disadvantaged	90.9	95	97	98
2. Improve student achievement on TAAS Mathematics—				
All Students	99.1	98	98	98
African American	N/A			
Hispanic	100.0	98	98	98
White	98.8	98	98	98
Economically Disadvantaged	100.0	98	98	98
3. Improve student achievement on TAAS Writing—				
All Students	100.0	98	98	98
African American	N/A			
Hispanic	100.0	98	98	98
White	100.0	98	98	98
Economically Disadvantaged	100.0	98	98	98

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SCHEDULE #4C—Campus Program Evaluation Design (continued)

Page 2 of 3

Information is limited to the space provided and must be submitted in this format.

OBJECTIVE: Implement measurable goals for student performance tied to TEKS and TAAS standards with benchmarks for those identified goals.

Implementation Time Frame:
Year 1: July 1, 2001—June 30, 2002
Year 2: July 1, 2002—June 30, 2003
Year 3: July 1, 2003—June 30, 2004

Program Performance Indicators	Baseline Data 1999-2000	Benchmark June 30, 2002	Benchmark June 30, 2003	Goal June 30, 2004
4. Decrease student dropout rate—(Grades 7-12)				
All Students	0.2	0.1	0.1	0.1
African American	N/A			
Hispanic	0.0	0.1	0.1	0.1
White	0.2	0.1	0.1	0.1
Economically Disadvantaged	0.0	0.1	0.1	0.1
5. Increase student attendance rate—				
All Students	96.3	97	97	97
African American	N/A			
Hispanic	95.0	97	97	97
White	96.8	97	97	97
Economically Disadvantaged	94.9	97	97	97
6. Increase the number of students enrolled in advanced courses — (Grades 7-12)				
All Students	9.1	11	15	19
African American	N/A			
Hispanic	5.1	8	12	19
White	10.6	12	16	25
Economically Disadvantaged	3.0	6	10	15

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SCHEDULE #4C—Campus Program Evaluation Design (continued)

Page 3 of 3

Information is limited to the space provided and must be submitted in this format.

OBJECTIVE: Implement measurable goals for student performance tied to TEKS and TAAS standards with benchmarks for those identified goals.

Implementation Time Frame:
Year 1: July 1, 2001—June 30, 2002
Year 2: July 1, 2002—June 30, 2003
Year 3: July 1, 2003—June 30, 2004

Program Performance Indicators	Baseline Data 1999-2000	Benchmark June 30, 2002	Benchmark June 30, 2003	Goal June 30, 2004
7. Increase the number of students enrolled in higher education plans with the intent for post secondary education.—(Grades 7-12)				
All Students	19.7	25	30	35
African American	N/A			
Hispanic	0.0	10	15	20
White	22.8	25	30	35
Economically Disadvantaged	0.0	10	15	20
8. Decrease student retention rate.	11	7	5	3
9. Increase the number of parents participating in campus activities.	37	45	55	65
10. Increase the number of community volunteers (other than parents) participating in campus activities.	11	20	25	30
11. Decrease the number of students referred for disciplinary action related to possession, sale, or use of tobacco, alcohol, or other drugs (TAOD).	7	5	3	0
12. Decrease the number of students placed in alternative education programs due to possession, sale, or use of TAOD.	7	5	3	0
13. Decrease the number of assaults against students or teachers/staff.	0	0	0	0
14. Decrease the number of acts of vandalism/criminal mischief against school property.	0	0	0	0
15. Decrease the number of acts of vandalism/criminal mischief against student or teacher/staff property.	0	0	0	0

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SCHEDULE #4D—Equitable Access and Participation

THIS SCHEDULE MUST BE COMPLETED BY THE CAMPUS PRINCIPAL OR CONTACT PERSON.

In accordance with the General Education Provisions Act, Section 427, an applicant is required to develop and describe the steps it proposes to take to ensure equitable access to, and equitable participation in, the project(s) or activity(ies) to be conducted under this program, by addressing the special needs of students, teachers, and other program beneficiaries in order to overcome barriers to equitable participation. This includes barriers based on gender, race, color, national origin, disability, and age.

