



**2020-2021 Addressing Significant Disproportionality
Letter of Interest (LOI) Application Due 11:59 p.m. CT, July 21, 2020**

NOGA ID [Redacted]

Authorizing legislation **PL 108-446, IDEA, as amended, Part B, Section 611**

This LOI application must be submitted via email to **loiapplications@tea.texas.gov**.

The LOI application may be signed with a digital ID or it may be signed by hand. Both forms of signature are acceptable.

TEA must receive the application by **11:59 p.m. CT, July 21, 2020**.

Application stamp-in date and time

Grant period from **09/01/2020-08/31/2021**

Pre-award costs permitted from **Date of Award Announcement to Start Date**

Required Attachments

- 1. Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)

Amendment Number

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

Applicant Information

Organization CDN Campus ESC DUNS

Address City ZIP Vendor ID

Primary Contact Email Phone

Secondary Contact Email Phone

Certification and Incorporation

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

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

- LOI application, guidelines, and instructions
- Debarment and Suspension Certification
- General and application-specific Provisions and Assurances
- Lobbying Certification

Authorized Official Name Title

Email Phone

Signature Date



Application Part 2:

2020-2021 Addressing Significant Disproportionality
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IMPORTANT NOTICE: Application Part 2 is not compatible with Google Docs.

Complete the supporting budget worksheets first, i.e., 6100, 6200, 6300.... The Program Budget Summary worksheet is linked to and will auto-populate with the amounts you entered on the respective supporting budget worksheets. All budgeted amounts must be entered in whole dollar amounts. **Do not enter any cents.**

On each supporting budget worksheet, complete the Total Program Costs and Total Direct Admin Costs lines. Together these lines must equal the Grand Total otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.

If pre-award costs are allowable, budget all pre-award costs in the Pre-Award Cost column on the appropriate supporting budget worksheet(s).

Payroll 6100

Complete this worksheet to request payroll costs. Do not request funds for consultants or contractors on this worksheet; those funds should be requested on the Professional and Contracted Services 6200 worksheet.

Professional and Contracted Services 6200

Complete this worksheet to request professional services, consulting services, and contracted services.

Supplies and Materials 6300

Complete this worksheet to request supplies and materials.

Other Operating Costs 6400

Complete this worksheet to request other operating costs. Be sure to comply with documentation requirements, where applicable.

Capital Outlay 6600

Complete this worksheet to request capital outlay costs.

Capital outlay means funds budgeted or expended to purchase capital assets, such as equipment, or expenditures for the acquisition cost of capital assets. Capital assets are tangible or intangible assets having a useful life of more than one year, which are valued at \$5,000 or greater per unit, or the applicant's capitalization level, whichever is less. Capital outlay may include expenditures to make improvements to capital assets that materially increase their value or useful life.

Program Budget Summary

This worksheet auto-populates from the supporting budget worksheets for Program Costs, Direct Admin Costs, and Pre-award Costs, if applicable. There are only a few fields that may require input from the grantee, if applicable, such as indicating *Consolidate Administrative Funds*, *Indirect Costs*, *Shared Services Arrangement*, or the *Administrative Cost Calculation*.

Consolidate Administrative Funds - If applicable, click on the cell, then click on the arrow that appears. Select "Yes, No or N/A" from the drop down selection.

Indirect Costs - Refer to the Maximum Indirect Cost Handbook to calculate the maximum indirect costs that may be claimed for the grant and enter the amount of indirect costs budgeted for this grant on line 7 under the Total Budgeted Cost column.

[Maximum Indirect Cost Workbook](#) link.

Shared Services Arrangement - If applicable, enter amount of payments to member districts on line 9.

For further guidance, refer to the [Budgeting Costs Guidance Handbook](#).

Application Part 2:

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Authorized by: PL 108-446, IDEA, as amended, Part B, Section 611

