



# 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  
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DOCUMENT CONTROL CENTER  
2019 APR 22 AM 11:57  
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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): **N/A**

### Applicant Information

Organization **Springlake-Earth ISD** CDN **140-907** Vendor ID **75-6002498** ESC **17** DUNS **091271494**  
 Address **472 FM 302** City **Earth** ZIP **79031** Phone **806-257-3310**  
 Primary Contact **Dr. Denver Crum** Email **dcrum@springlake-earth.org** Phone **806-257-3310**  
 Secondary Contact **Cindy Furr** Email **cfurr@springlake-earth.org** Phone **806-257-3819**

### Certification and Incorporation

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

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

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

Authorized Official Name **Dr. Denver Crum** Title **Superintendent**  
 Email **dcrum@springlake-earth.org** Phone **806-257-3310**  
 Signature Date **04/22/2019**

Grant Writer Name **N/A** Signature \_\_\_\_\_ Date \_\_\_\_\_

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

2019-019576

701-19-107-004

**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
Currently, Springlake-Earth Elementary/Middle School's rating has been listed as Improvement Required (IR), which shows need for a research-based intervention. (High-need Campus - 20 points)	The district, along with the TEA-designated Matched School Action Technical Assistance Provider, will work together to review data, further identify needs, and develop a personalized plan for transforming the school and leading it out of Improvement Required (IR) status.
The campus has a Meets Grade Level or Above rate of 37% on the ELA/Reading STAAR test, which is significantly lower than the State's rate of 46%. (TAPR 2017-2018)	The district will address this rate implementing the "Replicate a Successful School" school action model. This model will support engaging in a thorough planning process to replicate successful initiatives and provide students with better educational opportunities.
The campus has a Meets Grade Level or Above rate of 22% on the Math STAAR test, which is lower than the State's rate of 50%. (TAPR 2017-2018)	To address this percentage, the district will implement a partner-manager replication planning grant that will provide students with a new learning environment to increase student and parental involvement, as well as, substantially increase student academic 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.

The district's goal is to replicate a successful internal or external model as an innovative turnaround partnership. This goal addresses the SMART elements, to include: Specific–The campus will partner with a vetted and matched school action technical assistance provider to help develop and implement an appropriate school action plan; Measurable–To complete the Fidelity of Implementation Tracker and increase student academic achievement; Achievable–By utilizing the leadership support offered by the Superintendent; Relevant–To produce high-quality students and increase student test scores; and Timely–To begin the implementation of the program by July 1, 2019, and aggressively address the plan of action during and after the grant period.

**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

In developing the benchmarks that will be utilized to measure the progress towards program goals, the district created a list of events for the initial period, which will consist of the following:

- Selecting in good faith a TEA-designated Matched School Action Technical Assistance Provider by August 2019;
- Establishing and implementing the recruitment and selection plan for any external partners by August 2019;
- Attending at least one (1) grant orientation meeting; and
- Identifying and implementing at least two (2) research-based strategies into the program.

**Measurable Progress (Cont.)**

**Second-Quarter Benchmark**

For the second quarter of the program, the following benchmarks have been established to measure progress:

- Negotiating and signing a contract with the Matched School Action Technical Assistance Provider by October 15, 2019;
- Completing fidelity of implementation revisions with the Matched School Action Technical Assistance Provider by October 15, 2019;
- Providing on-going access to TEA for on-site visits to the campus; and
- Attending a minimum of two (2) technical assistance meetings and sharing of best practices through the TEA-designated Matched School Action Technical Assistance Provider.

**Third-Quarter Benchmark**

Benchmarks used to measure the program's third-quarter progress include the following:

- Submitting an implementation plan, using a TEA-approved format, developed with the Matched School Action Technical Assistance Provider by June 1, 2020;
- Ensuring a minimum of 45% of students Meet Grade Level or Above on the ELA/Reading STAAR test;
- Increasing the percentage of students that Meets Grade Level or Above rate by 15% on the Math STAAR test; and
- Meeting at least ten (10) of the twelve (12) Improvement Required (IR) system safeguards in order to help remove the campus' IR designation.

