



2019-2021 School Action Fund - Implementation
COMPETITIVE GRANT Application Due 5:00 p.m. CT, May 2, 2019

NOGA ID [redacted]

Authorizing legislation

P.L. 107-110, Elementary and Secondary Education Act of 1965, as amended by No Child Left Behind Act of 2001, Section 1003(g)

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



Grant period from **July 1, 2019 to July 31, 2021**

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): [redacted]

Applicant Information

Organization **George I Sanchez Charter - North** CDN **101804** Vendor ID **741696961** ESC **4** DUNS **078438074**
 Address **6001 Gulf Freeway Bldg E** City **Houston** ZIP **77023** Phone **713-929-2378**
 Primary Contact **Maria M Rodriguez** Email **mrodriguez@aama.org** Phone **713-929-2378**
 Secondary Contact **Joe Jimenez** Email **jjjimenez@aama.org** Phone **713-929-2318**

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 **Maria M. Rodriguez** Title **Superintendent**

Email **mrodriguez@aama.org** Phone **713-929-2378**

Signature  Date **05/02/2019**

Grant Writer Name **Gary Lee Frye** Signature  Date **05/02/2019**

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

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
Increasing instructional best practices in content areas Increase measured performance on STAAR for all students, ELL, and SpEd students by at least 5 percentage points over current levels.	On-going trainings for SpEd, focusing on co-teaching model; ELA consultant to train ELA teachers on data driven, instructional best practices; & Instructional Coaching. All designed to to improve classroom instruction, increasing student learning and overall academic performance.
Improve instructional coaching for teachers through a strong professional development strategy for coaches.	Create a robust instructional coaching plan that aligns performance targets for coaches to base evaluations according to the number teachers observed, coaching sessions, length, growth and performance. Coaching metrics, data tracking and leveraging best coaching practices.
Improve/maintain attendance at 97% average. Strengthen SEL programs with measured student knowledge with 85% of student involved in programs utilizing Metrics and Milestones (M&M goals)	Two drop out prevention specialists proactively monitoring student attendance 6-12th grades and use the various program to increase the ability of the campus to meet student and family needs in cultural competent manner that meets SEL (social emotional learning) and academic needs.

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.

Posted the grant position by 7/7/19 & hired by 7/30/2019. Selected vetted vendor(s) by 7/30/19 and train 90% of campus leaders & 70% of instructional staff by 8/15/19. Integrate CIP process into the grant goals by 7/30/19 and final update by 9/15/19. General training for campus staff by 8/10/19 with 95% of the staff having at least 1 training on the goals of this program. Starting 8/20/19 town hall meetings with least 65% staff & 35% of families in attendance to build our campus' culture. By 9/30/19 have policies/procedures on-line in secure system with 30% of families accessing these resources. Update the Campus Improvement Plan CIP during the 2020 summer to include data from this program finished by 9/30/19. Repeat these items in the 2020/21 school year. On going timelines of meeting all current Metrics & Milestones (M&M) goals.

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

Vet and contract with vendors for services. Obtain instructional and other supplies needed for effective development of the CIP goals. 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. Use initial training to start the 5-year strategic planning to allow for long-term ongoing changes to be made to the campus to align and support this grant's goals. Plan for 2019/20 kick-off community celebration to inform all stakeholders about the changes desired.

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

Finish the development of the campus infrastructure, engagement of student families, hiring of staff, and developing the culture. Have community kick-off to introduce the campus level changes directly resulting from this grant so all stakeholders will know that we will share information about meeting the academic/SEL needs of this population of students. Start the research on the most effective methods of teaching these students and how to build these students skills for that they can have life success. Provide all the PEIMS data to TEA. Build a different system of staff development to better meet the needs of the stakeholders. Engage in 3- & 6-week evaluation of students' growth on academic/SEL skills gained. Provide assessments to the student/family concerning growth. Have systems to integrate special needs students in a manner that protects confidentiality while creating systems for academic/social-emotional learning (SEL). Update on progress in meeting M&M measures on all campus stated goals.

Third-Quarter Benchmark

Have first semester celebration showcasing students and staff efforts and build relationships with the community so that they will know that we will share 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 that they can have life success. Provide all the PEIMS data to TEA. Build a different system of staff development where school leaders are there to increase every teachers' ability to be effective. Engage in 3- & 6-week evaluation of students' growth on academic/SEL skills gained. Provide instructional coach growth capacity assessments and proficiency development to support teacher instructional best practices as demonstrated on TTESS and walkthrough observations. Use of measured M&M progress and these data integrated into the CIP.