County District Number or Vendor ID:		227-950	Amendment # (for amendments only):		
Payroll Costs (6100)					
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions Less than 100% Grant Funded	Grant Amount Budgeted	Pre-Award
Academic/Instructional					
1	Teacher			\$ -	\$ -
2	Educational Aide			\$ -	\$ -
3	Tutor			\$ -	\$ -
Program Management and Administration					
4	Project Director	1		\$ 90,000	\$ -
5	Project Coordinator	1	1	\$ 120,000	\$ -
6	Teacher Facilitator			\$ -	\$ -
7	Teacher Supervisor			\$ -	\$ -
8	Secretary/Admin Assistant	1		\$ 50,000	\$ -
9	Data Entry Clerk			\$ -	\$ -
10	Grant Accountant/Bookkeeper		1	\$ 18,000	\$ -
11	Evaluator/Evaluation Specialist			\$ -	\$ -
Auxiliary					
12	Counselor			\$ -	\$ -
13	Social Worker			\$ -	\$ -
14	Community Liaison/Parent Coordinator			\$ -	\$ -
Education Service Center (to be completed by ESC only when ESC is the applicant)					
15	ESC Specialist/Consultant	5		\$ 350,000	\$ -
16	ESC Coordinator/Manager/Supervisor			\$ -	\$ -
17	ESC Support Staff			\$ -	\$ -
18	ESC Other: (Enter position title here)			\$ -	\$ -
19	ESC Other: (Enter position title here)			\$ -	\$ -
20	ESC Other: (Enter position title here)			\$ -	\$ -
Other Employee Positions					
21	(Enter position title here)			\$ -	\$ -
22	(Enter position title here)			\$ -	\$ -
23	Subtotal Employee Costs:			\$ 628,000	\$ -
Substitute, Extra-Duty Pay, Benefits Costs					
24	6112 - Substitute Pay			\$ -	\$ -
25	6119 - Professional Staff Extra-Duty Pay			\$ -	\$ -
26	6121 - Support Staff Extra-Duty Pay			\$ -	\$ -
27	6140 - Employee Benefits			\$ 182,120	\$ -
28	61XX - Tuition Remission (IHEs only)			\$ -	\$ -
29	Subtotal Substitute, Extra-Duty Pay, Benefits Costs:			\$ 182,120	\$ -
30	Grand Total:			\$ 810,120	\$ -

For budgeting assistance, see the *Allowable Cost and Budgeting Guidance section* of the Grants Administration Division Administering a Grant page.

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Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate):	By TEA staff person:

Application Part 2:

2020-2021 Addressing Significant Disproportionality

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County District Number or Vendor ID: 227-950		Amendment #: 0	
Professional and Contracted Services (6200)			
<p>NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider. Please provide a brief description for the service and purpose.</p>			
Description of Service and Purpose		Grant Amount Budgeted	Pre-Award
1	6269 - Rental or lease of buildings, space in buildings, or land Specify purpose:	\$ -	\$ -
2	Service: Communications and Website Design Specify purpose: Build website, produce videos and digital tools.	\$ 250,000	\$ -
3	Service: Online Course Development Specify purpose: Create a service of online classes for accesible training.	\$ 100,000	\$ -
4	Service: Speakers and Trainers Specify purpose: Hire trainers for LEA personnel baased on LEA needs.	\$ 189,000	\$ -
5	Service: Program evaluation Specify purpose: Hire external evaluation team to assess progress.	\$ 100,000	\$ -
6	Service: Copy Editing Specify purpose: Hire editor for web content, training and products.	\$ 25,000	\$ -
7	Service: Specify purpose:	\$ -	\$ -
8	Service: Specify purpose:	\$ -	\$ -
9	Subtotal of professional and contracted services requiring specific approval:	\$ 664,000	\$ -
10	Remaining 6200 - Professional and contracted services that do not require specific approval.	\$ 74,700	\$ -
11	Grand Total:	\$ 738,700	\$ -

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County District Number or Vendor ID: 227-950		Amendment #: 0	
Supplies and Materials (6300)			
Expense Item Description		Grant Amount Budgeted	Pre-Award
1	Remaining 6300 - Supplies and materials that do not require specific approval.	\$ 106,768	\$ -
2	Grand Total:	\$ 106,768	\$ -

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County District Number or Vendor ID: 227-950		Amendment #: 0	
Other Operating Costs (6400)			
Expense Item Description		Grant Amount Budgeted	Pre-Award
1	6411 - Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$ 30,000	
2	6412 - Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify name and purpose of conference:	\$ -	\$ -
3	6412/6494 - Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$ -	\$ -
4	6413 - Stipends for non-employees other than those included in 6419.		
5	6419 - Non-employee costs for conferences. Requires pre-authorization in writing.		
6	6411/6419 - Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally.	\$ -	\$ -
7	6495 - Cost of membership in civic or community organizations. Specify name and purpose of organization:	\$ -	\$ -
8	64XX - Hosting conferences for non-employees. Must be allowable per Program Guidelines, and grantee must keep documentation locally.	\$ -	\$ -
9	Subtotal of other operating costs (6400) requiring specific approval:	\$ 30,000	\$ -
10	Remaining 6400 - Other operating costs that do not require specific approval.	\$ 157,000	
11	Grand Total:	\$ 187,000	\$ -

In-state travel for employees does not require specific approval.