**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.

The district will use project evaluation data to determine when and how to modify the program, as well as, ensure that clearly specified and measurable processes and procedures are in place. The evaluation process will include: Conducting surveys to provide continuous feedback on the program; Collecting feedback from partnering agencies; Reviewing report cards and classwork, End-Of-Course assessments, SMART goals, and benchmarks (quantitative); Surveying parents and students to ensure that strategies being implemented to inform and solicit feedback are successful (qualitative); and Having the Matched School Action Technical Assistance Provider complete a questionnaire evaluating the district's planning strategies and progress in completing the implementation plan.

The campus will collect data including program-level data, number of participants served, and student-level academic data. The data will include objective performance measures and indicators of program accomplishment that are clearly related to the intended results. A wide range of evaluation instruments will be used to identify program accomplishments, refinements, or failures. Data collected will include: Quarterly and cumulative number of activities that provide students a culture of high expectation; Number of collaboration opportunities afforded to campus teachers through planning, teaching, and professional development; Number of students engaged in TSI success activities; and Number of students taking and passing the SAT or ACT testing.

Additionally, the evaluation provides the opportunity to examine the effectiveness of strategies. Teachers will be asked to participate in surveys that will provide feedback on the instructional strategies, trainings, and activities offered during the grant program. The district will review student achievement results and attendance data, as well as, test results, report cards, graded classwork, professional development sign-in sheets, TSI reports, and SAT/ACT scores to determine an increase in student academics and to modify the program if progress is not shown.

Finally, professional development training obtained through local, state, and federal funds will be a tremendous resource that will aid in sustaining strategies learned and implemented during the grant cycle. This acquired resource, coordinated with Title I (high-poverty), Instructional Materials Allotment (IMA), and state compensatory funds, will ensure program sustainability is continued after funding ends.

**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)

The district will carry out its support and improvement activities by partnering with the Matched School Action Technical Assistance Partner, as well as, by developing a Texas Partnership to assist Springlake-Earth Elementary/Middle School in replicating a successful school action model. This will easily be done through the additional leadership support offered by the Superintendent, who has worked with Springlake-Earth ISD for over 10 years and developed close ties and relationships with numerous staff members throughout the district during his tenure.

The ultimate objectives of the school improvement plan will be to:

- Consult with previous grant awardees to identify, develop, and implement research-based strategies;
- Develop a high-quality transition process; and
- Develop a culture of high expectation.

The Matched School Action Technical Assistance Partner and the Superintendent, who will also act as the Project Manager, will each assist in the development of a school improvement plan and will assist in carrying out the program by developing and implementing the school action model strategies needed to ensure an increased number of students are in great schools and create better options for the district’s students.

2)

As a school that receives funding under Title I, Part A, the district has established protocols for monitoring school improvement plans upon submission. This includes establishing a team to implement the Texas Accountability Intervention System (TAIS), which assisted in establishing the foundational systems, actions, and processes that support the continuous improvement of Springlake-Earth Elementary/Middle School. This includes data analysis; needs assessment procedures; development, implementation, monitoring, and evaluation of the improvement plan; and progress reporting.

a)

The district has established milestones, identified evaluation methods, set associated indicators of accomplishments, and developed data collection processes. The milestones and indicators will be tied directly to the school improvement plans that will be implemented during the grant funding period. By monitoring these milestones and indicators, plus utilizing the defined evaluation methods and data collection processes, Springlake-Earth ISD can monitor the implementation of the strategies and adjust any activity or training not making significant progress.

b)

The school improvement plan, as well as, the evaluation methods/processes and their indicators of accomplishment, will be utilized to determine if the campus is on track for meeting the proposed goals and objectives. If needed, additional actions will be implemented to address the unsuccessful implementation of the proposed school improvement plan. To determine if action is needed, the district and campus administration, as well as, the Matched School Action Technical Assistance Partner will review student data that demonstrates if progress is being made in meeting each of the goals and objectives every quarter. If it is determined that the plan is being unsuccessfully implemented, revisions will be made.

3)

The Superintendent (Project Manager) will be responsible for facilitating the processes governed by state and federal law to ensure the rigorous recruitment, screening, selection, and evaluation of any external agencies with whom the district will partner are followed. Additionally, Springlake-Earth ISD will ensure there is an uninterrupted flow of goods and services to efficiently operate the district’s expenses effectively.

