



2021–2023 School Action Fund-Implementation
COMPETITIVE GRANT Application Due 11:59 p.m. CT, May 13, 2021

NOGA ID

Authorizing Legislation **P.L. 114-95, Section 1003 [20 U.S.C. 6303] School Improvement**

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

Application stamp-in date and time

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

Grant period from **August 12, 2021 – July 31, 2023**

Pre-award costs are not permitted.

Required Attachments

Applicants must submit the TEA-supplied attachment that corresponds to the selected school action. See pg. 15 of 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
- Debarment and Suspension Certification
- General Provisions and Assurances
- Lobbying Certification
- Application-specific Provisions and Assurances
- 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
30% of the students sub-populations are meeting grade level performance targets under Domain C for all sub-populations in reading and math resulting in an F in Domain C for an overall 2019 D rating for the campus.	Implementation of a college-going P-20 model aligning the campus outcomes to district level goals through use of high-quality professional development for teachers, creation of valid data-tracking systems focused on academic growth, and development of a district focus on student outcomes which include college, career, and military readiness targets for all student sub-populations.
CISD has above state level CCMR attainment status, but only 24% of the students are TSI complete with 3% earning their associates degree prior to graduation and 15% earning an IBC.	Expansion of P-TECH programs of study within th P-20 model with an emphasis on awareness (elementary), exploration (middle), and engagement (high school) leading to industry-based certifications, Level I /II certificates, associate degrees prior to HS graduation with options for 4-year degree attainment.
A disparity is occurring between White and Hispanic students in attainment of academic readiness in reading with only 40% Hispanic students achieving meets grade level compared to 49% White students.	Partnership with 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.

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, full implementation of partnership with CEN will have resulted in improvement in sub-population performance for at least 3 identified student groups (in growth and meets grade level performance), identification of additional programs of studies (POS) with aligned awareness activities at elementary level for addition of 2 new P-TECH pathways, continuation of best practices & processes in place to support strong instruction using TEKS-aligned curriculum & data-driven instruction with national-normed data sources. Professional development for stakeholders (board, leaders, staff) continue to occur each month to support P-20 System model leading to 80% of students on-track for AA/AAS/AS degrees or IBC. Measurement of implementation will be completed with a fidelity of implementation (FOI) instrument.

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.

First-Quarter Benchmark

By the end of the first quarter, the elementary campus/ISD will meet these benchmarks: >> Campus leader will complete year one of TAP leadership training>>Board of Trustees (BOT) will continue to implement Lone Star Governance (LSG) and commit to focus on student outcomes under the LSG model >>Community/stakeholder engagement will include monthly communication to parents, students, and community members regarding P-20 system redesign >>In partnership with TAP, the school/district redesign plan with P-20 system elements will be evaluated with a BOY fidelity of implementation (FOI) tool & barriers identified with action plans created to address needs/barrier removal during 21-22 >> Campus leadership team & TAP will complete needs assessment based on 20-21 data & identify levers within a P-20 system model in improvement plan (IP) aligned to the ESF model. >> Expanded student research cohorts will launch work & AVID launched for secondary students to support student success in dual credit coursework.

Measurable Progress (Cont.)

Second-Quarter Benchmark

By the end of the second quarter, the campus/ISD will meet these 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 Hispanic populations in alignment to the ESF model/ identified levers for the campus/ P-20 model implementation & to support PBL>> CLT complete quarterly review of IP >>Cumby BOT will receive high quality LSG monthly academic reports in RLA, Math, ECE, and CCMR & quarterly evaluate BOT performance as measured by LSG guidelines>>TAP /campus data tracking procedures will be in place to generate monthly reports regarding student outcomes in alignment to student progress towards certifications and AA/AS/AAS degrees>>Teacher training & space allocation will begin for the identified additional programs of study to launch high-quality, career & college outcomes, >>P-TECH renewal applications will be submitted for additional & identified POS.>>Adult ed program launched for GED prep.