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County District Number or Vendor ID:		227-950	Amendment #:		0
Capital Outlay (6600)					
Description and Purpose		Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
6669 - Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$ -	\$ -
66XX - Computing Devices, capitalized					
2	(Enter description and brief purpose)		\$ -	\$ -	\$ -
3			\$ -	\$ -	\$ -
4			\$ -	\$ -	\$ -
5			\$ -	\$ -	\$ -
6			\$ -	\$ -	\$ -
7			\$ -	\$ -	\$ -
8			\$ -	\$ -	\$ -
9			\$ -	\$ -	\$ -
66XX - Software, capitalized					
10	(Enter description and brief purpose)			\$ -	\$ -
11			\$ -	\$ -	\$ -
12			\$ -	\$ -	\$ -
66XX - Equipment, furniture, or vehicles					
13	(Enter description and brief purpose)		\$ -	\$ -	\$ -
14			\$ -	\$ -	\$ -
15			\$ -	\$ -	\$ -
66XX - Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)					
16	(Enter description and brief purpose)			\$ -	\$ -
17	Grand Total (sum of all lines):			\$ -	\$ -

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County District Number or vendor ID: 227-950		Amendment # 0	
Grant Period:	September 1, 2020 to August 31, 2021. Pre-award costs are permitted, if requested, from date of Award Announcement to September 1st, 2020.	Fund Code:	226

Budget Summary					
Description and Purpose		Source of Funds			
		Class/ Object Code	Program Cost	Total Budgeted Cost	Pre-Award Cost
1	Payroll Costs	6100	\$ 810,120	\$ 810,120	\$ -
2	Professional and Contracted Services	6200	\$ 738,700	\$ 738,700	\$ -
3	Supplies and Materials	6300	\$ 106,768	\$ 106,768	\$ -
4	Other Operating Costs	6400	\$ 187,000	\$ 187,000	\$ -
5	Capital Outlay	6600	\$ -	\$ -	\$ -
6	Total Budgeted Cost:		\$ 1,842,588	\$ 1,842,588	\$ -
7	* Indirect Costs:			\$ 157,412	\$ -
8	Total of All Budgeted Costs :		\$ 1,842,588	\$ 2,000,000	\$ -

**For current year indirect cost rates, please visit the Federal Fiscal Compliance and Reporting [Indirect Cost Rates](#) page.*

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. Indirect costs claimed are part of the total grant award amount, not in addition to the grant award amount. Do not submit an amendment solely for the purpose of budgeting indirect costs.

To calculate the maximum indirect cost, please use the [Maximum Indirect Costs Worksheet](#) on the Grants Administration Division's Administering a Grant page.

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County District Number or vendor ID:		Amendment #	
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SUBMITTING AN AMENDMENT

This worksheet is used to amend the budget of a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). Refer to the amendment instructions located on the last page of this Excel document for information on what schedules must be submitted with an amendment.

An amendment may only be submitted by.

An amendment may only be submitted by email to loiapplications@tea.texas.gov.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

WHEN TO SUBMIT AN AMENDMENT

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division's Administering a Grant page to determine when an amendment is required for this grant.

Revised Budget Request

Description	Class/ Object Code	A. Grand Total from Previously Approved Budget	B. Amount Deleted	C. Amount Added	D. New Grand Total
1 Payroll Costs	6100				\$ -
2 Professional and Contracted Services	6200				\$ -
3 Supplies and Materials	6300				\$ -
4 Other Operating Costs	6400				\$ -
5 Capital Outlay	6600				\$ -
6	Total Direct Costs:	\$ -	\$ -	\$ -	\$ -

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Instructions: Request for Amendment

After the original application is approved and the grantee has received the Notice of Grant Award (NOGA), the grantee may need to make changes to the budget or the planned program. Most grantees are permitted to make some changes to the budget or program without notifying or getting approval from TEA. (Some grantees are required to notify and get approval from TEA for all changes to their budget or programs.) In other cases, however, the grantee is required to submit formal notice to TEA of the desire or intent to change the budget or program.

Refer to the Amendment Submission Guidance section of the Administering a Grant page of the TEA website. The guidance titled “When to Amend the Application” provides details on which grantees are and are not required to submit amendments and when amendments are required. Also refer to the General and Fiscal Guidelines, Amending the Application, for more detailed information about amendments.

Regardless of how a grantee amends the application to distribute funds among the class/object codes, the grantee is still responsible for carrying out the scope and objectives of the grant as described in the approved application.

TEA reserves the right to reject unnecessary amendments without reviewing and approving them.

Submitting an Amendment

An amendment must be submitted when the program plan or budget is altered for the reasons described in the “When to Amend the Application” guidance posted in the Amendment Submission Guidance section of the Administering a Grant page of the TEA website.

How to Submit an Amendment

An amendment may only be submitted by email to loiapplications@tea.texas.gov.

Pages to Include with an Amendment

*Required for **all** amendment requests*

1. Page one of the application with a signature
2. Appendix I: Negotiation and Amendments

Required for budget amendment requests

3. Request for Amendment excel page
4. Program Budget Summary
5. Supporting budget pages

Assembling the Amendment

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Follow these steps to complete all schedules required to be submitted:

1. Complete page 1

- a. Complete the box in the upper right corner of the schedule by indicating the number of the amendment. The first amendment you submit for the grant is #1; if that amendment is approved, the next amendment becomes #2.
- b. Ensure all applicant information is current and correct.
- c. Ensure the authorized official information is current and correct. The authorized official must sign and date with the date that the amendment is being submitted.

