



2022-2023 School Action Fund- Planning and Implementation
COMPETITIVE GRANT Application Due 11:59 p.m. CT, May 9, 2022

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, 2022 – July 31, 2023

☒ Pre-award costs are not permitted.

Required Attachments

Applicants must submit the TEA-supplied attachment that corresponds to their selected school action. See pg. 20-21 of the Program Guidelines.

Amendment Number

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

NA

Applicant Information

Organization CDN Vendor ID ESC UIE
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
% of students are performing at XXX in reading with student performance in reading ranking below state targets for all sub populations and all students overall. % of students are performing at XXX in math with student performance in math 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 populations.
A significant disparity is occurring between White and Hispanic students in attainment of academic and college readiness with only XXX Hispanic students achieving college ready status compared to XXX White students.	Identification of a technical support partner to assist the campus with Effective Schools Framework (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.
XX of district graduates are earning some type of dual credit or industry certification. 0% of students are graduating with an Associates degree and only 7% percent are able to meet TSI readiness and only a small percent of EISD students enrolling in college for post-secondary opportunities.	Creation of P-TECH school within a school model for programs of study within a P-20 model with an emphasis on awareness (elementary), exploration (middle school), and engagement (high school) leading to industry-based certifications, such as level I and II certificates, dual credit hours towards higher learning prior to high school graduation towards 2-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 August 2022, a partnership with a technical support partner will result in EISD obtaining baseline data on 100% of the students in reading and math to determine areas of growth and needs within sub-populations and individual students for targeted support in math and/or reading. EISD will complete the planning of a PTECH school within a school model which will begin by identifying at least two programs of study to be put in place with trained teachers, launched with aligned awareness activities at the elementary level and exploration activities at the middle school level. Multiple points of entry and exit will aim to be made available to students. Teachers will be supported through the TIL processes, ESF levers, best practices and procedures to strengthen lesson design and planning using TEKS-aligned curriculum, HQIM products, CRIMSI pilots and data-driven instruction. Professional development for stakeholders will occur on a regular basis. 100% of graduating students will receive supports to ensure FAFSA is completed to remove barriers for 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, EISD elementary (and middle school) will meet the following benchmarks:

- District will identify & train a school leadership team for re-design process
- Board of Trustees will initiate receiving training on student performance and supports to assist with technical/strategic planning
- Community and stakeholder engagement activities will be planned and implemented with monthly communication to parents, students, and community members
- In partnership with our Technical Assistance Provider (TAP), the school redesign plan with identified P-20 system elements aligning to the design of our PTECH school within a school model
- will be reviewed and potential barriers identified and action plans created to address needs/barrier removal; the PTECH school within a school model and planning process will also assist with this process
- Campus principal and Effective Schools Coordinator 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, EISD elementary (and middle school) 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 TIL process and ESF model
- Identified levers for the campus/P-20 model implementation; aligning to the PTECH design work for the EISD school within a school model
- The EISD BOT will complete strategic planning 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 for the EISD school within a school model
- BOT/Leaders/Staff/TAP will plan for implementation of P-20 elements aligning campus math and reading needs, as well as the PTECH school within a school model designed

Third-Quarter Benchmark

By the end of the 3rd quarter, the EISD elementary (and middle school) will meet the following benchmarks

- 100% of staff will complete prescribed professional development for firm foundation of the P-20 System Model
- BOT will review final P-20 model plans with approval for implementation; to include year 1 implementation of PTECH school within a school model
- P-20 system model elements ready for launch in 23-24 with planned summer professional development to continue staff orientation to model implementation with high-quality instructional resources identified and strong planning processes, in place
- Space and instructional materials in place for 23-24 PTECH school within a school model launch
- P-TECH elements established, including IHE MOUs/Industry Partner agreements, an active advisory PTECH committee, and leadership planning meetings, and crosswalks for identified programs of study 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
- 23-24 budgets reflect P-20/PTECH 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 of benchmark time frames and all the benchmarks will be 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 progress towards meeting the SMART goal will be used to determine areas of growth and needs within sub-populations and individual students for targeted support in math and/or reading. EISD will complete the planning of a PTECH school within a school model which will begin by identifying at least two programs of study to be put in place with trained teachers, launched with aligned awareness activities at the elementary level and exploration activities at the middle school level. Multiple points of entry and exit will be made available to students. Teachers will be supported through the TIL processes, ESF levers, best practices and procedures to strengthen lesson design and planning using TILs aligned campus and school products, CRMS pilots and data-driven instruction. Professional development for stakeholders will occur on a regular basis. 100% of graduating students will receive supports to ensure P-20 is completed to remove barriers for post-secondary enrollment and technical support for district and campus staff to maintain timeline and provide adjustments as needed.