Third-Quarter Benchmark

By the end of the 3rd quarter, the campus/ISD will meet the following benchmarks >>100% of staff will complete prescribed professional development aligned to support CEN/ESF >>Board will receive detailed monthly student-outcomes curriculum reports >>P-20 system model elements supported with creation of summer professional development to continue staff orientation to P-20 implementation with high-quality instructional resources identified, strong planning processes, defined rigor level under ESF model >>Space/ instructional materials in place for new P-TECH POS cohort launch >>Additional P-TECH elements est including IHE MOUs, active advisory committee & leadership planning meetings, & crosswalks for all POS in place & published on district's sites, >>Work-based learning experiences planned for all grade levels with focus on awareness, exploration, & engagement for all students for 80% post-secondary model attainment >>22-23 budgets reflect P-20 model continued implementation >>Completion of EOY FOI Tool with needed adjustments.

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 as well as 12 years of implementation experience from Roscoe Collegiate ISD. With defined benchmarks for implementation in years one, two, and three, monthly support from the TAP will measure progress towards the model implementation. Qualitative and quantitative data collection as prescribed by CEN will continue in order to measure program efficacy. 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 development: Along with the TAP, the district leadership's support of qualified staff will be monitored and a year-long calendar of professional development (specifically supporting Instructional Framework, PBL, AVID, Montessori) with monthly reports to stakeholders monitoring implementation will allow for leading indicators & barriers to be identified and addressed. Surveys, campus-based walk-throughs, national-normed data, & observations will be used to identify needed adjustments >>Additional POS creation/alignment: Through the best practices timelines and existing relationships between CEN PD, IHE, and Texas Workforce, the implementation of additional POS can be monitored for timely implementation. Expert support from TAP will guide conversations with IHEs to allow for the expansion 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 monitor monthly progress measures for procurement/creation of P-20 elements. Additionally quarterly leadership team meetings will monitor the CEN/ESF improvement plan to identify action steps needed to be complete for authentic change for the campus and district. Modifications to the school action model will need to focus on creation of milestones to measure the efficacy of the research component at the elementary level and the adjustment to instructional processes in the elementary classrooms as observed on the P-20 model campus.

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 2021–2023 School Action Fund-Implementation 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. The applicant will budget 15% of the total award as "Matched School Action Technical Assistance Provider" on schedule 6200 (part 2 of the application) and any other items identified in the budget guidance. This amount 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. 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 must commit to TEA-identified board training.
- 13. The applicant assures enrollment at a new school must prioritize students attending or zoned to a 2018-2019 Comprehensive and/or Targeted School (2019 Ratings).

Statutory Requirements

1. Describe how the LEA will carry out its school support and improvement activities, including how the LEA will develop a school improvement plan for the eligible campuses identified as a 2018-2019 Comprehensive or D- and F- rated Targeted Schools (2019 ratings).

Although significant work has been underway in the district, the district DCSI will continue to work with the leadership team to review the ESF Self-Assessment to determine year two needs for ESF essential action focus including alignment with TIL Year 2. TAP support will be available during the process to continue to align P-20 system elements to the ESF process. Essential actions will be identified for the campus based on the self-assessment outcomes and needs assessment from 20-21 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 students of color and low ECD students, and improvement in academic achievement to support overall attainment of post-secondary credentials within the students including Associates degrees and continuation of students to attainment of four-year 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/district barriers will be identified for each quarter with action plans assigned to specific district and/or campus staff with timelines/measurable outcomes established for each action. The DCSI along with TAP staff will meet with campus leaders & 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 LEA will monitor schools receiving Title I, Part A funds, including how the LEA 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 continued implementation of the P-20 System Model 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 on-going 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 21-22 and 22-23 school years. EOY data will be collected to measure student outcomes against the CEN model benchmarks.

3. Describe how the LEA will use a rigorous review process to recruit, screen, select, and evaluate any external organizations with whom the LEA will work with to support the Comprehensive or Targeted school.