Moreover, the Superintendent (Project Manager) has the authority to commit district funds to the acquisition of goods. However, any single, budgeted purchase of goods or services that exceeds the district’s approved threshold, regardless of whether the goods or services are competitively purchased, shall require Board approval before a transaction may take place. For example, in the selection of the Matched School Action Technical Assistance Provider, the district will work with Texas Education Agency (TEA) to ensure the partner is appropriately vetted to demonstrate a strong track record of developing and implementing school actions. Once selected, an official contract will be executed and will be on file with the TEA. This contract will then be taken to the Board for approval to ensure the partner is paid their allotted amount.

**Statutory Requirement (Cont'd)**

4)

Springlake-Earth ISD will align other federal, state, and local resources to carry out activities supported with funds received through the School Action Fund – Planning Grant. The district combines local, state, and federal resources (i.e. Title I) to expand programs, minimize barriers, and increase student achievement. Since resources are limited, the challenge for the district is to make sure that every dollar spent is utilized to its fullest potential. Furthermore, program alignment will include personnel, technology and infrastructure, curriculum, software, facilities, and trainings to support and effectively deliver a single and comprehensive school improvement plan. This program will be cost-effective because existing resources such as office space, classrooms, telephones, Internet service, utilities, staff, and teachers will be utilized as in-kind. The proposed program is replicable to other schools that have similar student and academic demographics since we will be following state-approved models. In this manner, the district will ensure that these acquired funds will be used to supplement or increase the level of service, and not supplant state and local funds.

5)

Practices and policies will be modified for this grant opportunity to allow for operational flexibility, as evidenced in the letter of support provided by the Superintendent. (10 points) It is the intent of Springlake-Earth ISD and its School Board to allow the campus' administrators, the Superintendent (Project Manager), and Matched School Action Technical Assistance Partner the operational flexibility to fully develop and implement a school improvement plan. District and campus data illustrates that Springlake-Earth ISD has a unique student population that has its own unique obstacles and needs. Therefore, the campus will be provided the flexibility to modify their policies and instructional methods in order to identify, develop, and implement research-based strategies, augment teaching and learning strategies, and develop a culture of high expectation.

If the proposed modifications are deemed to be valid, the school improvement plan will be modified, which will enable full and effective implementation of plans. These changes will be monitored for effectiveness and will hopefully lead the campus out of Improvement Required (IR) status.

6)

The proposed program is designed to incorporate multiple evidence-based strategies during its implementation. One of these strategies includes providing on-going coaching/technical assistance and support to teachers and school leaders by the Matched School Action Technical Assistance Partner. A comprehensive review was conducted to identify the benefits of providing coaching/technical assistance and its impact on teachers' implementation of evidence-based practices. A total of 13 studies from the 20 years of literature were researched and found that in general, coaching/technical assistance improved the extent to which teachers accurately implement evidence-based practices such as Class-Wide Peer Tutoring, Direct Instruction, Learning Strategies, and Positive Behavior Support in classrooms or practicum settings. The retrieved studies also suggest that highly engaged, small-group initial training, followed by multiple observations, feedback, and modeling are critical components across coaching/technical assistance interventions. Some of these studies also provide promising data to support the consequential effects of coaching on improvements in student achievement. (Using Coaching to Improve the Fidelity of Evidence-Based Practices: A Review of Studies, Aug. 2010.)

**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 (must select Partner-managed option)
- Create a new school
- Replicate a successful school (
- 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.

Before selecting the appropriate school action model, the district reviewed the evaluation data of the eligible campus (i.e. student achievement results, attendance data, test results, report cards, graded classwork).

In developing the proposed application and budget, the district also met to determine what the overall goals and objectives of the planning grant would be, as well as, what strategies and activities would be implemented. These program activities/strategies relate directly to the program goals, local objectives, and strategies, as well as, their Mission Statement. The objectives the district wishes to achieve through this funding opportunity include:

- 1.) Identify the Matched School Action Technical Assistance Partner that will be providing guidance and support during the planning phase of the school transformation;
- 2.) Identify research-based strategies that will be implemented to increase the quality of the campus;
- 3.) Supplement teaching with evidence-based learning strategies;
- 4.) Develop a culture of high expectation; and
- 5.) Provide customized training as determined by need.

Once the evaluation process and criteria were utilized, it was determined that the campus with an Improvement Required (IR) rating, Springlake-Earth Elementary/Middle School, would be selected to submit an application to TEA for the School Action Fund - Planning Grant. The district hopes that this grant will enable them to meet at least ten (10) of the twelve (12) Improvement Required (IR) system safeguards and remove their campus' IR designation.