In each section (i.e., Students, Teachers, and Other Beneficiaries), for each barrier identified, circle the numbers corresponding to the strategies that the campus proposes to take to ensure equitable access to, and equitable participation in Comprehensive School Reform Demonstration Program projects and activities. Refer to the instructions for this schedule for the narrative associated with each number. Information must be provided using this format.

Program: *Improving Teaching and Learning*, Comprehensive School Reform Demonstration Program

I. Students	II. Teachers	III. Other Beneficiaries
000	000	000
A01 A02 A03 A04 A05 A06 A99	A01 A02 A03 A04 A05 A06 A99	A01 A02 A03 A04 A05 A06 A99
B01 B02 B03 B04 B05 B06 B07 B08 B09 B10 B11 B12 B13 B14 B15 B16 B17 B18 B19 B20 B21 B22 B23 B99	B01 B02 B03 B04 B05 B06 B07 B08 B09 B10 B11 B12 B13 B14 B15 B16 B17 B18 B19 B20 B21 B22 B23 B99	B01 B02 B03 B04 B05 B06 B07 B08 B09 B10 B11 B12 B13 B14 B15 B16 B17 B18 B19 B20 B21 B22 B23 B99
C01 C02 C03 C04 C05 C06 C07 C08 C09 C10 C11 C12 C13 C14 C99	C01 C02 C03 C04 C05 C06 C07 C08 C09 C10 C11 C12 C13 C14 C99	C01 C02 C03 C04 C05 C06 C07 C08 C09 C10 C11 C12 C13 C14 C99
D01 D02 D03 D04 D05 D06 D07 D08 D09 D10 D11 D12 D13 D14 D15 D99	D01 D02 D03 D04 D05 D06 D07 D08 D09 D10 D11 D12 D13 D14 D15 D99	D01 D02 D03 D04 D05 D06 D07 D08 D09 D10 D11 D12 D13 D14 D15 D99
E01 E02 E03 E04 E99	E01 E02 E03 E04 E99	E01 E02 E03 E04 E99
F01 F02 F99	F01 F02 F99	F01 F02 F99
G01 G02 G03 G04 G99	G01 G02 G03 G04 G99	G01 G02 G03 G04 G99
H01 H99	H01 H99	H01 H99
J01 J99	J01 J99	J01 J99
K01 K02 K03 K04 K05 K06 K07 K08 K09 K10 K11 K12 K99	K01 K02 K03 K04 K05 K06 K07 K08 K09 K10 K11 K12 K99	K01 K02 K03 K04 K05 K06 K07 K08 K09 K10 K11 K12 K99
L01 L02 L03 L99	L01 L02 L03 L99	L01 L02 L03 L99
M01 M02 M03 M04 M05 M06 M07 M08 M09 M10 M11 M12 M13 M14 M99	M01 M02 M03 M04 M05 M06 M07 M08 M09 M10 M11 M12 M13 M14 M99	M01 M02 M03 M04 M05 M06 M07 M08 M09 M10 M11 M12 M13 M14 M99
N01 N02 N03 N04 N05 N06 N99	N01 N02 N03 N04 N05 N06 N99	N01 N02 N03 N04 N05 N06 N99
P01 P02 P03 P99	P01 P02 P03 P99	P01 P02 P03 P99
Q01 Q02 Q03 Q99	Q01 Q02 Q03 Q99	Q01 Q02 Q03 Q99
Z99	Z99	Z99
IV. Specify any number sequence ending in "99" to identify any other barriers and/or strategies:		

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SCHEDULE #6A—Provisions & Assurances

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

- A. **Terms:** As used in these Provisions and Assurances,
"Contract" means the entire document, whatever its name or form, of which these Provisions and Assurances and other attachments and schedules, if any, are a part;
"Agency" means the Texas Education Agency;
"Contractor" means the party or parties to this contract other than Agency;
"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;
"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 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. **Indemnification:**
For local educational agencies (LEAs), regional education service centers (ESCs), and institutions of higher education (IHEs): 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.
- D. **Encumbrances/Obligations:**
For Discretionary Programs: 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.
- E. **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.
- F. **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 of this contract properly executed by both Agency and Contractor.