EISD Stakeholder 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, PTECH planning, and the established relationships between our IHE(s), Central Texas Workforce, and Industry Partner(s), 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 / PTECH Infrastructure Development:

Using best practices from previous cohorts, TAP and district staff will establish monthly progress measures for procurement/creation of P-20 / PTECH elements. Additionally quarterly leadership team meetings will monitor the TIL process and 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 to 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 2022–2023 School Action Fund- Planning and 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 identify a project manager for this grant. The applicant may use these funds or other funds for this position.
- ☐ 6. Applicants pursuing a partnership-managed model must meet all funding requirements defined by Texas Partnerships, including allocating all federal, state, and local funds due to the campus.
- ☒ 7. The applicant will provide access for on-site visits to the district and campus by TEA, the technical assistance provider, and its contractors.
- ☒ 8. 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.
- ☒ 9. The applicant's board must commit to Lone Star Governance (LSG) training and coaching.
- ☒ 10. The applicant seeking partner-managed actions will ensure partner Boards meet all Texas Partnerships requirements, including developing training requirements and an orientation plan for new board members and ongoing training requirements for board members that will ensure their continued ability to govern charter campuses within the district.
- ☒ 11. The applicant assures partners operating campuses under the partner-managed option include a plan in the response to the Call for Quality Schools for selection, adoption, and implementation of high-quality instructional materials (as defined in the Program Guidelines).
- ☐ 12. Applicants selecting "Create a new school" action must select and designate a campus leader no later than August 15, 2022.
- ☐ 13. Applicants must apply for a new CDCN for "New Schools" by March 2023.
- ☐ 14. "New Schools" established without tested grade levels must be paired with another campus in the same district for accountability purposes or its district by March 2023, as per guidelines in Chapter 7 of the 2021 Accountability Manual (or a later version if published).
- ☐ 15. Applicants selecting "Create a new school" action must include the new campus in its Title I ESSA plan in time for SY2022-2023.
- ☐ 16. The applicant assures enrollment at a new school will prioritize students previously attending or zoned to a 2018-2019 Title I served Comprehensive and/or Targeted D/F-rated School (2019 ratings).
- ☐ 17. Applicants selecting "Partner-managed" actions must commit to the adoption of TEA's Texas Partnership model authorizing tools and resources.
- ☐ 18. Applicants selecting "Partner-managed" actions must participate in the Texas Authorizer Leadership Academy.
- ☐ 19. Applicants pursuing a new district-managed campus will select and design one of three approved new school models: STEM/STEAM, College Prep, or Montessori.

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.

We are a rural school system with two campuses, an elementary (PK-5) and high school (6-12). District leadership will work with campus leadership to complete an ESF Self-Assessment (aside from TIL work for being IR) to evaluate the changes implemented in 21-22 and 22-23 from the TIL process and ESF framework, as well as the instructional outcomes of 22-23. TAP support will be available during the process to align P-20 system / PTECH elements to the TIL and ESF process (aside from TCLAS Decision work involvement). Two essential actions have been identified for the campus but may be adjusted based on the self-assessment outcomes.

A strategic lesson design process will be utilized to specifically address student outcomes in core content areas, improvement of academic achievement to support college-readiness for the EISD student population, and improvement in academic achievement to support overall achievement of post-secondary credentials within the students.