**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.

District Vision: Springlake-Earth ISD has a clear vision that is built on the premise of a campus that is low-performing and in need of assistance. Therefore, the district has decided to pursue the "Replicate a Successful School" model.

Process: Within the grant period, the district expects to have the following processes and procedures in place:

- Regularly scheduled curriculum planning meetings will be held in which rigorous lesson plans are developed that students find engaging;
- Teachers are able to develop lesson plans that incorporate the use of the latest technology and resources;
- Students are taught by teachers that are highly-qualified and have the experience, knowledge, and self-confidence to address any obstacles that students may face;
- Teachers and administrators work collaboratively to disaggregate data and develop plans to address any identified gaps;
- Teachers provide feedback and requests for trainings and workshops that can facilitate growth;
- Student retention has been greatly decreased;
- Students are excelling in their coursework and a foundation is being built for college/career readiness; and
- A culture of high-expectation has been implemented & teachers/students/administrators are reaching their full potential.

Moreover, the district's School Board will be actively seeking dates and times to participate in Lone Star Governance Board Training, in order to establish an intense focus on improving student outcomes and understanding the legal and fiscal responsibilities of the Board.

Although this vision may seem unattainable, Springlake-Earth ISD is confident that with the assistance of the Matched School Action Technical Assistance Partner, and the support of the Superintendent (Project Manager), this vision may become a reality.

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

The district's broader strategy includes providing a safe and friendly environment where students can learn basic skills and core academic content, as well as, develop the social competencies that will lead to developing a well-rounded future workforce. The grant directly aligns to both the broader strategy and accelerates the theory of action since both wish to create better educational opportunities for students. (10 points)

Moreover, Springlake-Earth ISD created a theory of action plan that brings consistency of systemic approach and organizational philosophy throughout the campus. This theory not only positively impacts student achievement but also implements decision-making procedures that ensures each campus is given uniform guidance. The theory of action clearly describes the responsibilities of each staff member, as well as, the chain of command.

The theory of action includes the following:

- Defining the instructional strategies and foundations that apply to all campuses;
- Rating and measuring each campus' student success by monitoring student data (i.e. test scores, coursework, etc.);
- Defining the roles and responsibilities of district/campus administration and instructional staff;
- Identifying areas of weakness and providing research-based practices;
- Providing flexibility to each campus based on student academic achievement and performance measures; and
- Creating an atmosphere of collaboration to ensure the campuses work together in unity.

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

The district staff member that will be in charge of coordinating this planning grant is Dr. Denver Crum. As previously stated, Dr. Crum has been with the district for over 10 years and has a vast knowledge in implementing grant programs. He has provided oversight on a number of funding opportunities, such as the School Improvement Grant. His qualifications are as follows: Doctor of Education Degree in 2014, and over 10 years of experience in being the Superintendent.



**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**

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**

<input type="text" value="Project Manager Stipend"/>	<input type="text" value="15,000"/>
<input type="text" value="Teachers' Stipends"/>	<input type="text" value="40,000"/>
<input type="text" value="Substitute Pay"/>	<input type="text" value="20,000"/>
<input type="text" value="Benefits"/>	<input type="text" value="10,000"/>

**PROFESSIONAL AND CONTRACTED SERVICES (6200)**

<input type="text" value="Matched School Action Technical Assistance Provider"/>	<input type="text" value="75,000"/>
<input type="text" value="Intensive On-going Training and Follow-up Services Identified by Needs"/>	<input type="text" value="40,000"/>
<input type="text" value="Professional Development: Trainings, Coaching Strategies Mentoring, and/or On-site Visits"/>	<input type="text" value="30,000"/>

**SUPPLIES AND MATERIALS (6300)**

<input type="text" value="Supplies and Materials that do not exceed the one-to-one staff/student ratio"/>	<input type="text" value="35,000"/>
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**OTHER OPERATING COSTS (6400)**

<input type="text" value="Travel to Required Trainings and Professional Development"/>	<input type="text" value="15,000"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

**CAPITAL OUTLAY (6600)**

<input type="text" value="SMART Boards for Planning Meetings"/>	<input type="text" value="20,000"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

Total Direct Costs

Indirect Costs

TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs)