



**2019-2020 School Action Fund - Planning**  
**COMPETITIVE GRANT Application Due 5:00 p.m. CT, May 2, 2019**

NOGA ID

Authorizing legislation

**Elementary and Secondary Education Act of 1965 (ESEA), as amended by P.L. 114-95, Every Student Succeeds Act (ESSA), Title I, Part A, Section 1003, School Improvement**

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division  
Texas Education Agency  
1701 N. Congress Avenue  
Austin, TX 78701-1494

Application stamp-In date and time

RECEIVED  
TEXAS EDUCATION AGENCY  
2019 MAY -9 PM 3:28  
DOCUMENT CONTROL CENTER  
GRANTS ADMINISTRATION

Grant period from **July 1, 2019 to July 31, 2020**

☒ Pre-award costs are not permitted.

**Required Attachments**

*No attachments are required to be submitted with this application.*

**Amendment Number**

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

**Applicant Information**

Organization **Marlin ISD- Elementary** CDN **073-903** Vendor ID **1746001698** ESC **12** DUNS **140042255**  
Address **130 Coleman St.** City **Marlin** ZIP **76661** Phone **254-883-3585**  
Primary Contact **Patricia Lewis** Email **plewis@marlinisd.org** Phone **254-252-4358**  
Secondary Contact **Michael Seabolt** Email **mseabolt@marlinisd.org** Phone **254-883-3585**

**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 ☒ ESSA Provisions and Assurances requirements

Authorized Official Name **Michael Seabolt** Title **Superintendent**  
Email **mseabolt@marlinisd.org** Phone **254-883-3585**

Signature  Date **05-09-2019**

Grant Writer Name **Remy Godfrey** Signature  Date **05-09-2019**

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

RFA # **701-19-107** SAS # **438-20**

**2019-2020 School Action Fund - Planning**

Page 1 of 11

2019-019738

701-19-107-033

**Shared Services Arrangements**

☒ 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
Marlin Elementary School will effectively deliver a rigorous and relevant curriculum that is aligned to State standards using effective instructional strategies, assessment data, technology, and other effective instructional practices to engage all learners .	Implement TEKS Resource System curriculum with fidelity in order to align to state standards, achieve high rigor, and achieve high levels of performance on State mandated STAAR exams to meet or exceed State Assessments standards in Math, Reading, Writing and Science or increase scores by 15%
Encourage the active involvement of the parents and the Marlin ISD community in student learning by developing system to allow parents to be their child's first teacher.	Keep parents informed about their student's progress and encourage home-school partnerships among the parents and community to promote student achievement. Contact parents and set up conferences when academic or behavioral concerns arise. Schedule and organize at least two parents nights.
Provide teachers and staff with professional development opportunities to maintain highly qualified status, and improve professional capability and satisfaction.	Implement ongoing, job-embedded professional development that addresses planning, aligning resources, creating a culture of high expectations, implementing formative assessment and data analysis that is directly tied to student need and produces increased student achievement.

**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.

Integrate all required plans, protocols, professional development, instructional plans, assessment plans, coaching/mentoring and family/community interactions into one comprehensive, aligned plan that promotes school/community collaboration and achieves student achievement at the "passing" standard on state assessments by 6/30/20.

**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**

Pass ELA (LOCAL) as Board policy to support the options in the planning grant. Vet and contract with vendors for planning services. Provide coordinated training system for staff development. Create a welcoming campus to increase stakeholder involvement in meaningful manner. Develop special population systems to allow for all students to be served in the appropriate manner while meeting federal requirements for inclusion in Title, Compensatory Education, and other Federal/State programs. Begin developing the campus culture to promote student success in addressing their educational, meeting social/emotional, and family needs. Create Lesson Plan Template and Data Analysis Protocols that include ESF Success Criteria. Develop clear scope and sequence documents to include assessment windows, data meetings, and plans for reteach. Create strong Leadership Teams at both the district and campus level that have clear protocols, roles and responsibilities for supporting implementation. Schedule and organize two parent nights at campus.