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 vision of Sanchez Charter School is to create a better tomorrow for our students through a community learning center that provides college preparation and career readiness and fosters lifelong relationships that begin in middle school and continue through adulthood. We are seeking to build systems where the management of the school is held to the same standards by using the SGS theoretical model. SGS goals - Building the capacity of school districts to create high-quality, best-fit school options for their students. SGS does this through three guiding principles. Manage School Performance - Conduct an annual quality analysis and strategic school actions planning process that informs Call for Quality Schools. Expand Great Options - Administer annual Call for Quality schools to identify high-capacity educators and partner organizations to incubate new, replicate successful, and restart struggling schools with a focus on autonomous networks. Improve Access to Options - Increase access to school choice options and helps families identify and attend their best fit schools. The Lone Star Governance (LSG) training and Texas Teacher Evaluation and Support System (T-TESS) evaluations will be use to frame the evaluation systems. The board training will provide our school board with specific rubric measures to determine overall and start-up effectiveness of the activities related to this and our other funded grants. The teacher evaluations will be used to model growth as done with student high stakes testing. This allow the campus leadership team to focus on building the skill-sets of the staff to better meet the academic/SEL needs of our students. This change in the culture will allow the staff the freedom to work together in PLC's, coming to leadership for suggestions on pedagogical methods, and look to raise the abilities of all staff to meet student/family needs because the T-TESS evaluation will show how we are meeting the needs of our students. The staff will know that the administration is interested in making them better and not finding evaluation issues. This will carry over to students because we will model how to fix problems. We will use their local data to update our CIP in a manner that meets local needs. We will have formative day-to-day measures of program success to allow for timely changes to the program.

The DIP (district) will use the Sanchez North CIP to assure that summative measure of overall all project outcomes are built into our overall culture. This will assure that items that are found to be successful will be able to be sustained beyond this grant's funding. The M&M measure will provide another objective measure of student/staff progress.

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 2019-2021 School Action Fund - Implementation Program Guidelines.
- The applicant provides assurance to adhere to all Performance Measures, as noted in the 2019-2021 School Action Fund - Implementation 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 other grant funds.
- 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 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 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 8 and address the six questions below:

1)

We are 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). We 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 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. We will work to fine a "Matched School Action Technical Assistance Provider" who will allow us to meet the goals of this grant. The senior 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. We will use funding from this grant to create an innovation office with a staff member funded from this grant for this leadership role. We 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 be included in the development of the Model Authorizing Policies and provide representatives to Texas Authorizer Leadership Academy (TALA). The combination of these items will allow the campus to have effective additional CIP-type control at this level of leadership. The M&M goals will be used as another measure of the methods by which Sanchez North is meeting student, family, staff and community needs.

2)

We receive Title funds at this campus and will leverage these funds to provide ongoing resources to the staff and students to meet their needs. We will use the 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. The leveraging of the Title funds will be determined through the use of Maintain of Effort (MOE) analysis along with determining the STAAR/EOC and promotion/graduation rates. We will determine the CCMR (College Career Military Readiness) of our students to provide a global measure of the success of the program's effective leveraging of Title and grant funds.

a)

The monitoring of our improvement programs will formatively be done by linking teacher lesson plans to the 3- & 6-weeks progress 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 65% mastery of a TEKS the grant 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. M&M goals provide secondary measure of outcomes.

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. We will develop a 5-year strategic plan that will allow a longer-term framework to be developed. M&M progress used as additional data points for analysis.

3)

We will seek vendors that have a real-world proven track record of provide similar services to other LEAs. Each prospective vendor will be asked to document their history of moving lower performing LEAs to high performance as measured by STAAR/EOC, promotion/graduation outcomes, and overall CCMR outcomes. Demographics of the LEAs will be requested so that we 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.

Statutory Requirement (Cont'd)

4)

We 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 we 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. We 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 our students to having the be chance of meeting their CCMR life-goals. The M&M goals will provide another measure to determine overall progress for meeting our students' academic/SEL needs.