The improvement plan will be developed with targeted quarterly student outcomes identified and monitored through common assessments and student growth monitoring tools. 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. Adjustments will be identified to address missed student outcomes and/or action plans. The TIL process and ESF tools for best practices will be actively incorporated in the improvement efforts and aligned to P-20 System Model elements and align to the PTECH school within a school model design.

2. Describe how the ISD will monitor schools receiving the School Action Fund-Planning and Implementation 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.

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 stakeholders regarding the implementation of the SAF benchmarks, progress towards implementation of the P-20 System elements / PTECH school within a school 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 SAF implementation, EISD 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 / PTECH implementation in 23-24.

By August 2022, a partnership with a technical support partner will result in EISD obtaining baseline data on 100% of the students in reading and math to determine areas of growth and needs within sub-populations and individual students for targeted support in math and/or reading. EISD will complete the planning of a PTECH school within a school model which will begin by identifying at least two programs of study to be put in place with trained teachers, launched with aligned awareness activities at the elementary level and exploration activities at the middle school level. Multiple points of entry and exit will aim to be made available to students. Teachers will be supported through the TIL processes, ESF levers, best practices and procedures to strengthen lesson design and planning using TEKS-aligned curriculum, HQIM products, CRIMSI pilots and data-driven instruction. Professional development for stakeholders will occur on a regular basis. 100% of graduating students will receive supports to ensure FAFSA is completed to remove barriers for post-secondary enrollment.

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, including partner operators and additional technical assistance providers (other than those matched by TEA).

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 Center for School Actions and/or Educate Texas, the following actions have been completed to date:

- Site visit to neighboring rural school PTECH models
- Zoom visits with neighboring rural school PTECH leads
- Meeting with Center for School Actions
- Working with Educate Texas on PTECH planning model work
- EISD PTECH leadership team meetings

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 through this grant.

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 working with multiple decision points under the TCLAS grant, to include PTECH
- The district is under IR and receives a School Improvement Grant
- The district is working with the TIL / ESF process
- The district has been a member of the Region 12 Perkins SSA
- Title funds are being used to fund an Effective Schools Coordinator position that oversees all assessment, curriculum, coaching, and professional development
- TCLAS funds will be used to fund an instructional coach position for math and reading PK-8 focus

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 EISD Board of Trustees are supporting of school district work and is eager to see student achievement increase. The BOT are prepared to adjust policy and procedure to focus on improving student outcomes, including but not limited to:

- Implemented blocked scheduling and/or a more creative master schedule
- Added career and college explorations in the elementary and middle school
- Designated tutorial time built into schedules- all campuses have flexibility for pullout interventions
- Community daycare service for ages 0-4 and drop-in care support for PK-5th grade students on Mondays off / in-service days
- These programs provide opportunities to develop early literacy skills and support child development (social, emotional, physical, and academic)

By August 2022, a partnership with a technical support partner will result in EISD obtaining baseline data on 100% of the students in reading and math to determine areas of growth and needs within sub-populations and individual students for targeted support in math and/or reading. EISD will complete the planning of a PTECH testing and college-bridger boot camps for high school students

- Added STA2 testing and college-bridger boot camps for high school students
- Developing industry partnerships for advisory and community relations
- Developed MOU's with JLE partners - these provide options to allow students to exceed CCMP and CTE thresholds
- Currently the district is designing a PTECH school within a school model

aim to be made available to students. Teachers will be supported through the TIL processes, ESF levers, best practices and procedures to strengthen lesson design and planning using TILs designed curriculum, TILW products, CRIMS pilots and data-driven instruction. Professional development for stakeholders will occur on a regular basis. 100% of graduating students will receive supports to ensure FAFSA is completed to remove barriers for post-secondary enrollment.

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

The P-20 System Model / PTECH school within a school 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
- incorporation of a research-based college preparation and rigorous student peer tutoring process to develop strong study skills needed for college success
- 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 (PLANNING)
- ☐ Restart a struggling school as a district-managed Resource campus
- ☐ Create a new school as a district-managed campus
- ☐ Create a new school as a partner-managed Early Childhood Education (ECE)
- ☐ Redesign a campus with a blended learning model
- ☒ Redesign a rural campus with a district-designed P-20 system model
- ☐ Restart a struggling campus as an ACE model (IMPLEMENTATION)

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. (Note: If a specific campus has not yet been identified, please describe the evaluation process, criteria, and timeline for identifying the campus for school action, including the rationale for naming a specific campus during the planning year.)