**Measurable Progress (Cont.)****Second-Quarter Benchmark**

Finish the development of the campus planning infrastructure, engagement of student families, and developing the culture of continuous improvement. Implement a system/protocol to monitor the instructional program, including regular review of lesson plans and feedback, classroom observations that tie directly to the curriculum, ongoing coaching and mentoring of instruction with feedback on all lessons. Implement administrative monitoring for all instructional practices. Set up system to hold administrators responsible for instruction of the curriculum, implement effective use of instructional time, and increase student achievement. Monitoring will occur in monthly Leadership team meetings. Engage teachers and parents in evaluation of students' growth on academic/SEL skills gained. Have systems to integrate special needs students in a manner that protects confidentiality while creating systems for academic/social-emotional learning (SEL).

**Third-Quarter Benchmark**

Implement ongoing, job-embedded professional development that addresses planning, aligning resources, creating a culture of high expectations, implementing formative assessment and data analysis that is directly tied to student need and produces increased student achievement. Continue monitoring with Leadership team. Have celebration showcasing students and staff efforts and build relationships with the community so that they will know information about meeting the academic/SEL needs of this population of students. Start developing presentations/publications based on our research on effective methods of teaching these students and how to build these students skills for success. Build a different system of staff development that develop school leaders who can lead and encourage increase every teacher's ability to be effective. Engage in and share 6-week evaluation of students' growth on academic/SEL skills gained. Provide assessments to the student/family concerning growth.

**Project Evaluation and Modification**

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

Marlin Elementary School will integrate all required plans, protocols, professional development, instructional plans, assessment plans, coaching/mentoring and family/community interactions into one comprehensive, aligned plan that promotes collaboration and achieves student achievement at the passing standards on state assessments by 6/30/20. Both district and campus leadership will have clear, written protocols, roles, and responsibilities for members of the Leadership team by August 8, 2019. These will be revisited monthly by the Leadership team to allow for sustainability. Lesson Plan Template and Data Analysis Protocols that include ESF Success Criteria will be presented in professional development in August 2019 and in use by the first day of instruction in August 2019. Campus will establish assessment windows, schedule for data meetings, and plans for reteach/Interventions prior to the first day of instruction. Parent Nights will be scheduled and the fall options will have a general outline by September 1, 2019. Data from ongoing, formative assessments will be used to evaluate the effectiveness of the instructional plans, assessment plans, and coaching/mentoring. These data will be reviewed monthly at Leadership team meetings. These data will include: student data based on curricular assessments, classroom observation data with emphasis on increased academic learning time and student success with the curricular expectations, teacher feedback data and progress toward the implementation of professional development strategies, coaching/mentoring feedback and progress toward meeting specific coaching goals. These data will be reviewed monthly at Leadership team meetings and responses will adjusted by teacher need, grade level need, and student success levels to ensure that all are on track. Changes that may be needed will be aligned with the ESF Success Criteria, the goals of System of Great Schools (SGS) and continue to focus on the SMART goal for the grant. Teacher growth through T-TESS and feedback/coaching, student success, and increased parental involvement as presented through LSG training will be analyzed as part of the project evaluation data. Modifications on the plan for sustainability will be reviewed quarterly by a more comprehensive team including representatives from ESC Region 12, university partners, Fall County Education Coop and other service providers/compliance partners.



**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.

- 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.
- ☒ 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.
- ☒ The applicant provides assurance to adhere to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2020 School Action Fund - Planning Program Guidelines.
- The applicant provides assurance to adhere to all Performance Measures, as noted in the 2019-2020 School Action Fund - Planning Program Guidelines, and shall provide the Texas Education Agency and the matched school action technical assistance provider, upon request, any performance data necessary to assess the success of the program.
- ☒ The applicant provides assurance that it will contract and work in good faith with the TEA vetted and matched school action technical assistance provider and agency-provided technical assistance.
- ☒ The applicant will budget at least 25% of the total award as "Matched School Action Technical Assistance Provider" on schedule 6200.
- ☒ The applicant assures that contracts with matched school action technical assistance provider will be negotiated and signed by October 1, 2019.
- ☒ The applicant assures that a project manager will be identified. Please note: this position may be funded by other fund sources.
- ☒ The LEAs pursuing a partner-managed model assure that a financial spending analysis will be performed in accordance with TEA requirements.
- ☒ The applicant assures that all fidelity of implementation revisions will be complete on or before October 15, 2019.
- ☒ The applicant assures access will be provided for onsite visits to the LEA and campus by TEA and its contractors.
- The applicant assures attendance and participation in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, and sharing of best practices through the TEA program office.
- ☒ The applicant assures that an implementation plan, using a TEA approved format, will be developed with the school transformation partner by June 1, 2020.
- ☒ The applicant assures partners operating campuses under the partner-managed option must commit to Lone Star Governance participation.
- ☐ The applicant assures Pre-K "New Schools" will designate a feeder comprehensive campus by May 1, 2020.
- ☐ For LEAs pursuing the Create a new school action model: The applicant assures that enrollment at a new school must prioritize students attending or zoned to a 2018-2019 Comprehensive and/or Targeted school.
- ☐ For LEAs pursuing the Partner-managed model: The applicant assures commitment to the Adoption of Model Authorizing policy and participation in the Texas Authorizer Leadership Academy.

