



**2021-2022 School Action Fund- Planning
COMPETITIVE GRANT Application Due 11:59 p.m. CT, May 13, 2021**

NOGA ID [REDACTED]

Authorizing Legislation [REDACTED]

ESBA 6A1988 as amended by ESBA, TSB, & Part A, Section 6003

TEA will only accept grant application documents by email, including competitive grant applications and amendments. Submit grant applications and amendments as follows:

Competitive grant applications and amendments to competitivegrants@tea.texas.gov

Application stamp-in date and time

Grant period from [REDACTED] **August 12, 2021 - July 31, 2022**

Pre-award costs are not permitted.

Applicants must submit the TEA-supplied attachment that corresponds to their selected school action. See pg. 33 of the Program Guidelines.

Amendment Number (For amendments only; enter N/A when completing this form to apply for grant funds): **N/A**

Organization: **Lytle ISD-Junior High** CDN: **007904** Vendor ID: **74-6001649** ESC: **20** DUNS: **000256951**
 Address: **18975 W. Fm 2790 S.** City: **Lytle** ZIP: **78052** Phone: **830-709-5115**
 Primary Contact: **Loretta Zavala** Email: **loretta.zavala@lytleisd.org** Phone: **830-709-5105**
 Secondary Contact: **Dr. Dustin Breithaupt** Email: **dustin.breithaupt@lytleisd.org** Phone: **830-709-5100**

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- Grant application, guidelines, and instructions
- General Provisions and Assurances
- Application-specific Provisions and Assurances
- Debarment and Suspension Certification
- Lobbying Certification
- NCLB Provisions and Assurances requirements

Authorized Official Name: **Michelle Smith** Title: **Superintendent**

Email: **michelle.smith@lytleisd.org** Phone: **830-709-5100**

Signature: *Michelle Candice Smith* Date: **5/13/21**

Grant Writer Name: **Rachel Mc Clain** Signature: *Rachel Mc Clain* Date: **5/13/21**

Grant writer is an employee of the applicant organization. Grant writer is not an employee of the applicant organization.

Shared Services Arrangements

X SSAs are **not permitted** for this grant.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
29% of the students are performing at the Meets Grade Level with only 32% of students meeting grade level student performance in reading and 36% in math grade level performance ranking below state targets for all sub-populations and all students overall.	Creation of a college-going P-20 model aligning the campus outcomes to district level goals through implementation of high-quality professional development for teachers, creation of data-tracking systems focused on academic growth, and develop comprehensive district focus on student outcomes which include college, career, and military readiness targets for all student sub-populations.
A disparity is occurring between White and Hispanic students in attainment of academic & college readiness with only 29% Hispanic students achieving college ready status compared to 40% White students.	Identification of a technical support partner to assist campus with ESF-aligned activities focused on high-quality curriculum and effective instruction including quality lesson planning and data-driven instruction with a focus on growth monitoring for all students with comparison to sub-population performance.
15% of graduates are earning some dual credit prior to graduation & 0% are graduating with an Associates degree. Although 42% of ECD students enroll in college post-secondary only 11% earn a 4-yr degree.	Creation of P-TECH programs of study within a P-20 model with an emphasis on awareness (elementary), exploration (middle), and engagement (high school) leading to industry-based certifications, Level I and II certificates, associate degrees prior to HS graduation with options for 4-year degree attainment.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By July 2022, partnership with a technical support partner will have resulted in 70% of all students meeting or exceeding growth expectations in math and reading in pursuit of overall improvement of meets grade level performance for all student subpopulations. At least two additional programs of study will be planned and launched with alignment to the P-TECH model with multiple entry and exit points for students with aligned activities for middle school student exploration and 9th-grade credit attainment. Pathways will be developed with dual credit options for students leading to Associate's degree via dual credit increasing the number of graduates with dual credit from 15% to 30% of the graduating class. 100% of the graduating students will apply for college and FAFSA to remove barriers for fall post-secondary enrollment.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant. See pg. 18 of the Program Guidelines for detailed instructions for identifying benchmarks.

First-Quarter Benchmark

By the end of the first quarter, the Lytle Junior High school campus will meet the following benchmarks: >> District will identify & train a school leader/project manager for redesign process, >>Board of Trustees (BOT) will initiate Lone Star Governance training and commit to school redesign and operational processes, >>Community and stakeholder engagement activities will be planned and implemented with monthly communication to parents, students, and community members, >>In partnership with TAP, the school/district redesign plan with identified P-20 system elements will be reviewed and potential barriers identified and action plans created to address needs/barrier removal, >> Campus leadership team will complete the ESF self-assessment and identify 2-3 levers for best practice implementation within a P-20 system model, >>Instructional materials review completed with TAP support for alignment to P-20 instructional needs.

Measurable Progress (Cont.)

Second-Quarter Benchmark

By the end of the second quarter, the Lytle Junior High campus will meet the following benchmarks: >>100% of the staff will be attending monthly professional development and engaging curriculum/resources adjustments for rigorous instructional practices designed to support low ECD and EL populations in alignment to the ESF model/ identified levers for the campus/P-20 model implementation, >>The Lytle BOT will complete Lone Star Governance training and establish long range board goals focusing on student outcomes in RLA, Math, ECE, and CCMR with the campus leadership team identifying progress measures to achieve the board goals, >>Data tracking procedures will be in place with monthly reports to all stakeholders regarding student outcomes, >>Teacher training and space allocation will begin for the identified programs of study to launch high-quality, career & college outcomes, >>P-TECH planning applications submitted for the identified POS, >>Leaders/staff/TAP will plan for implementation of 100% of P-20 elements with board progress updates.

Third-Quarter Benchmark

By the end of the 3rd qtr, the Junior High campus will meet the following benchmarks >>100% of staff will complete prescribed professional development for firm foundation of the P-20 System Model in 22-23, >> BOT will review final P-20 model plans with approval for implementation in 22-23 school year, >>P-20 system model elements ready for launch in 22-23 with planned summer professional development to continue staff orientation to model implementation with high-quality instructional resources identified, strong planning processes, defined rigor level, >>Space and instructional materials in place for 22-23 POS cohort launch, >>P-TECH elements est including IHE MOUs, active advisory committee and leadership planning meetings, and crosswalks for identified POS in place and published on district's sites, >>Work-based learning experiences planned for all grade levels with focus on awareness, exploration, and engagement for all students, >>22-23 budgets reflect P-20 model implementation and needs, >>Submit SAF continuation grant & meet 100% eligibility.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks do not show progress towards meeting your summative SMART goal, describe how you will use evaluation data to modify your program for sustainability.

Progress monitoring and modification of the program will be possible because (a) the time intervals for benchmarks are programmatically meaningful; and (b) all the benchmarks are quantifiable. Evaluation data that will be used to determine adjustments needed in four critical areas. >> P-20 system model planning and element implementation: The P-20 System Model is a systemic redesign which uses best-practices from CEN rural school districts in Cohorts 1 and 2 as well as 12 years of implementation experience from Roscoe Collegiate ISD. With defined benchmarks for planning, training, and implementation, monthly support from the TAP will measure progress towards the model implementation. Modifications to implementation can be made through comparisons to previous cohort implementation. The TAP will provide resources and technical support for district and campus staff to maintain timeline and provide modifications as needed. >>Staff, BOT, and leadership identification and development: With TAP support, the district leadership's identification of qualified staff will be monitored and a year-long calendar of professional development with monthly reports to stakeholders monitoring implementation will allow for leading indicators and barriers to be identified and addressed. Surveys, campus-based walk-throughs and observations will be used to identify needed adjustments.>>Program of study creation/alignment: Through the best practices timelines and existing relationships between CEN Partner Districts, IHE, and Texas Workforce, the implementation of identified POS can be monitored for timely implementation. Expert support from TAP will guide conversations with IHEs to allow for the establishment of partnerships as well as support of the P-TECH model establishment. >>P-20 infrastructure development: Using best practices from previous cohorts, TAP and district staff will establish monthly progress measures for procurement/creation of P-20 elements. Additionally quarterly leadership team meetings will monitor the ESF improvement plan to identify action steps needed to be complete for authentic change for the campus and district. Modifications to the program may need to be adjusted to reflect the middle school environment with additional academic support needed to achieve high school readiness and intentional support may need to be increased to develop the research component at the campus grade levels. Student outcome data and milestone monitoring will be established to gauge the efficacy of the model implementation during the 22-23 school year.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- 3. The applicant provides assurance to adhere to all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the 2021–2022 School Action Fund- Planning Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the grant program.
- 4. The applicant will work in good faith with the TEA vetted and matched school action technical assistance provider and agency-provided technical assistance.
- 5. For all actions, the applicant will budget at least the amount indicated in budget guidance as "Matched School Action Technical Assistance Provider" on schedule 6200 (part 2 of the application) and any other action specific technical assistance. Both amounts will be subtracted from the total grant award and used by TEA and ESC 13 to establish a contract with the matched provider.
- 6. The applicant will identify a project manager for this grant. The applicant may use other funds for this position.
- 7. Applicants pursuing a partnership-managed model must perform a financial spending analysis in accordance with TEA requirements.
- 8. The applicant assures all fidelity of implementation revisions with the matched school action technical assistance provider will be completed on or before October 15, 2021.
- 9. The applicant will provide access to TEA and contractors for on-site visits to the district and campus.
- 10. The applicant will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, and sharing of best practices through the TEA program office.
- 11. The applicant's board must commit to Lone Star Governance (LSG) training and coaching.
- 12. The applicant assures partners operating campuses under the partner-managed option will commit to TEA-identified board training.
- 13. The applicant assures Pre-K "New Schools" will designate a feeder Comprehensive or Targeted campus by April 1, 2022.
- 14. The applicant assures enrollment at a new school will prioritize students attending or zoned to a 2018-2019 Comprehensive and/or Targeted School (2019 rating).
- 15. For applicants selecting the partner-managed model, the ISD must commit to the adoption of TEA's model authorizing policy and participate in the Texas Authorizer Leadership Academy.