The Evant ISD Superintendent of Schools has lead the charge towards the P-20 model of education / PTECH school within a school model. 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. The elementary campus is currently in Improvement Required (IR). We need to redesign our campus/our system around and through high turn-over rates.

District administration, in collaboration with stakeholders, through discussions reflecting on the current model of education and the vision of what Evant ISD's education model could be will grow the vision/mission of the district.

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 / PTECH school within a school model must involve all EISD campuses, especially due to our rural size. The P-20 System model / PTECH school within a school model implementation provides a mechanism for the alignment of school and district actions under TIL and the ESF model with best practices for elementary, middle, and high school grade levels.

By addressing low reading and math 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 TIL process and ESF framework to provide intervention for low-performing schools.

The elements of the planned school action are aligned to the school improvement efforts:

STRONG SCHOOL LEADERSHIP & PLANNING
EFFECTIVE, WELL-SUPPORTED TEACHERS
POSITIVE SCHOOL CULTURE
HIGH QUALITY CURRICULUM:
EFFECTIVE INSTRUCTION

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 and Implementation Grant.

EISD is rural in nature, there is only a superintendent, assistant superintendent/business manager, and principal. We need all the support we can get because our hands-on deck are minimal.

Dr. Martinez leads the charge towards the P-20 model of education / PTECH school within a school model.

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.
- 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.

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

A community survey will be released to stakeholders to gauge the desires of the community in embracing a P-20 System Model / PTECH school within a school model.

Data will be 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. General survey data, not specifically tied to P-20/PTECH, shows strong support for a collaborative learning environment that will lead to a long-term change in the community.

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

- Student interest surveys have been conducted across the district.
- The incoming high school freshmen and their parents have met with high school counselor/principal to review their options as they move into the high school dual credit and/or CTE programs.
- The district will host 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 secondary students will be 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 planning and implementation grant. List the qualifications of the identified staff member.

In our rural school system this responsibility will be shared by the Superintendent of Schools, Dr. Brenda Martinez, and the Effective Schools Coordinator, Dr. Claudia Canales. Once a campus principal is hired, that individual will also be brought on board.

Dr. Martinez has been a principal (6A System), assistant superintendent (2A System), and superintendent (1A System) of schools. During her time as an assistant superintendent, Dr. Martinez went through a planning and success grant in effectively implementing and earning designation for a PTECH school within a school model.

Dr. Canales has a focus in Curriculum & Instruction and is working towards her administrator certifications. Her strengths are working with all things curriculum, data, coaching teachers, and providing professional development.

2(f). Describe how selecting, adopting, and implementing high-quality instructional materials will be integrated into the design of the chosen action.

Evant ISD is currently part of the TCLAS grant. We are involved with CRIMIS pilot initiative and plan to be a part of that for the entire 2022-23 school year. We also work with multiple HQIM resources. We strive to utilize curriculum that is aligned and meets the depth and rigor of the standard. Our goal is to close gaps, get out of Improvement Required, and to close gaps across content areas/GLs, while providing programs of study that align to a P-20 / PTECH school within a school model.

Selecting, adopting, and implementing high-quality instructional materials is a must for the success of our turn-around initiative.

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.

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.

BUDGET

District Administrator for Grant	\$20000
District Program Manager Lead Stipend and Coordinator Lead Stipend	\$15000
District Coordinator Assistant Lead Stipend	\$5000
Summer Professional Development Stipends	\$45000

Technical Assistance Matched Provider Fees	\$50000
Lone Star Governance Training and Coaching Support	\$5000
P-20 Aligned Professional Development	15000

P-20 Aligned Instructional Materials	25000
Stakeholder Engagement Materials	5000
Program of Study Instructional Materials	5000

Board LSG Travel	7000
Staff Travel	3000

Total Direct Costs	
Indirect Costs	

TOTAL BUDGET REQUEST \$200000

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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