Cumby ISD operates under the Lone Star Governance process which creates a central focus on student outcomes with long-range targets for performance. The decisions of the district are all in alignment with efforts to achieve the student outcomes as established by the BOT. With the targets in mind, the district's superintendent leads the district and campus staff members in identifying needs and resources to address those needs in order to achieve the goals. External organizations must demonstrate successful experience in addressing similar needs and in a similar context to Cumby ISD. External organizations and resources must be research-based and in support the grade-level readiness of all students in TEKS-aligned content. In order to recruit, screen, and select a TAP, Cumby has conducted multiple on-site visits in CEN districts, participated in board and leadership trainings, offered community presentations for stakeholder input, and vetted the potential CEN partnership by review of model school outcomes. Recognizing school action is challenging work, the BOT and the district leadership have created well-defined expectations of performance for the board, the administrative staff, and instructional staff. The continual use of data and monitoring efforts will provide monthly progress towards implementation and annually the BOT will conduct an analysis of the progress towards the goals.

Statutory Requirements (Cont'd)

4. Describe how the LEA 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 instructional staff to support at-risk and struggling students.
- >>Title II Part A will be used to fund professional development aligned to the P-20 System model
- >>ESSER funds to be utilized to address student learning loss, technology needs, extended day school options, and extended year summer instruction.

Implementation grant funds will be allocated towards professional development and facilities preparation in order to have a strong launch in the 21-22 school year and support expanded CEN model elements to be added by cohort through 2023 including Montessori, AVID, PBL, and High Cognition Instructional Framework. Grant funds will support POS expansion in coordination with additional local funds and available grants.

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

The district has adopted policy and procedural changes to effectively support the school action work including adjusting board policy AE Local. AE Local commits the district's mission and vision to policy and clarifies the role of the school action in creating a system of great schools for the community. Additionally, the BOT has committed to the LSG training and has adopted student outcome goals and board constraints to insure a consistency of adult behaviors that support student outcomes and high levels of achievement. The campus has autonomy to make decisions in alignment with the LSG goals and the CEN framework to achieve the expectations for the school action.

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 are 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 a partner-managed campus Create a new school as a district-managed campus
 Restart a struggling school as a district-managed, ACE campus Redesign a rural school with 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.

In order to evaluate potential school action models, the district completed the following steps that lead to the selection of CEN as a technical assistance partner for the district redesign:

- >> District stakeholders (including the superintendent, principals, teachers and board members) toured Roscoe Collegiate ISD, a model school in the CEN network.
- >>Stakeholders received an overview presentation on CEN.
- >>District stakeholders have completed several additional visits to Roscoe to fully understand the model and see the students and staff in action.
- >>Dr. Kim Alexander and Marsha Alexander, CEN's CEO and COO conducted BOT presentations.
- >>The Cumby ISD BOT took action to become a member of the CEN Network of High Performing Rural Schools to demonstrate the commitment of district leadership to the implementation of the CEN model.

2(b). Describe how the school action aligns with the LEA's overall strategy for support and intervention in low-performing schools and/or the LEA'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 has currently focused on implementation of three CEN visions: (1)College and Career Focus to break the cycle of generational poverty, (2) Educational Attainment to provide affordable access to a relevant, rigorous education that leads concurrently to 90% attainment of students earning a high school diploma/associate degree and industry-certifications, 80% continuing earning a bachelor’s degree, and 70% of that group continuing by earning postgraduate degrees and certifications, and (3) Transformative Educator Development that strengthens innovation to transform and extend educational best practices. 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 Comprehensive or Targeted school, and to apply for this School Action Fund Implementation Grant.

Recognizing the need for significant change in order to improve student outcomes for all students, the district leaders engaged in research of options to address both student academic performance and attainment of post-secondary credentials to support the rural community of Cumby. The desire to find support partners that were familiar with the rural education environment was critical. As part of the decision to engage in school action to address the need to improve student outcomes, the following actions were completed:

- >> District stakeholders (including the superintendent, principals, teachers and board members) toured Roscoe Collegiate ISD, a model school in the CEN network.
- >>Stakeholders received an overview presentation on CEN.
- >>District stakeholders have completed several additional visits to Roscoe to fully understand the model and see the students and staff in action.
- >>Dr. Kim Alexander and Marsha Alexander, CEN's CEO and COO conducted BOT presentations.
- >>The Cumby ISD BOT took action to become a member of the CEN Network of High Performing Rural Schools to demonstrate the commitment of district leadership to the implementation of the CEN model.

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 implementation process.