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. We will work with vendors to assure that we have the new skill-sets required to change the way we have done 'school' so that we 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 the CIP so that the campus owns these changes. The increases in making our campus welcoming will assure that the community understands we are here as a resource to promote positive life outcomes and to meet the CCMR needs of our community. This total approach to being agents of change will allow the traditional resources of the LEA to support and sustain the programs that will be started with this grant's funding. We are opening minds, and opening doors to education, workforce, and health services – because every child holds promise, because every parent and adult client deserves a second chance, and because our community needs it. It is this optimism that ignites the fires of learning in young minds, allows our adult learners and clients to become educated, healthy, and become productive members of a positive workforce community.

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 of the LEA. 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 best meet the needs of the students, parents, staff, and the overall 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.

For over 47 years, we continue to be an iconic institution on the East End and in Houston, San Antonio and Laredo. It has taken tremendous vision from our founders and unwavering dedication from our former Board Members, current Board Members, and all of us.

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 of the following models:

- 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 management does not apply)

Select one:

- District-managed
- Partner-managed

TEA Program Requirement 2

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

The SGS system aligns action model within the 'Restart a Struggling school' as a district-managed program allows us to provide 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. This is 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 with high staff turnover. 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(s), 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 what might have seems as 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 100 times its that you got up 101. 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 in pro bono manner 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 funding of this program will allow us to 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 the 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 to many holes!" We see the funding of this proposal as filling the holes that our students have in their skill-sets.

TEA Program Requirement 2 (Cont'd)

B) Please describe the district vision for improving the campus(es) through the implementation of a school action

The vision for the campus and the selection of the implementation 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 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. These three set of stakeholders will allow our campus to change the view of school in terms of everyone is having their needs met in a manner that is designed to meet ongoing needs. The link to the CIP/DIP provides a system that is standard at our campus and has an operational system in place that can be used. 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 that Associate Commissioner Green stated at a compensatory conference was the number one short-fall for all LEAs in Texas. The funding of this proposal will allow us to develop systems that will aid in meeting this federal requirement.

While our model centers on Strong Families and Strong Communities, it's the investment in our model – our business, our MISSION – that will ensure our success for the long journey. The charter holder, The Association for the Advancement of Mexican Americans AAMA, will be the LEADER in innovation, in collaboration, and in excellence in all that we do. Our community and business partnerships are the key to truly impacting the communities we serve. Staying true to our MISSION is what keeps us grounded, it's who we are. Empowering Learners and Inspiring Leaders – is what we do – the AAMA Way!

C) Please describe how this 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 statement is supported by Associate Commissioner Green statement concerning 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. We see this as a way to leverage resources and develop the overall SEL-culture because the parents will feel welcomed. The SGS further support this linkage of campus/family to have the best outcomes for the students. Because we wish to move the outcomes of all our student at a maximum rate the inclusion of the families will have a very low-cost method to greatly accelerate our positive outcomes. We also will be able to increase our staff's understanding of the non-academic issues related to SEL that could be affecting the academic performance of our students. The overall system that we are developing with these grant funds will allow this link to be developed. 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. Sanchez is a first generation charter in the state and we have always had the mission of serving traditional underrepresented groups. For more than 48 years, AAMA has helped Latinos achieve their potential. We've motivated youth to finish school and encouraged many to go on to college. We've taught immigrant adults to communicate in English and have guided scores of them to gain the knowledge they need to become contributing United States citizens. We've prepared them to enter workforce development courses and secure livable wage jobs. We've helped both youth and adults break the cycle of addiction and make positive choices that improve the quality of their lives.

D) Please identify the district staff member to manage the implementation grant and the qualifications of the identified staff member.

The grant provides an Innovation Officer. Providing the campus with another leadership position. This position will have direct grant management role and assure that the SGS & LSG item goals are met. They will work with the campus leadership team when the CIP process is done to assure that all data related to this proposal is included in it. They will have mid-management and/or work experience. They will link the CIP to the DIP so that the district planning aligns to the goals of the program. They work with the business office to assure that all current systems support the overall management of the grant. The central administration with work with the campus administration so that the CIP/DIP process is implemented in a manner that allows the goals of this grant to be met while building the infrastructure of Sanchez North in a manner that will be sustainable.

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"/>
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	<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

Innovation Officer	\$142,000
Other support staff & tutors	\$106,000

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Technical Assistant Provider Programming	\$187,000
Other contracted services	\$65,000

SUPPLIES AND MATERIALS (6300)

Instructional and other related supplies	\$187,500
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OTHER OPERATING COSTS (6400)

Conference and grant training	\$40,000

CAPITAL OUTLAY (6600)

Total Direct Costs \$727,500

Indirect Costs \$22,500

TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs) \$750,000