Statutory Requirements

1. Describe how the ISD will carry out its school support and improvement activities, including how the ISD will develop a school improvement plan for the eligible campuses selected for this grant.

The district DCSI will work with the campus leadership team to complete an ESF Self-Assessment. TAP support will be available during the process to align P-20 system elements to the ESF process. Two to three essential actions will be identified for the campus based on the self-assessment outcomes. The improvement plan will be created to specifically address student outcomes in the following areas: Student RLA performance especially designed to address the gap in performance between sub-populations of within the student body, improvement of academic achievement to support college-readiness for Hispanic and low ECD students, and improvement in academic achievement to support overall achievement of post-secondary credentials within the students including Associates degrees.

The improvement plans will be developed with targeted quarterly student outcomes identified and monitored through common assessments and national-norm student growth monitoring tools. Campus and district barriers will be identified for each quarter with action plans assigned to specific district and/or campus staff with timelines and measurable outcomes established for each action. The DCSI along with TAP staff will meet with campus leaders and the leadership teams to monitor the improvement plan quarterly. Adjustments will be identified to address missed student outcomes and/or action plans. The ESF tools for best practices will be actively incorporated in the improvement efforts and aligned to P-20 System Model elements.

2. Describe how the ISD will monitor schools receiving the School Action Fund-Planning Grant, including how the ISD will: (a) Monitor school improvement plans upon submission and implementation, and (b) Implement additional action following unsuccessful implementation of such plan after a number of years determined by the district.

Under the Lone Star Governance Model, the Board of Trustees will monitor student outcomes on a monthly basis as part of the academic report. Overall academic outcomes for each of the sub-populations will be shared for RLA, Math and CCMR progress measures. As part of the academic update for the campus, the project director/campus leader will share quantitative data with the BOT and relevant stakeholders regarding the implementation of the SAF benchmarks, progress towards implementation of the P-20 System elements, and report needed adjustments to the implementation process. In coordination with the TAP, monthly and quarterly implementation targets will be reviewed and adjustments plans created for stakeholder review. Additionally, data tracking support from TAP will generate monthly and quarterly reports to monitor planning implementation and efficacy of the element implementation including staff and leader training, infrastructure implementation, and procurement of P-20 elements. Based upon identified barriers to SAF implementation, the ISD leadership may request additional support from TAP to insure a successful planning year in preparation for a high-quality P-20 System implementation specifically to address middle school needs. Evaluation of student outcomes will occur annually with comparison to CEN target outcomes. Outcome shortfalls will be addressed in action plan adjustments.

3. Describe how the ISD will use a rigorous review process to recruit, screen, select, and evaluate any external organizations with whom the ISD will work with to support the campus(es) selected for this grant.