2. Complete Appendix 1: Negotiation and Amendments

- a. Choose the section you wish to amend from the drop down menu
- b. Describe the changes you are making and the reason for the changes. Always work with the most recent negotiated or amended application. If you are requesting a revised budget, please include the budget attachments with your amendment.
(example) Payroll 6300 —Reduce amount for extra-duty pay—Staff was able to complete training during regular working hours.

3. If you are requesting a budget change, complete the Request for Amendment budget page

- a. In column A, enter the grand total for each class/object code in the most recently approved application or amendment.
- b. In column B, enter the amount being deleted from each class/object code.
- c. In column C, enter the amount being added to each class/object code.
- d. Column D and the total direct cost line will automatically calculate your changes

4. If you are requesting a budget change, complete the Program Budget Summary page and the corresponding supporting budget page. For each class/object code on the budget summary, strike through the previously approved amount and enter the new budgeted amounts. The total budgeted cost for each class/object code on the budget summary must match the grand total for each supporting budget page.

5. Do not resubmit any attachments required in the original application.

Shared Services Arrangements

Shared services arrangements (SSAs) are **not** permitted for this grant.

Statutory/Program Assurances

The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this LOI will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- 3. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2020-2021 Addressing Significant Disproportionality Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2020-2021 Addressing Significant Disproportionality Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- 5. Any personnel or consultant travel approved in this grant must be reimbursed according to the applicant agency's policy; however, reimbursement may not exceed State of Texas mileage allowance and per diem rate existing in the current Texas State Appropriations Act.
- 6. Any personnel, agencies, or organizations to be subcontracted with by the applicant agency must have the appropriate credentials and skills to perform the services required (19 Texas Administrative Code [TAC] §89.1131).
- 7. Special education personnel in an educational related setting working with students will be certified, endorsed, or licensed in the area of assignment in accordance with provisions in Title 19, TAC, Chapter 230 (Professional Educator Preparation and Certification).
- 8. Funds will be used as stipulated in this document, and use of funds other than in the manner authorized may be construed as misuse and may result in the reclamation of these funds.
- 9. The applicant agency will comply with all reporting requirements (34 CFR 300.645), Program Guidelines, PEIMS Data Standards, and Education Department General Administrative Regulations (EDGAR), as applicable) in a timely manner.
- 10. The applicant agency ensures compliance with requirements of the Every Student Succeeds Act (ESSA) of 2015 (PL 114-95), as it relates to IDEA.
- 11. This application and all related documents, evaluations, and reports will be available to parents and to the general public (34 CFR 76.304, 300.212).
- 12. The grantee will account for all funds separately and appropriately according to generally accepted accounting principles, the Financial Accountability System Resource Guide, and the Program Guidelines.
- 13. The grantee agrees to provide resumes and/or job descriptions of key personnel working on the grant upon request by TEA.

Statutory/Program Assurances (Cont.)

- 14. All encumbrances shall occur on or between the beginning and ending dates of the contract. The grantee must liquidate (record as an expenditure) all obligations (encumbrances) incurred between begin and end dates of the grant. The term obligation means the amounts of orders placed, contracts and subgrants awarded, goods and services received, and similar transactions during a given period that will require payment by the grantee during the same or a future period. Obligations representing orders placed are reflected in the accounting records as encumbrances. In no manner shall encumbrances be considered or reflected as accounts payable or as expenditures. Obligations that are liquidated and recognized as expenditures must meet principles in 2 CFR 200, Subpart E of EDGAR (as applicable) and program rules, regulations, and guidelines contained elsewhere.
- 15. The applicant agency assures that funds expended for services, programs and projects comply with EDGAR as applicable, and 34 CFR 300, including the reauthorized IDEA statute of 2004 and corresponding regulations of August 14, 2006 and any revisions thereafter.
- 16. Services, programs and projects conducted are of sufficient size and scope to effectively meet the needs of children with disabilities (34 CFR 300.223).
- 17. The applicant assures that staff members funded out of special education funds will keep appropriate time and effort records and related documentation to support any amounts charged to special education.
- 18. Funds will be used to ensure the essential components and quality of the program meets the standards of the TEA's Special Education Strategic Plan.
- 19. Products, materials, and deliverables, etc. (hereafter called "products"), funded with IDEA-B funds and developed by the grantee (or subcontractors, agents, or assigns) under the direction of the grantee are the property of TEA. Within an agreed-upon time frame after the development of such products, the grantee shall supply TEA with appropriate documentation of any such products.
- 20. Grantee will participate in monthly phone calls.
- 21. Grantee will provide quarterly reports to include metrics and milestones.
- 22. Grantee will collaborate with TEA staff to provide necessary documentation and related information to accomplish goals of this project.
- 23. IDEA-B Discretionary funds must be used for activities that are directly related to the improvement of services to students with disabilities, ages 3 through 21.
- 24. TEA maintains the right to final approval of all materials and resources before publication or presentation.
- 25. All materials and resources will carry the TEA logo in addition to the logo of the grant awardee.
- 26. All materials or resources intended for use with parents and families will be made available in English and Spanish.
- 27. The grantee must perform the functions and activities agreed upon during the negotiation process.
- 28. All products created for public dissemination will be 508 accessibility compliant.
- 29. All products created for public dissemination will comply with current version of the TEA brand book and copyright standards.
- 30. The grantee may not reference or link to Common Core Standards materials on grantee websites or products related to this grant.
- 31. Grantee is responsible for ensuring proper permissions are obtained for the use of all content used on grantee website or products related to this grant.