The signing of Schedule #1—General Information by applicant indicates acceptance of all requirements described on this schedule.
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SCHEDULE #6A—continued

- G. **Contract Cancellation, etc.:** If this contract is canceled, terminated, or suspended by Agency prior to its expiration date, the monetary value of services properly performed by Contractor pursuant to this contract shall be determined by Agency and paid to Contractor as soon as reasonably possible.
- H. **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.
- I. **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.
- J. **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.
- K. **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.
- L. **Applicable Federal Rules, Laws, and Regulations:** 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;
 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 of 1975, as amended, and any regulations issued thereunder, if Contractor is an educational institution;
 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. 34 CFR Part 99 (Privacy Rights of Parents and Students);
 9. P. L. 103-227, Title X, Miscellaneous Provisions of the GOALS 2000: Educate America Act;
 10. P. L. 103-382, Title XIV, General Provisions of the Elementary and Secondary Education Act, as amended; and the
 11. General Education Provisions Act, as amended.
- 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.
- M. **Federal Regulations, Applicable to federally funded applications:**
1. **For Local Education 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, 99, 104, 47 CFR 0 and 64, and OMB Circulars A-87 (Cost Principles) and A-133 (Audits);
 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, 99, 104, 47 CFR 0 and 64, and OMB Circulars A-87 (Cost Principles) and A-133 (Audits);
 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, 99, 104, OMB Circular A-21 (Cost Principles), 47 CFR 0 and 64, OMB Circular A-133 (Audits), and OMB Circular A-110 (Uniform Administrative Requirements);

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SCHEDULE #6A—continued

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, 99, 104, 47 CFR 0 and 64, OMB Circulars A-122 (Cost Principles) and A-133 (Audits), and OMB Circular 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, 99, 104, 47 CFR 0 and 64, OMB Circulars A-87 (Cost Principles) and A-133 (Audits), and OMB Circular A-110 (Uniform Administrative Requirements); and
 6. **For Commercial (for-profit) Organizations:** 29 CFR 1630 and 48 CFR Part 31.
- N. **Sanctions:** If Contractor, in Agency's sole determination, fails or refuses for any reason to 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.
- O. **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.
- P. **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. The instructions to the Standard Application System are incorporated herein by reference.
- Q. **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.
- R. **Copyright/Ownership:** All materials, conceptions, and products arising from the contract project produced or conceived by Contractor, its employees, agents, consultants, or subcontractors shall be the sole property of Agency. Agency shall have the exclusive right to copyright and patent these materials, conceptions, and products subject to applicable law. Contractor shall so bind all concerned.
- S. **Signature Authority:** Applicant certifies that the person signing this application has been properly delegated this authority.
- T. **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.
- U. **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 Appropriation 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.
- V. **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. Revised expenditure reports will not be accepted after the date specified in the accompanying instructions for the SAS.
- W. **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)).
- X. **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)).
- Y. **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)).
- Z. **Unfair Business Practices:** Contractor certifies that no funds provided under this grant 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.
- AA. **Expulsion for Serious Offenses and Policy:** 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 a firearm as defined by 18 U.S.C. Section 2891 to school [P. L. 103-382, Section 14601(d)(1)]. In addition, the applicant certifies that the local education agency 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. 103-382, Section 14602(a)].

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Revised 2-23-98

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SCHEDULE #6B—Debarment & Suspension Certification
(Required of all federally funded grants regardless of dollar amount.)

This certification covers all federal programs in this application and is required by the regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' responsibilities, for all federally funded programs, regardless of the dollar amount. The regulations were published as Part VII of the May 26, 1988, *Federal Register* (pages 19160-19211). Copies of the regulations may be obtained by contacting the division to whom this application is submitted.

(BEFORE COMPLETING CERTIFICATION ON SCHEDULE #1, READ INSTRUCTIONS FOR THIS SCHEDULE.)

Certifying Statement

- (1) The prospective lower-tier participant certifies by submission of this application, 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 application.

Dept. of Education form #ED GCS-009
As amended by the Texas Education Agency

12/88
08/95

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SCHEDULE #6C—Lobbying Certification
(Required for all federally funded grants greater than \$100,000.)

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 #6E—Special Provisions

The following special provisions apply to all programs funded under the Elementary and Secondary Education Act, as amended by P. L. 103-382, Title XIV, Section 14306.

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
2. 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.
3. 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.
4. 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.
5. 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.
6. 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.
7. The applicant will make reports to the Texas Education Agency and the Secretary of Education as may be necessary to enable the Agency and the Secretary to perform their duties under each such program and maintain such records, provide such information, and afford access to the records as the Agency or the Secretary may find necessary to carry out the Agency's or the Secretary's duties.
8. Before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and has considered such comment.
9. Each local education agency plan/application submitted under the following programs shall be integrated with each other:
 - (A) Title I, Part A (Disadvantaged children);
 - (B) Title II (Eisenhower Professional Development);
 - (C) Title I, Part B (Even Start Family Literacy);
 - (D) Title IV (Safe and Drug-Free Schools and Communities Act);
 - (E) Title VI (Innovative Education Program Strategies);
 - (F) Title VII, Part A (Bilingual Education);
 - (G) Title VII, Part C (Emergency Immigrant Education);
 - (H) Education for Homeless Children; and
 - (I) With any local improvement plan either approved or being developed under Title III of the Goals 2000: Educate America Act [P. L. 103-382, Title XIV, Section 14307(b)].

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

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SCHEDULE #6E—Special Provisions (continued)

The following special provisions and assurances apply to the *Improving Teaching and Learning (ITL)*, Title I Comprehensive School Reform Demonstration Program:

1. The applicant will use ITL funds to supplement and not supplant funds from other federal, state, local, or private fund sources.
2. The applicant will implement in a coherent sequence and incorporate into the campus improvement plan a comprehensive school reform program consisting of the following nine components:
 - a. effective, research-based methods and strategies;
 - b. comprehensive design with aligned components;
 - c. professional development;
 - d. measurable goals and objectives;
 - e. support within the school;
 - f. parental and community involvement;
 - g. external technical support and assistance;
 - h. evaluation strategies; and
 - i. coordination of resources.
3. The applicant will design the ITL program to support the Texas Essential Knowledge and Skills (TEKS).
4. The applicant will obtain public comment on the application and consider such comment before submission of the application.
5. Approval of the ITL program will be approved by the local board of trustees and documented in the local board of education meeting minutes.
6. The applicant LEA will provide technical assistance, evaluation data, and flexibility to campuses awarded funding under this grant.
7. The applicant will incorporate into the campus improvement plans all activities conducted with ITL funds and the nine components of the campus' comprehensive program. The applicant will participate in an on-site visit for the purpose of reviewing campus improvement plans, program progress, and program implementation.
8. The applicant will participate in and submit evaluation data on the ITL program as requested or conducted by or for the Texas Education Agency, the Secretary of Education, or other federal officials on their behalf.
9. The applicant will reallocate or redirect other federal, local, state, and private resources to support and sustain the comprehensive school reform program, as appropriate.
10. The applicant LEA will ensure that campuses awarded funding under this grant will participate in two (2) technical assistance meetings conducted by TEA during the project year.
11. The applicant will coordinate, as appropriate, the comprehensive school reform program with the following:
 - a. Title I, Part A;
 - b. Title I, Part B;
 - c. Title I, Part C;
 - d. Title II, Part B;
 - e. Title IV;
 - f. Title VI;
 - g. Title VII, Part A;
 - h. Title VII, Part C;
 - i. Education for Homeless Children; and
 - j. Any local improvement plan either approved or being developed under Title III of Goals 2000: Educate America Act known in Texas as the Academics 2000: First Things First Subgrants.

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