



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

NOGA ID

Authorizing Legislation **ESEA of 1965 as amended by ESSA, Title I, Part A, Section 1003**

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 **August 12, 2021 – July 31, 2022**

Pre-award costs are not permitted.

Required Attachments

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

Amendment Number

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

Applicant Information

Organization CDN Vendor ID ESC DUNS

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

Certification and Incorporation

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 Title

Email Phone

Signature Date

Grant Writer Name Signature Date

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
38% of the students are performing at the Meets Grade Level in reading with student performance in reading 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 significant disparity is occurring between White and Hispanic students in attainment of academic & college readiness with only 24% Hispanic students achieving college ready status compared to 81% 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.
Overall 38% of the district graduates are earning some dual credit, but 0% of the students are graduating with an Associates degree and only 36% of ECD students enrolling in college for post-secondary opportunities.	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 100% of the students will have baseline data of growth using a national-normed assessment with identified sub-populations for targeted support in math and/or reading, identification of at least three programs of studies in place with trained teachers launched with aligned awareness activities at the elementary level with completion of the P-TECH planning application for at least three pathways allowing for multiple exit points for students, and through ESF levers, best practices and procedures in place to support strong lesson planning using TEKS-aligned curriculum and data-driven instruction with national-normed data sources. Professional development for the board, leaders, staff will have occurred monthly to support increased student outcomes.

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 Sunray elementary and feeder campuses 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 leaders will complete the ESF self-assessment & adjust levers for best practice implementation within a P-20 system model if needed, >>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 Sunray elementary and feeder campuses 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 Sunray BOT will complete Lone Star Governance training and establish long range board goals focusing on student outcomes in RLA, Math, ECE education, 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, >>BOT/Leaders/Staff/TAP will plan for implementation of P-20 elements.

Third-Quarter Benchmark

By the end of the 3rd qtr, the elementary and feeder campuses 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 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. The benchmark indicators are designed to produce a strong program of study focused on student outcomes. 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. Needed modifications to implementation can be made through comparison to previous cohort implementation. The TAP will provide resources and technical support for district and campus staff to maintain timeline and provide adjustments 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 PD, 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 school action may need be considered for supports being provided to low performing sub-populations of students. In order to implement the P-20 System model, a look at equitable access is needed to determine barriers to sub-populations not previously considered.

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 to evaluate the changes implemented in 19-20 from the ESF diagnostic as well as the instructional outcomes of 20-21. TAP support will be available during the process to align P-20 system elements to the ESF process. Two essential actions have been identified for the campus but may be adjusted 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, early childhood, 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 or resources as needed to insure a successful planning year in preparation for a high-quality P-20 System implementation in 22-23.

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 including Harvard Instructional Rounds and district tours.
- >>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.

The district has used and is continuing to seek funds for support of the changes needed for a successful school action effort:
>>The district is currently applying for a grant through the Impact Network to support student post-secondary success by improving student outcomes.
>>In 2019-2020, Perkins funds were used to buy equipment for high school construction classes.
>>In 2020-2021, Perkins funds were used to purchase supplies and equipment for both welding and culinary classes.
>>The district has been a member of the Region 16 Perkins SSA, but plans to leave the SSA for the 2021-2022 school year.
>>ESSER I funds were used to purchase supplies
>>ESSER III funds are being allocated for salaries, supplies, purchase AVID, and for summer school (extended year) for students exhibiting gaps in learning.

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 Sunray ISD BOT have committed to the Lone Star Governance process and is prepared to adjust policy and procedure to focus on improving student outcomes including: >>Implemented blocked scheduling for grades 6-12. >>Implemented high school credit options in the middle school. >>Added career and college explorations in the elementary and middle school for the last 2 years. >>Designated tutorial time built into all 3 campus schedules- all campuses have flexibility for pullout interventions. >>implemented both a daycare and a Pre-K 3-year-old program for the 2020-2021 school year. These programs provide opportunities to develop early literacy skills and support child development (social, emotional, physical, and academic). >>Implemented TSIA2 testing and tutorials for district 8th graders. >> Added TSIA2 testing and boot-camps for high school students. >>Launched an elementary writing redesign to prepare students for a more rigorous writing portion on STAAR and TSIA2 tests. >>Continued industry-based certification exploration. >>Developing industry partnerships for advisory and community relations >>Developed MOU's with both Frank Phillips College and Amarillo College - these provide options to allow students to exceed CCMR and CTE thresholds.

Currently, the district has built four Associate degree pathways and added options for certifications in drones, CNA, veterinary technician, education, and cosmetology in order to fully engage in the P-20 system redesign and offer meaningful post-secondary degree and certification attainment for students.