**Statutory Requirement**

Please refer to the Program Guidelines page 9 and address the six questions below:

1)

Marlin ISD is engaging in the "district-managed" restarting a struggling campus using the System of Great Schools (SGS) theoretical framework. Allowing SGS framing to develop effective Campus Improvement Plan (CIP) that will extend into the DIP (District Integrated Improvement Plan). The District will integrate the Lone Star Governance (LSG) into the overall design so that school board has a clear understanding of how the policies that they set will be implemented in a manner that allow the individualized needs of the campus to be met by engaging the staff, students, families and community in a way that meets ESSA (Every Student Succeeds Act) goals. Administrators will work to find a "Matched School Action Technical Assistance Provider" who will allow us to meet the goals of this grant. The administration supports this development of this holistic program that will be integrated into the CIP/DIP to allow for the changes done to be sustained beyond any one grant's funding. The campus and District will use the current CIP process to develop additional items that reflect the goals of this grant. Campus leadership team will engage with LSG and SGS so that they are aware of the overall goals of these systems. The campus leadership team will perform financial analysis of the best ways that the DIP allotments can be used to meet campus/community needs. The family/community partners will provide representatives to Texas Authorizer Leadership Academy (TALA). The combination of these items will allow the campus to have effective additional control at this level of leadership.

All of these items will be integrated into Marlin Elementary School campus' overall mission. We will use these systems to plan for and implementation system that we will be developing.

2)

The campus' Title funds will be leveraged to provide ongoing resources to the staff and students. ESSA goals of increase community involvement and raising of academic/social emotional outcomes to better serve our students, their families, and staff to promote positive life-goals for our stakeholders. Title funds leveraging will be determined through the use of Maintain of Effort (MOE), STAAR/EOC, and promotion/graduation rates analysis.

a)

The monitoring of our improvement programs will formatively be done by linking teacher lesson plans to the curriculum and formative assessment reports given to the students to determine that the TEKS for each subject area are being taught in effective manner. If a teacher has less than 75% mastery of a TEKS, the grant personnel and campus leadership teams will work with them to provide other methods to re-teach. The campus team will use the SGS methods of building instructional quality to provide day-to-day systems improve instruction and student outcomes. These data will be combined for the summative evaluation.

b)

The CIP/DIP will be used to determine success of the specific program items. Those that are not at the level to move outcomes at the magnitude desired will be modified using the knowledge gained in the SGS and TALA training. Both of these systems have active methods for continuous improvement. During the CIP/DIP yearly updates input from all the stakeholders will allow new needs to be addressed while providing a system to determine the effectiveness of meeting current needs. The District will develop a 5-year strategic plan that will allow a longer-term framework for implementation. The planning phase is designed to develop implementation program.

3)

The district will seek vendors that have a proven track record of provide similar services to other LEAs and elementary campuses. Each prospective vendor will be asked to document their history of moving lower performing campuses LEAs to high performance as measured by STAAR/EOC, promotion/graduation outcomes, overall CCMR outcomes, early reading outcomes, and state assessments for PK programs. Demographics of the LEAs will be requested so that staff can determine that they have work with similar populations. The history of the vendors' presentation/publications in these areas will be requested to assure that they have evidence or promising practice-based systems.