The district desires to seek a technical assistance provider with a deep understanding of rural education in Texas. In order to vet a potential relationship with Collegiate Edu-Nation, the following actions have been completed to date:

- >>Site visit to Roscoe ISD by District and Campus Leaders
- >>Regular attendance in a monthly meeting with CEN principal's and Superintendent's to discuss Glows and Growing Pains as they progress through CEN
- >>The CEN Playbook has been closely reviewed by district and campus administrators
- >>The CEN CEO and COO, Dr. and Marsha Alexander, have presented the school action to school board and discussed in detail the process of implementing a P-20 model.
- >>Questions regarding CEN, rollouts, mandatory programs answered by Dr. Alexander, Marsha Alexander and CEN superintendents.

These actions have supported to decision to partner with CEN and engage in a planning year to prepare and support district and campus change needed to impact student outcomes and create a supported program to allow post-secondary access for all students.

Statutory Requirements (Cont'd)

4. Describe how the ISD will align other Federal, State, and local resources to carry out the activities supported with funds received under this subsection.

In order to support the implementation of the CEN model in the district, the following resource allocation plan has been created:

>>Local tax revenue and any remaining funds for the current year will be directed towards the implementation of the P-20 model.

>>Title I will be utilized to pay for the Academic Coach at the JH

>>Title II Part A will be used to partially fund an Academic Coach at the HS

>>Title I funded Academic Coach and Interventionist at the Elementary campus

>>Title I funded Academic Coach and Interventionist at the Primary campus

>>ESSER funds to be utilized to fund the AVID program at HS.

Planning grant funds will be allocated towards professional development and facilities preparation in order to have a strong launch in the 22-23 school year.

5. Describe how the ISD will modify, as appropriate, practices and policies to provide operational flexibility that enables full and effective implementation of the school action.

The campuses already have autonomy in scheduling professional development based on the needs of their teachers.

The district understands that schedules and calendars may need to be modified to implement the P-20 program. District and campus leaders are prepared to make the necessary adjustments to ensure the success of the program. The Lytle BOT have committed to engaging in the Lone Start Governance process in order to promote a common top-down focus on student outcomes.

The district supports operational flexibility for campuses. With this flexibility, the staff directly engaged in the school improvement efforts have a higher level of engagement producing better results. The campus is planning on high dosage tutoring and has built flexible times in the master schedule to specifically support learning loss and needed intervention. The district also supports highly individualized schedules for all students, that allow students to attend college classes on certain days with the flexibility to return to their traditional schedule on their non- college class days. The campus is also planning for an extended day and extended instructional year in the 2021-22 school year.

6. Describe how the selected school action model will incorporate one or more evidence-based strategies during the implementation phase.

The P-20 System Model is based on research-based strategies which the stakeholders will be engaged in professional development designed to understand and effectively implement including: >>Creation of a common instructional framework that aligns to national research for best practices in a highly engaged classroom, >>Incorporation of a research-based college preparation and rigorous student peer tutoring process to develop strong study skills needed for college success, >>Use of Harvard Instructional Rounds to corporately monitor and improve instruction to directly impact student outcomes, >>Intense support for rural students while in the public school system to remove barriers for post-secondary access including finances, assessment access, and dual credit alignment, >>Access for all students to authentic instruction to increase engagement and knowledge retention as proven by educational research especially for at-risk students, >>Student research expectations to create life-long learning skills to address acquisition of needed soft-skills for adult success. The aspects of the model will be supported during the implementation phase of the rural school action.

Program Requirements

1. Identify one of the following eligible school action models:

- | | |
|--|---|
| <input type="radio"/> Restart a struggling school as an ACE campus | <input type="radio"/> Create a new school as a partner-managed campus |
| <input type="radio"/> Restart a struggling school as a partner-managed campus | <input type="radio"/> Reassign students from a struggling school to higher performing schools |
| <input type="radio"/> Create a new school as a district-managed campus | <input type="radio"/> Redesign a campus with a district-designed blended learning model |
| <input type="radio"/> Create a new school as a School Empowerment Network campus | <input checked="" type="radio"/> Redesign a rural campus with a P-20 system model |

2(a). Describe the evaluation process and criteria utilized for selecting the school action model for the specific campus to be supported with this grant.

The Lytle Superintendent of Schools has lead the charge towards the P-20 model of education. With the Junior High earning an overall D in the 2019 A-F model, the need for significant school action to guarantee school improvement became apparent. The discrepancies between student outcomes and post-secondary results for the sub-populations within the districts can be traced throughout the district, but specifically with the academic outcomes for the students at the lower grade levels. The district leadership sought a solution to reach the stated vision of the district, "A place where students maximize their potential as active agents of their learning." Actions to date to research the school action model include:

- >>A district and campus leadership team visit to Roscoe ISD to see the model in action.
- >>A CEN P-20 model presentation to Lytle ISD school board by Dr. Kim Alexander and Marsha Alexander.
- >>District and campus leaders have observed various CEN Superintendent and Principal meeting with the opportunity to network with and ask questions of current CEN school districts.
- >>District and campus leaders have met with AVID representatives to discuss the benefits of implementing the program in the school district.
- >> The district has conducted a student interest survey to gauge potential student interest in the P-20 implementation.

2(b). Describe how the school action aligns with the ISD's overall strategy for support and intervention in low-performing schools and/or the ISD's strategy for expanding high-quality school choices for students and families.

The effective implementation of a P-20 System model by nature must involve all schools in a feeder pattern within the district. The overall district goals that guide the Lytle Board of Trustees focuses on shaping the culture where student pride results in persistence and commitment to producing quality work, supporting teacher effectiveness as a designer, leader, and guiding instruction leading to the design of meaningful learning experiences, and cultivating partnerships with our community in support of the district direction. The school action of a rural school redesign is a strategic alignment to these guiding principles.

The district is committed to the effective implementation of the ESF framework to provide intervention for low-performing schools. The choice of the school action of the P-20 System model redesign has been a strategic decision due to the alignment of the P-20 model to the ESF framework. The elements of the planned school action are aligned to the school improvement efforts:

- >>STRONG SCHOOL LEADERSHIP & PLANNING: Regular professional development for leaders and leadership teams under the P-20 model by TAP.
- >>EFFECTIVE, WELL-SUPPORTED TEACHERS: High-quality teacher professional development to implement a inquiry-based model featuring research and PBL and monitored through Harvard Instructional Rounds
- >>POSITIVE SCHOOL CULTURE: The P-20 model establishes an unwavering commitment to high expectations and college/career outcomes for ALL students.
- >>HIGH QUALITY CURRICULUM: The P-20 model supports instructional practices beyond the textbook, aligns instruction to TEKS, and identifies curriculum materials and resources to teach grade level readiness for all students.
- >>EFFECTIVE INSTRUCTION: Through nationally normed data tools and high-quality, student-centered instructional design, the P-20 System model supports strong planning, observed instruction, and data-driven instructional adjustments to improve student outcomes for all students.

Program Requirements (Cont'd)

2(c). Describe how senior district leaders were involved in the decision to select the school action for the campus(es), and to apply for this School Action Fund Planning Grant.

The Superintendent, Senior Level District Leaders, and Campus Level Administrators attended a meeting with Dr. Kim Alexander, the CEO of Collegiate Edu-Nation, as he explained the benefits of a P-20 school district . Those same administrators also toured Roscoe Collegiate ISD and had the opportunity to interact with teachers and students regarding the benefits and drawbacks of being a staff or student in a collegiate high school. Again, those administrators were involved in the decision to apply for this grant.

Already being designated as PTECH school, the Superintendent and School Board members have heard presentations regarding PTECH. Presentations have focused on the progress being made in the implementation of the CCRSM model. Board members are aware of the benefits that a program of this nature can bring to the students and community of Lytle.

Additionally the board supports a \$5000 stipend provided to CTE dual credit teachers.

2(d). Describe how the district has worked or will work with members of the school community to convey plans and solicit input into the school action planning process.

Since there is already an established PTECH leadership team and a PTECH steering Committee with several stakeholders from the school, college, and business partners, the district is well-positioned to expand the engagement of stakeholders. Since the district has a working history with these teams of stakeholders, it is likely the PTECH committees will provide the foundation for the planning conversations in the launch of the P20 System Model. Additionally, the project director has had conversations with local Alamo Regional Workforce representatives to engage the expanded support of workforce development. Alamo Workforce representatives have participated in a previous survey to collect program design input and they have expressed an interest to work together in the future.

The school action has been discussed by district leaders and the BOT in several open meetings. As part of the improvement planning process, the district and campus leaders have engaged stakeholders to provide feedback to the direction of the instructional program and participate in a needs assessment for the campus.