Summary of Program

Provide an overview of the program to be implemented with grant funds. Include the overall mission and specific needs of the organization. Describe how the program will address the mission and needs.

Education Service Center, Region 13 (ESC 13) proposes a comprehensive program to address racial disproportionality in discipline, identification, or restrictive placements in Texas school districts and open-enrollment charter schools. ESC 13 seeks to provide both intensive, customized, and research-based interventions and supports to identified local education authorities (LEAs) with significant disproportionality and online resources and tools for all other LEAs across Texas. The mission of ESC 13 is to ensure students and schools succeed at every level, from administrative efficiency to assessment support. Addressing institutionalized racism and providing bespoke interventions to LEAs fall well within the ESC 13 wheelhouse.

Decades of research have documented that students of color, particularly black children, are disproportionately classified by schools as needing special education services. Significant disproportionality creates issues, in preventing children from reaching academic potential, fuels negative stereotypes, creates racial profiling and results in lowered expectations from educators and the students themselves. Adoption of punitive zero-tolerance approaches and the subsequent increase in reliance on law enforcement for school discipline has dramatically expanded the number of discipline referrals, suspensions, and expulsions, threatening the ability of schools to serve their primary role of educating children. Such exclusionary discipline has substantial negative effects on schools and student life outcomes. Removing students through suspension is associated with decreased overall student achievement and perceived positive school climate. Students who are suspended or expelled for non-dangerous behaviors are substantially more likely to become involved in the criminal justice system, a well-documented phenomenon, the school-to-prison pipeline. Given these long-term negative consequences, it is particularly concerning that the effects of criminalizing school discipline falls most heavily on children of color. ESC 13 proposes to build our existing programs and resources to implement a seven-prong approach to address racial disproportionality:

1. Complete a comprehensive systems assessment on all 52 LEAs with significant disproportionality.
2. Create a customized plan with individualized strategies to address disproportionality in each of the 52 LEAs.
3. Assign each LEA an Education Specialist to manage implementation of strategies and provide coaching, training, resource development and oversight.
4. Provide customized online and in-person training to the school board, district and campus leaders, teachers, special education staff members, school resources officers, students, parents and community members on anti-racism.
5. Host regional conferences on reducing disproportionality.
6. Develop social marketing and social media strategies to promote anti-racist concepts.
7. Create online tools, videos and resources for all school districts in Texas.

Qualifications and Experience for Key Personnel

Outline the required qualifications and experience for primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program. Include whether the position is existing or proposed.

Title and Responsibilities of Position	Required Qualifications and Experience
Project Director (1 FTE) – Responsible for all aspects of project activities and deliverables. Liaison with TEA contact. Creates and implements project plan.	Master’s Degree in education or related field. PHD and bilingual preferred. A minimum of ten years’ experience in education or related field. District leadership experience required. Knowledge of disproportionality research.
Curriculum Specialist (1 FTE) – Creates project curriculum, training, deliverables, workshops, and web content using evidence-based practices.	Master’s Degree in education or related field. Eight years experience in Special Education, Counseling or related field. Experience in special education, leadership and disproportionality training required.
Education Specialist (5 FTE) – Responsible for coaching and support for 9 to 11 identified LEAs with snapshot, data analysis, coaching and training.	Master’s Degree in education or related field. Five years experience in Special Education, Counseling or related field. School leadership and bilingual preferred. Experience in coaching, data analysis and training.
Program Assistant (1 FTE) – Support the work of project personnel, manage web and social media accounts, procurement and support training events.	Bachelor’s Degree in business or related field. A minimum of three years’ experience in K-12 education, business management, marketing or related field. Experience in providing technical support, coaching, data analysis and training.
Operations Manager (.5 FTE) and Budget Manager (.3 FTE) – Responsible for data management, compliance, reporting, and fiscal management.	Bachelor’s Degree in business or related field. A minimum of three years’ experience in K-12 education, grant management and fiscal practices. Experience in grant and fiscal management.

Goals, Objectives, and Strategies

Describe the major goals/objectives of the proposed program. What activities/strategies will be implemented to meet those goals/objectives?

ESC 13 proposes the following SMART Goals:

- 1) The number of local education agencies identified as having significantly disproportionate students identified in special education will decrease from 21 in 2019 to 8 in 2022.
- 2) The number of local education agencies identified as having significantly disproportionate students referred for disciplinary action will decrease from 15 in 2019 to 5 in 2022.
- 3) The number of local education agencies identified as having significantly disproportionate students sent to restrictive placement will decrease from 27 in 2019 to 12 in 2022.

ESC 13 proposes a seven-prong approach to address racial disproportionality:

- Complete a comprehensive systems assessment on all 52 LEAs with significant disproportionality.
- Create a customized plan with individualized strategies to address disproportionality in each of the 52 LEAs.
- Assign each LEA an Education Specialist to manage implementation of strategies and provide coaching, training, resource development and oversight.
- Provide customized online and in-person training to the school board, district and campus leaders, teachers, special education staff members, school resources officers, students, parents and community members on anti-racism.
- Host a regional conferences on reducing disproportionality.
- Develop social marketing and social media strategies to promote anti-racist concepts.
- Create online tools, videos and resources for all school districts in Texas.

Performance and Evaluation Measures

Describe the performance measures identified for this program which are related to student outcomes and are consistent with the purpose of the program. Include the tools used to measure performance, as well as the processes that will be used to ensure the effectiveness of project objectives and strategies.

The SMART goals for this project seek to decrease number of LEAs identified as having significantly disproportionality in discipline, identification, and/or restrictive placements. TEA reports on disproportionality will serve as the measurement tools. As this information is published annually by TEA, additional qualitative and quantitative measures will be monitored each semester. ESC 13 will hire an external evaluation team through a request for proposals competition. The evaluators will begin collecting conducting baseline quantitative and qualitative data in the second quarter of the first year of the project. The evaluators will develop online and analog surveys to establish baseline perception data for school board members, district and campus leaders, special education staff, teachers, students, teacher and family members. The evaluators will create a random sample of LEA representing urban, suburban and rural to participate in virtual and in-person focus groups. This data will inform the ESC 13 Team in creating program strategies and will allow the team to make mid-course corrections to better achieve the SMART goals.

As professional development is a key strategy to impact the needs in this program, the evaluator will conduct focus groups and surveys to obtain feedback from training participants. Surveys tools will include online data collection and paper surveys as appropriate. These participants will include stakeholders who have attended either face-to-face as well as virtual learning sessions. The evaluator will provide quarterly feedback to the ESC 13 team so that mid-course corrections will be implemented in a timely manner. The ESC 13 Team will use Slido tools for real-time feedback, questions and answers and polling during workshops, to increase participant engagement and reliable feedback.

If limited progress is made toward the SMART goals, the evaluator will conduct an intensive work session for the ESC 13 team. The evaluator will lead a review of exemplar practices and examine all aspects of program implementation, feedback from TEA personnel and program stakeholders. The goal of these training sessions will be to re-design the project plan to make the efforts more likely to achieve the SMART goal. If significant progress is made on the SMART goal, the evaluator will disseminate best practices across the state that can be implemented using existing resources or recreated to reduce disproportionality. These successes can be shared in a variety of platforms, including presentations, videos and social media.

Budget Narrative

Describe how the proposed budget will meet the needs and goals of the program, including for staffing, supplies and materials, contracts, travel, etc. If applicable, include a high-level snapshot of funds currently allocated to similar programs. Include a short narrative describing how adjustments will be made in the future to meet needs.

This proposed budget mirrors similar initiatives at ESC 13, including the Texas Statewide Leadership for Autism Training. Highly qualified and experienced personnel are critical to meet the goals and implement the strategies in this proposal. Employee costs comprise (40.5%) of this budget, as these positions are critical implementing the systemic change in the targeted LEAs. The Project Director position coordinates all aspects of operations and coordinates efforts with TEA. The Curriculum Specialist leads all product development and training development efforts. The five Education Specialist positions provide personalized training, coaching and support for targeted districts. Carrying a caseload of nine to eleven LEAs for each Education Specialist aligns with existing technical assistance roles at ESC 13. The Program Assistant role oversees procurement, support for the Project Director and specialist positions and manages the digital resources for the program. The part-time Operations Manager and Budget Manager ensure compliance with the programmatic and fiscal aspects of the program. These positions have mandated health and fringe benefit costs as determined by ESC 13. For the 2020-21 fiscal year, these costs are estimated at 29% of the salaries. These costs reflect current and reasonable governmental salaries in the Austin, Texas market, given the qualifications and experience required. Contractual expenses comprise 36.9% of the budget. The largest component includes internal ESC 13 contracts for online course development, website, social media, communications and video production. Given that several strategies focus on distance learning and on-demand training modules, these tools will support the targeted 52 LEAs, but will assist other LEAs across the state with lesser degrees of disproportionality. The ESC 13 Communications and Production Team will develop a website to disseminate best practices to reduce disproportionality statewide. This will include social media channels and resources for non-targeted LEAs to use. ESC 13 requests resources to contract with speakers and trainers to meet the individualized needs of the targeted LEAs. Once each LEA has a completed the comprehensive assessment and customized plan to address disproportionality, the ESC 13 team will identify speakers and trainers who provide information and services not available from ESC 13, to address disproportionality in each of the 52 LEAs. Additionally, national level speakers will be contracted for keynote speeches at the regional disproportionality conferences. ESC 13 will also offer high-engagement training for targeted LEAs based on the work of Dr. Russell Skiba and Dr. Ibram X. Kendi. Five percent of the budget funds an independent evaluation team. This team will provide qualitative and quantitative data and assist with feedback on implementation, training and provide suggestions for midcourse corrections and project modifications. The remainder of contracted expenses include costs for building usage and phone systems, based on ESC 13 use per square foot of office space. The supplies and miscellaneous expenses include offices supplies and equipment for seven new full-time staff members, including computer tablets. Resources have also been designated for printed materials, posted marketing materials, purchased curriculum and other instructional materials. Funds budgeted for travel will support a minimum of three onsite visits per year, one per fall, spring and summer semesters. More visits may be added, based on local LEA needs. Travel estimates were based on average costs to the Houston and Metroplex area, as more than half of the targeted LEAs are in these areas. To ensure that the ESC 13 team has proficiency in emerging strategies and practices, each member of the team will participate in national-level training and conferences that helps to build their skill sets. The TEA approved indirect rate for ESC 13 in 2020-2021 is 8.543%. ESC 13 has sophisticated budgetary and planning tools to manage all aspects of performance. The operations manager and budget manager will use the iTCCS Business and Student System and monitor all aspects of the program budget on a weekly basis. The Project Director will determine if fiscal changes are required, after discussion with TEA personnel. Feedback from the external evaluation team will determine if fiscal changes will support goal attainment and efficacy of program implementation. The budget and operations managers, under the supervision of the Project Director, are responsible for making budget adjustments and completing budget amendments to TEA, if needed. ESC 13 proposes a sliding scale for consultation and training services for LEAs identified with significant disproportionalities: Year 1 and non-SD LEAs: No cost for training or consultation services. LEA pays travel costs to regional training events. Year 2: Half of ESC 13 standard consulting rate (\$750 per day) and full-day of training (\$90). Year 3: Full ESC 13 standard consulting rates (\$1,500 per day) and full-day of training (\$180), up to 15% of the LEA IDEA fund allocation.

Statutory/Program Requirements

1. Describe how the applicant would provide distance training and coaching.

The ESC 13 Distance Learning team supports LEAs to collaborate and connect to classes, experts, and institutions by offering courses, professional development, webinars, meetings and coaching sessions. ESC 13 shares TETN Content from TEA and broadcasts similar events to audiences of up to 1000 participants in each event. The Distance Learning team can record events, transcribe following ADA parameters and host recordings of these events. ESC 13 has developed online courses on a variety of topics that can be accessed on demand 24/7. These courses are accessible through Canvass and the E-Campus registration system. These courses have sophisticated tracking systems and can collect feedback and evaluation data before issuing certificates of completion. ESC 13 proposes to create these strategies to address distance training to targeted LEAs. A library of on-demand videos, training and resources will be created to support ongoing training and be available to other LEAs throughout Texas. ESC 13 will monitor and report page views and other Google Analytics on the library components and report usage monthly.

ESC 13 has over 17 years of coaching experience that build educators capacity using the Cognitive Coaching philosophy of guiding personal insights into an educator's thinking processes. These research-based programs and services are built as partnerships with the LEA. Given the emotionally charged nature of significant disproportionality, honest and transparent communication creates a safe learning environments and systemic change. This approach focuses compassion and collaboration while steering change to address institutionalized racism. ESC 13 will employ the Dr. Bamrick-Santoyo Leveraged Leadership Model for Coaching. Additionally, ESC 13 will also offer high-engagement interventions for targeted LEAs based on the work of Dr. Russell Skiba and Dr. Ibram X. Kendi. Each ESC 13 specialist will host Zoom or in person coaching sessions with each assigned LEA no less than three times per month to discuss implementation strategies, data and challenges.

Starting in March 2020, ESC 13 has pivoted to hosting training, coaching sessions and large conferences via Zoom. ESC 13 will continue using remote tools and strategies to engage with LEA stakeholders. Each ESC 13 Project Specialist will use these tools to communicate and coach their assigned LEA stakeholders.

2. Describe the applicant's current technology plan or provide a link where this technology plan can be found on-line.

ESC 13 technology plan is integrated into the 2019-2020 Strategic Plan. The plan is available upon request via the ESC 13 intranet. Key strategies that relate to this proposed project include:

- Develop a dynamic ESC Region 13 center-wide system to ensure that all customer data is collected and accessible from a common platform.
- Create an internal data portal website for easy access to all ESC Region 13 data sources.
- Provide most actionable existing data to all ESC Region 13 work teams.
- Create a process for ongoing staff training in accessing and using data for decision making.

Support from the TSDS PEIMS training team to analyze and disaggregate data.