The district will work to meet ESSA goals for improving educational outcomes, CCMR life-goals, and increasing family engagement to make our school a true community partnership. Marlin Elementary School will use this planning program to develop a system for implementation that meets our local needs to improve the life-success of our students. Marlin Elementary School will use the planning program to develop a system for implementation that will allow for the needs of the stakeholders to be met.

**Statutory Requirement (Cont'd)**

4)

The District will align other Federal, State, local, and other non-traditional resources to carry out this grant's activities by using the CIP/DIP to leverage resources. The system will be designed to allow for the items found to be successful at meeting stakeholder needs to be sustained. The CIP yearly update will allow for items that are not found to be effective to be modified so that all can better learn how to take research-based concepts and make them relevant to our students, families, and staff. This will allow the positive effects of the funding of this grant to be extended in a manner that will allow other LEAs to have a roadmap to effect change. Staff will also seek to present/publish information on our systems to increase the knowledge on how to effectively meet the needs of our stakeholders. This will aid TEA in having cost effective systems to improve all LEAs in Texas. The CIP/DIP system with the 5-year strategic plan will cause leadership to look toward creating a sustainable system of cost effectively meeting the ongoing needs of our stakeholders. These methods of integration will move the culture of the campus within the SGS framework in a manner that support the overall goals for creating basic changes in the culture aligned with meeting needs. The campus level leaders will understand how with effective budgeting and leveraging of funds, they can make resources go farther in meeting needs and moving all students to having the be chance of meeting their CCMR goals.

Administration will work with the vendors and our staff to create a system of grant writing. This will allow the assess of non-traditional funding resources that will go beyond anyone grant to allow the sustainability of the aspects of this grant that are found to be usefulness.

5)

The CIP/DIP & 5-year strategic plan will be used as the framework to allow modifications to be made at the campus level to create more effective practices and policies that are flexible and enable the LEA to meet the needs of its stakeholders. The SGS and LSG systems will provide the backbone for these changes. The increasing of community, family, student, and staff input that aligns to ESSA requirements will assure that the cultural changes made by the funding of this proposal will be sustained. The campus administration will work with partners to assure that new skillsets which are required to change school are focused on meeting stakeholder needs as measures of state high stakes testing, general measures of day-to-day academic growth, and developing students' SEL skills all of which promote life success. These items will be linked to the yearly update of all planning. The increase in parental and community interactions will assure that the community values the school as a resource to promote positive life outcomes and to meet the CCMR needs of our community. This total approach to continuous improvement and community involvement will allow the traditional resources of the LEA to support and sustain the programs started with this grant's funding.

The focus of these planning efforts will be focused to develop an integrated system for the implementation of all plans with subsequent grant, local, and other non-traditional funds. This view of the planning will allow educators to make meaningful, real world changes for the outcome for our students.

The planning phase will be use to develop the implementation of the overall program to improve Marlin Elementary School. This two-step system will allow the overall goals of this and implementation program to be met in a manner that will increase the all outcomes for our students.

6)

The LSG system is one that provides the school board with the understanding of their role to establish policies. The work by TEA within LSG provides systems to have effective operations. With the moving of LSG to training of campus leadership we will be able to create a greater understanding of how with effective campus level policies and procedures effective change can be made in more cost effective manner. The integration of this system into the CIP/DIP process will allow for these documents to become living items that drive the allocation of resources and provide a framing of how to meet needs of the students, parents, staff, and community.

The SGS directly moves LSG into the day-to-day efforts on the campus. The SGS is designed to build the capacity of school district and campus to create high-quality, best-fit school options for their students. The three focus points of SGS - Manage School Performance, Expand Great Options, & Improve Access to Options - align with the goals of this grant to allow for the outcomes of a campus or district to be moved into becoming a great school. The access to model policies, process guides, tools, and resources designed to accelerate implementation of the SGS strategy provide us with a starting point to meet the needs of our stakeholders in a manner that is aligned to this grant's goals.