A community survey has been released to stakeholders to gauge the desires of the community in embracing a P-20 System Model. Data is currently being collected that measures the stakeholders' attitudes towards school action, philosophies related to the P-20 model and a focus on post-secondary degrees for all students. Data will be used to inform additional plans for community and stakeholder engagement. Additionally a survey was sent to students to gauge their interest in their ability to earn a certification and/or and Associate's Degree while in high school.

Program Requirements (Cont'd)

2(e). Identify the ISD staff member who will manage the implementation grant. List the qualifications of the identified staff member.

The district has identified Loretta Zavala, Director of Career and Technical Education, as the staff member who will manage the implementation of the school action grant. Ms. Zavala is considered highly qualified with 12 years of educational leadership experience. Ms. Zavala has held campus leadership roles within the Lytle school district and is qualified with instructional leadership experience at both the elementary and high school level. Moving from campus leadership to district leadership in 2019, Ms. Zavala has supported the district's efforts to implement a robust CTE program. Under her leadership, the CCMR outcomes for annual graduates for the district increased from 55.7% to 71.1%. The projected CCMR readiness outcomes considering all indicators is expected to be XX for the current school year. Ms. Zavala is certified as both a campus principal and as a superintendent. She has a Master of Science in Educational Administration from Texas A&M. She is certified as a Harvard Instructional Rounds Trainer of Trainers.

In her CTE Administration role she has engaged in the following work:

- >>Implement a PTECH school within a school model including serving as the PTECH School's Director, counseling and coaching students, recruiting, and tracking Outcome Based Measures progress.
- >>Collaborate with the PTECH's business/industry partner to ensure age level appropriate work based learning opportunities for students.
- >>Create and maintain positive relationships with IHE stakeholders that allow for ease in removing barriers that arise as students work towards their Associate's Degree and/or certification.
- >>Work closely with the Lytle Chamber of Commerce as partners to meet the needs of our students
- >>Work collaboratively with St. Philip's College to provide opportunities for student's to earn a Plumber's Helper Level 1 certificate.
- >>Create Work-Based Learning opportunities for student within our Plumbing Program of Study.
- >>Secure the necessary training, curriculum and materials for teachers as we work to increase the number of Industry-Based Certifications.

Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

PNP Equitable Services

PNP Equitable Services **does not apply** to this grant.

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA. See Program Guidelines, pages 21-27, for detailed instructions on use of grant funds.

PAYROLL COSTS (6100)

BUDGET

District Program Manager Stipend	\$10,000
Summer Professional Development Stipends	\$30,000

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Technical Assistance Matched Provider Fees	\$62,500
Lone Star Governance Training and Coaching Support	\$5,000
P-20 Aligned Professional Development	\$22,500

SUPPLIES AND MATERIALS (6300)

P-20 Aligned Instructional Materials including AVID, NWEA MAP, Blended Learning Instructional Resources	\$50,000
Stakeholder Engagement Materials	\$5,000
POS Instructional Materials	\$5,000

OTHER OPERATING COSTS (6400)

Board LSG Travel	\$2,000
Staff Travel	\$3,000

CAPITAL OUTLAY (6600)

POS Classroom and Lab (Furniture, POS-Related Technology, Equipment)	\$25,000
1:1 Technology	\$30,000

TOTAL BUDGET REQUEST

Appendix I: Negotiation and Amendments (leave this section blank when completing the initial application for funding)

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the Administering a Grant page of the TEA website and may be emailed to competitivegrants@tea.texas.gov Include all sections pertinent to the amendment (including budget attachments), along with a completed and signed copy of page 1 of the application. More detailed amendment instructions can be found on the last page of the budget template.

You may duplicate this page

Negotiated/Amended Section

For amendments: Choose the section you wish to amend from the drop down menu.

Negotiated Change/Amendment

For amendments: Describe the changes you are making and the reason for them. Always work with the most recent negotiated or amended application. If you are requesting a revised budget, please include the budget attachments with your amendment.

FOR TEA USE ONLY
 Changes confirmed with _____ on this date _____
 Via phone/fax/email by TEA staff person _____

FOR TEA USE ONLY
 Changes confirmed with _____ on this date _____
 Via phone/fax/email by TEA staff person _____

FOR TEA USE ONLY
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