ESC 13 uses a variety of software programs that support the work of ESC 13 personnel. The software tools most relevant to this proposal include:

E-Campus and Canvass online learning systems, ITCCS Business and Student Systems, DMAC database software to assist data analysis and disaggregation for vulnerable populations, Help Scout customer experience software that manages client communications and customer satisfaction, Basecamp Project Management Platform, Zoom teleconferencing and webinar platform, Slido training feedback and data collection and Qualtrics Survey Software for data collection.

ESC 13 collaborates with regional LEAs to enhance learning opportunities for all students. Data retrieved from the TSDS PEIMS system is used to develop global assessments of learning. Heat mapping provides a useful tool for multidisciplinary review. Currently, our heat maps use software to delineate students in need of interventions or advancement in subject areas ranging from social and emotional learning to mathematics and reading. The department of technology and distance learning at Region 13 ESC creates data driven instruments to help districts discover strengths and weaknesses in instructional practice. These mapping technologies help coaches and education specialists deliver the most high-leverage support to school districts. By mapping out the hard data for specific variables, such as racial disaggregation of disciplinary consequences, a school district might more clearly observe issues of inequitable practice before these issues become syste

Statutory/Program Requirements (Cont.)

3. Describe the applicant's experience in providing training and coaching in addressing issues of Significant Disproportionality.

Currently, ESC 13 provides disproportionality technical assistance, consultant and training services to LEAs in Central Texas and outside of the region upon request. Services include assisting LEAs to disaggregate data to identify focus areas for improvement; prevent over-representation of student population groups in special education; and reduce disproportionality of student groups in special education, and consulting assistance and on-site visits. ESC 13 provides coaching for LEAs to create Multi-Tiered Systems of Support (MTSS) teams that will disaggregate data and develop an action plan. The MTSS teams review policies, practices and procedures used in general education, including student support interventions such as tutorial, remedial, compensatory, response to intervention and other academic or behavior support services to reduce the number of inappropriate referrals of certain student groups in the special education program. ESC 13 has an entire Canvass webpage dedicated to virtual courses to address disproportionality in Special Education and Behavior: <https://esc13.instructure.com/courses/1223/modules>. In August 2020, ESC 13 is hosting the virtual RISE conference for disciplinary alternative education program administrators, counselors, teachers, and support staff. Sessions will focus on Trauma Sensitive Strategies for Alternative Educators, Resiliency in Learning and Addressing Significant Disproportionality.

ESC 13 has worked with these LEAs to increase staff knowledge for teaching students from culturally & linguistically diverse backgrounds through specific professional development, identify appropriate strategies and interventions for struggling learners before a referral for a special education program is made, improve the quality of services provided to all students, particularly those students who have been traditionally underrepresented; and improve the quality of campus student assistant team planning and evaluating intervention programs.

Two other ESC 13 initiatives that address significant disproportionality are Advancing Educational Leadership (AEL) and Texas Instructional Leadership (TIL) program. AEL is organized to facilitate participants' recognition of the connections and relationships between and among the major functions or strands of school leadership. The TIL program is a suite of trainings intended for campus and district leaders to grow concrete leadership skills to foster continuous improvement.

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 program.

- The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this program.
- Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group	<input type="text" value="English Language Learners"/>	Barrier	<input type="text" value="Limited translators for languages other than English and Spanish"/>
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Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

Appendix I: Amendment Description and Purpose (leave this section blank when completing the initial application for funding)

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page. The following are required to be submitted for an amendment: (1) Page 1 of the application with updated contact information and current authorized official's signature and date, (2) Appendix I with changes identified and described, (3) all updated sections of the application or budget affected by the changes identified below, and, if applicable, (4) Amended Budget Request. Amendment Instructions with more details can be found on the last tab of the budget template.

You may duplicate this page

Amended Section

Reason for Amendment

Signature: Paula Freeman
Paula Freeman (Jul 10, 2020 10:21 CDT)
Email: paula.freeman@esc13.txed.net

Signature: Shirley Sanford
Shirley Sanford (Jul 10, 2020 11:00 CDT)
Email: shirley.sanford@esc13.txed.net

Signature: Jesse Lopez
Jesse Lopez (Jul 11, 2020 15:23 CDT)
Email: jesse.lopez@esc13.txed.net

Signature: Albert Felts
Albert Felts (Jul 10, 2020 10:50 CDT)
Email: albert.felts@esc13.txed.net

Signature: Ronda Johnson
Ronda Johnson (Jul 10, 2020 11:43 CDT)
Email: ronda.johnson@esc13.txed.net

Signature: Leticia Serna
Leticia Serna (Jul 13, 2020 08:44 CDT)
Email: leticia.serna@esc13.txed.net











ESC 13 Significant Disproportionality Grant Narrative FINAL 7-9-2020














Final Audit Report

2020-07-14

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"ESC 13 Significant Disproportionality Grant Narrative FINAL 7-9-2020" History

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