During the time period which the district has committed to significant school action to achieve improved student outcomes, the following community engagement activities have been completed:

- >>June 2019: Community survey launched to measure interest and support of the needed school action.
- >>Monthly public meetings were held in July, August, September, and October of 2019 to discuss P-20 Model options, implementation actions, and desired outcomes.
- >>Monthly public discussions were held during the board meetings in January, March, April, and December of 2020 which included presentations by Dr. Kim Alexander, CEN CEO, and Marsha Alexander, CEN COO, to discuss the CEN P-20 System Model.
- >>At the January and March 2021 Board Meetings, the BOT aligned the P-TECH efforts of the district with the CEN P-20 System Model and the planned bond election designed to support the work through enhanced facilities.

Other specific community and stakeholder engagement activities have included:

- >>A district and campus leadership team visit to Roscoe ISD to see the model in action.
- >>A formal CEN P-20 model presentation to Cumby 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.
- >> The district has conducted a student interest survey to gauge potential student interest in the P-20 implementation.
- >> Video series to community members and stakeholders to provide a communication platform for updates and progress.

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.

Program Requirements (Cont'd)

2(e). Describe what specific technical assistance support from outside provider organizations the LEA expects to need in order to effectively implement the selected school action.

The district continues to focus on the P-20 System Model Vision implementation and continued support is needed to fully attain the educational environment and processes to achieve the CEN vision:

>> College and Career Focus- Break the cycle of generational poverty by creating a sense of high aspirations and expectations for college and career success among students, families, and communities, especially in STEM-based workforce shortage areas critical to solving global challenges. Student research on community-based problems and community-based internships and entrepreneurial activities/opportunities lead to lifelong learning and community economic development—all with a focus on college and career success.

>>Educational Attainment - Provide affordable access to a relevant, rigorous education that leads concurrently to 90% attainment of students earning a high school diploma/associate degree and industry-certifications, 80% continuing earning a bachelor's degree, and 70% of that group continuing by earning postgraduate degrees and certifications. Defining community core values and social forces and creating the vision, mission, timelines, access, engagement, and business plans while remaining responsive to workforce-career needs.

>>Transformative Educator Development - Strengthen a spirit of innovation to transform and extend educational best practice, advance rural school research, and promote P-20 faculty preparation, reward, and professional development. These efforts will focus on all stakeholders from the board of trustees to district and campus leaders to classroom teachers.

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

The grant manager for this school action will be the district's Superintendent of Schools, Shelly Slaughter. Ms. Slaughter started her education career in Cumby ISD in 2004 as the Elementary Principal. After 8 years as the Elementary Principal, she moved to Cumby High School as Principal. After one year at the high school level, Ms. Slaughter moved to the district's superintendency. In the 8th year as the district's superintendent, Ms. Slaughter has offered stability to the district allowing for the needed confidence to implement the change from school action.

Additional qualifications that will support success in this role include:

- >>Bachelors of Science in Psychology and Counseling
- >>Masters of Science in Counseling
- >>Special Education Teacher Certification EC – 12
- >>School Counselor Certification
- >>Special Education Counselor Certification
- >>Principal Certification
- >>Superintendent Certification
- >>President - Elect of TCWSE
- >>Texas Association of School Administrators
- >>National Career Academy Coalition Member and Fellow
- >>Region 8 Regional Advisory Council Chair; now member

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. See Program Guidelines, pages 9-10, for detailed instructions on the use of 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.

PAYROLL COSTS (6100)

BUDGET

District Innovation Officer/Campus Leadership	\$55,000
Paraprofessionals for Montessori classrooms	\$72,000
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Technical Assistance Provider	\$150,000
ESF Support aligned to CEN Model	\$8,000
Professional Development-AVID, CEN , Montessori, Blended Learning	\$75,000

SUPPLIES AND MATERIALS (6300)

TEKS-Aligned Instructional Materials	\$60,000
Stakeholder Engagement Supplies	\$7,000
Program Of Study Implementation Supplies	\$30,000

OTHER OPERATING COSTS (6400)

District and Campus Travel	\$5,000
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

CAPITAL OUTLAY (6600)

1:1 Technology Equipment and Connectivity Infrastructure	\$38,000
<input type="text"/>	<input type="text"/>

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 _____

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