The planning grant will allow Marlin Elementary School to create a total approach to meet the needs of our students, families, and staff in a manner that will allow our campus to improve our TEA status. Not Accredited-Revoked means that a district exhibits deficiencies in performance that have led to revocation of the district's accreditation status. Increasing the amount and quality of Professional Development for teachers, implementing effective Positive Behavior Intervention Strategies and using highly effective instructional strategies, including instructional technology will change practices on that campus.



**TEA Program Requirements**

**TEA Program Requirement 1:** Please identify one of the following eligible school action models. Once selected, please indicate whether the school action model will be district or partner managed. \*Note: The district or partner managed option should only be selected if the LEA chooses from one of the following school action models: "Restart a struggling school" or "Create a new school". Additionally, the LEA may only select the partner-managed option for the "Replicate a successful school model".

**Select one school action model below:**

- ☒ Restart a struggling school
- ☐ Create a new school
- ☐ Replicate a successful school (must select Partner-managed option)
- ☐ Reassign students from a struggling school (type of model management does not apply)
- ☐ Exploratory planning (type of model management does not apply)

**Select how model will be managed:**

- ☒ District-managed
- ☐ Partner-managed

**TEA Program Requirement 2:** Please describe the following:

a) Please describe the evaluation process and criteria utilized for selecting the school action model.

The SGS system aligns with action model 'Restart a Struggling School' as district-managed program allows us methods to 'Grow Our Own' leaders and enhance the skills-set of our staff in a manner that promotes loyalty to the campus and district. Because we are attempting to increase the ability of our current staff in meeting the needs of our stakeholders. This allows the focus to be in improving the abilities of our staff to effectively work with our students. This will allow us to build a staff that stays with us and promotes stability. We believe that this will allow our staff to make connection to the families and students in a manner that cannot be done without this program. We are looking at using this mindset to build our culture to one that is a true community. This will allow our staff to model how you 'fix' issues in a manner that promotes growth and more positive life-outcomes. The LSG allows this concept to expanded because it promotes a greater understanding of the roles of policies and procedures within the day-to-day operations of a campus. We will be able to model for our students how they can take a negative, increase one's understanding of the issue, seek to increase one's skill-sets, and then create a new system of meeting needs that allows for effective life outcomes. This will allow the staff to be able to model that increasing skill-sets through targeted learning allows impossible tasks to be solved. This will aid in the development of the social/emotional skill of our students. This form of SEL (Social Emotional Learning) being linked to the real world will show our student its not that life knocked you down 50 times Its that you got up 51. In other words, we will be able to promote resiliency for our students and give them and their families the extra support to have true life success. We provided the above development of the selection of the model and how it integrates into a required grant training to establish our general concept of how we can best change the outcomes of our campus by having a different view of what is an effective school. We have reached out to several vendors who have worked with us to create this framing of how to best meet the requirements of this grant, integrate other programs to provide leveraged funding resources, and develop a welcoming campus where our families have ownership of their child's learning. This aligns to the Parent as their child's First Teacher concept. The program's funding will expand this concept to our campus to create a partnership for education. The linkage back of the selection of the model to the CIP/DIP and 5-year strategic systems will allow this program to be sustained and provides an ongoing method to improve the overall program. We are looking at the funding of this proposal as a method to build the infrastructure of the campus and develop a new view on how to build the abilities of our staff to meet the needs of our students. The linkage of the families will allow us to develop a system that welcomes the families into the campus and promotes joint efforts to allow their child to obtain their CCMR life goals. We believe that this will increase the overall outcomes for our community. The vendors who are working with us are promoting this overall consortium-type concept in terms that they are aiding LEAs (traditional and charter) in developing more of joint effort system to improve the overall outcomes for all students in Texas. We believe that this integration will lead to greater sustainability because the vendor has a 15-year history of linking traditional and charter systems in obtaining non-traditional funding resources that raises the outcomes for all the partners. This is in a manner in quote from President Kennedy "A rising tide lifts all the boats" with our corollary "If your boat doesn't have too many holes!" We see the funding of this proposal as filling the holes.

**TEA Program Requirements**

b) Please describe the district vision for improving the campus(es) or engaging in a thoughtful planning process to implement a school action.