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:

- Restart a struggling school as an ACE campus
- Restart a struggling school as a partner-managed campus
- Create a new school as a district-managed campus
- Create a new school as a School Empowerment Network campus
- Create a new school as a partner-managed campus
- Reassign students from a struggling school to higher performing schools
- Redesign a campus with a district-designed blended learning model
- 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 Sunray Superintendent of Schools has lead the charge towards the P-20 model of education. 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 elementary level. These outcomes do not align to the district's mission which states: We the staff, students and parents of Sunray Independent School District believe that all students can and will learn. We have a climate of high expectations. We believe that our school provides quality and equity in instruction in an atmosphere that is conducive to learning. We feel that our mission of educating students is best accomplished when home and school work together. We are dedicated to educating our children to be productive, respectful and patriotic citizens in a changing future.

With this in mind, the district leader guided the district administration through discussions reflecting on the current model of education and gave the administration a vision of what Sunray ISD's education model could be. Various district and campus administrators have visited other P-20 districts and has launched the transition of Sunray to the model. Community stakeholder meetings have been held and a community audit committee have contributed to the P-20 transition. With stakeholder support strong, the move to a P-20 model is well positioned for success.

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. With the overall district vision as established by the Sunray Board of Trustees articulating the expectation for creation of an educational environment that is conducive to learning, the P-20 System model implementation provides a mechanism for the alignment of school and district actions under the ESF model with best practices for elementary, middle, and high school grade levels. By addressing low performance at the elementary level, the planned school action will create an academic foundation for rural student success for all students.

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.

Mr. Harrison has lead the charge towards the P-20 model of education. Mr. Harrison guided the district administration through discussions reflecting on the current model of education and gave the administration a vision of what Sunray ISD's education model could be. Various administrators visited another P-20 district and began to transition Sunray to the model. Community meetings were held and a community audit committee have contributed to the P-20 transition.

Additionally the district operates with these procedures to insure understanding of school action across all levels of stakeholders:

- >> Each administrator must compose a report for the board to review each month regarding work towards school action.
- >> A Question-Answer session is held between the school board and the district administration monthly to clarify progress and additional needs and supports for the efforts.
- >> The Sunray ISD board has expressed strong support for the district administrators and their initiatives.
- >> The Sunray ISD board is scheduled to present at the Summer 2021 TASB Conference to influence school action in other districts across the state.

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.

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. Current data from the survey results indicate a strong support for a collaborative learning environment that will lead to a long-term change in the community.

Additional actions taken by the district to engage all levels of stakeholders include:

- >> Student interest surveys have been conducted across the district.
- >> The district passed a bond in November 2019 for a new CTE facility and vet clinic.
- >> A community bond committee has been created that reviews the progress for the bond and the CTE program housed in the new facilities.
- >> The incoming high school freshmen and their parents have met with high school administrators to review their options as they move into the high school dual credit and/or CTE programs.
- >> The district annually hosts a District Showcase to display the project-based learning from students in all grade levels. The community is welcomed and encouraged to view and participate in the various student-led projects.
- >> The district is in the process of developing a P-TECH/P-20 advisory group.
- >> TSIA2 testing and tutorials for 8th grade students have been added to improve college attainment access and increase awareness of a college-focused environment.

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.

Erin Boatmun, Sunray Chief Academic Officer, will be the manager of the implementation grant insuring a successful implementation of the process from a P-20 viewpoint. Ms Boatmun is highly qualified to lead this work with a variety of educational and leadership experience. The following details her qualifications:

>>Education Background:

2003- graduated with a Bachelor of Science degree from Oklahoma Panhandle State University.

2006- graduated with a Master of Education degree from Southwestern Oklahoma State University

2021- Planned completion of Superintendent Certification courses from West Texas A&M University.

Ms. Boatmun is a certified teacher in EC-4, 4-8 Generalist, and holds a principal leadership certificate. She has a full range of educational roles including paraprofessional, kindergarten, fourth grade, and fifth grade teacher, and campus administrator.

>>Administrative experience:

Opened and ran a district-wide daycare for Geary Public Schools in Geary, Oklahoma.

Watson Junior High Assistant Principal for Muleshoe ISD.

Watson Junior High Principal for Muleshoe ISD.

Student Services Coordinator for Mary DeShazo Elementary for Muleshoe ISD.

Mary DeShazo Elementary Principal for Muleshoe ISD.

Sunray Elementary Campus Improvement Team (3 years)

Sunray DCSI in 2020-2021

Chief Academic Officer for Sunray ISD.

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		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

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 \$250,000

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 _____

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