The vision for the campus and the selection of the planning of a school action model - SGS - and the training on LSG will create a culture that is focused on Improving student outcomes, meeting staff training needs so that grow in a manner similar to our students, and developing a family integrated system that create welcoming campus that the parent have a sense of ownership. The link to the CIP/DIP that provides an integrated planning system that will become the standard at campus. This will promote the sustainability of the program because this is a yearly system that is currently a part of the culture of the campus. The addition of the SGS and LSG will expand the CIP/DIP to aid in the changing of the overall culture. This will allow our community and families to have a great connection to the campus and further increase the welcoming nature of school. All of these items are seen as a method to meet ESSA goals for family engagement in Texas. The funding of this proposal will allow us to develop systems that will aid in meeting this federal requirement.

This planning program will allow changes in instructional methods, monitoring of instruction and social support systems that are designed to produce long-term improvements to the campus. The District will work to create a local system of programs that will meet this sub-set of students unique needs. This system of planning will produce a system that will allow the academic and emotional goals of each student to be met with the support of their families. This will allow the culture of our campus to be changed in a manner that supports long-term goals of this grant.

Marlin Elementary School will use the development of the planning aspect to form the framework for implementation systems that will provide a system using the CIP/DIP & 5-year plan to change the culture of Marlin ISD. This will allow the moving of the rating to accredited and meet the needs of all stakeholders.

c) Please describe how the grant aligns to and accelerates the district's broader strategy and theory of action.

The broader strategies that the SGS theory of action accelerates is giving us a system to increase family/community involvement which we believe will greatly increase the general positive outcomes for our students. Our position is supported by TEA statements concerning the general lack of LEAs in Texas having appropriate systems in place to promote family engagement. Further, research shows that family involvement is worth several thousands of dollars of materials/support because of the increase in student outcomes when families are fully involved and feel welcomed. The SGS further support this linkage of campus/family to have the best outcomes for the students. In efforts to move the outcomes of all students at a maximum rate the inclusion of the families will have a very low-cost method to greatly accelerate positive outcomes. The District and campus also will be able to increase staff's understanding of the non-academic issues related to SEL that could be affecting the academic performance of students. The overall system that are being developed with these grant funds will allow this link to be established. Since inclusion will become part of the culture of the campus and this is a very low-cost item, we will be able to sustain more aspects of the overall program with this focus.

The total approach at Marlin Elementary School will be used to develop a change in the culture to improve the campus and District's accreditation rating. The items done at this elementary campus will be use to improve all the efforts at Marlin ISD. Data gained in the planning efforts to create a total CIP/DIP system for the improvement of our effort to meet all stakeholder needs.

The program will use the current management system that has fully certified staff members to operate the program. All of these staff have experience and/or certifications to perform these roles.

d) Please identify the district staff member to coordinate the planning grant and the qualifications of the identified staff member.

The Assistant Superintendent and the CFO will coordinate all management of the grant. They will work with the superintendent so that all understand the role that this program has in meeting the needs of our students and results in increased measured academic performance along with increased SEL outcomes. The business office staff will use the current management systems to integrate this grant into the normal fiscal control systems.



**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**

Are any private nonprofit schools located within the applicant's boundaries?

☐ Yes ☒ No

*If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.*

Are any private nonprofit schools participating in the grant?

☐ Yes ☒ No

*If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.*

**5A: Assurances**

- ☐ The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.
- ☐ The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

**5B: Equitable Services Calculation**

1. LEA's student enrollment	<input type="text"/>
2. Enrollment of all participating private schools	<input type="text"/>
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	<input type="text"/>
4. Total current-year grant allocation	<input type="text"/>
5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit	<input type="text"/>
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text"/>
<b>LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)</b>	<input type="text"/>

**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.

**PAYROLL COSTS (6100)**

**BUDGET**

Support Staff	16,000

**PROFESSIONAL AND CONTRACTED SERVICES (6200)**

Technical Assistant Provider Programming	75,000
Other contracted services	65,000
ESC Region 12	60,000

**SUPPLIES AND MATERIALS (6300)**

Instructional and other related supplies	68,000
--	--------

**OTHER OPERATING COSTS (6400)**

Conference and grant training	10,000

**CAPITAL OUTLAY (6600)**


Total Direct Costs 294,000

Indirect Costs 6,000

TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs) 300,000