



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

NOGA ID

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):

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 Digitally signed by Jeremy Forsberg
Date: 2020.07.13 12:29:43 -05'00' Date

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.

The Center for Addressing and Preventing Disproportionality's (CAPD) mission is to provide technical assistance in reducing rates of disproportionality and increasing equitable practices across LEAs in the state of Texas. To address this mission, CAPD utilizes process consultation methods (Schein, 1987, 1998; Block, 1999) to build strong-client-consultant relationships that result in sustained change and improvement. In process consultation, the technical assistance provider works with the client (LEA) to 1) define the issues/problems, 2) identify possible solutions, and 3) develop proposals or plans for change. In this way, LEAs take an active role in coming to understand and solve their own concerns rather than having to rely solely on the knowledge and skills of outside experts. Working in collaboration with school and district representatives, we will encourage and foster broad-based stakeholder participation in all phases of the technical assistance process. CAPD's technical assistance approach is guided by adult learning theory (Speck, 1996), which notes that learning for adults involves understanding them as autonomous and self-directed, having a desire for learning to be connected to their lived experiences, goal-oriented, and having a need for learning to be relevant to their current and future practice. Based on this understanding, CAPD's training activities include a variety of instructional strategies (e.g., lecture presentation, group discussion, case studies, problem-solving groups) that enhance adult learning. Trainings also include workshops, conferences, and synchronous and asynchronous distance learning. CAPD will follow an evidence-based problem-solving model (Tilly, 2008) commonly implemented in educational teams to address the aforementioned mission and needs of CAPD. A 5-step problem-solving model is proposed to reflect Texas' unique needs while incorporating readily available state and national resources. At the foundation of this problem solving model is TEA's Results Driven Accountability System as it provides a set of steps for using data for decision-making. This model is further informed by the Quality Improvement Plan process, ESSA definition of professional development, and scientifically based research in school reform and organizational development. The model includes the following steps: Step 1: Problem Identification (identify whether and to what extent a problem exists); Step 2: Problem Analysis (determine why the identified problem is occurring [also referred to as identifying the root cause] and begin developing solutions for the problem); Step 3: Plan Development (develop a plan to assist LEAs in reducing SD across indicators in which they were identified for SD and maintain rates/ risk-ratios under the SD criteria for other indicators in which they do not have SD); Step 4: Plan Implementation (carry out the steps provided in the Strategic Professional Development Plan (SPDP) to begin inciting change); and Step 5: Plan Monitoring and Evaluation (determine whether the SPDP is being implemented with fidelity, is effective in solving the identified problem, and is in need of adjustment). LEAs will be assessed a fee on a sliding scale with the opportunity for customization. Contractual fees will range between \$15,000.00-\$50,000.00. CAPD, led by Dr. Green at University of Texas-Arlington, will include local and national partners and experts of significant disproportionality including ESC 1 and 4, Collaborative Learning Solutions (California), Catapult Learning (International), and Dr. Fergus at Temple University (National).

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
The Executive Director (Ambra L. Green, Ph.D.), will provide supervision of the overall project and coordination of grant related activities.	Ph.D. in special education or related field with at least 5 years of experience of addressing the needs of various learners and implementing systems that address inequities.
The Associate Director (Amanda A. Olsen, Ph.D) will collect and analyze evaluation data and make recommendations for improvement.	Ph.D. in special education or related field with at least 5 years of experience of addressing the needs of various learners and implementing systems that address inequities.
Project Directors (proposed: 3 FTE) will coordinate grant related planning and product development which includes technical assistance and evaluation.	Ph.D./Ed.D. preferred or Master's degree in special education or related field with at least 5 years of experience of addressing the needs of various learners and implementing systems that address inequities.
External Consultants (Eddie Fergus, Ph.D. & Jon Eyer, Ph.D.) will provide guidance for coaching LEAs and developing a comprehensive tool for identifying SD.	Ph.D./Ed.D. in special education or related field with at least 5 years of experience of addressing the needs of various learners and implementing systems that address inequities.
External Partners (ESC 1 and 4, & Catapult Learning) will provide guidance for the development of tools and professional development for LEAs.	Master's degree in special education or related field with at least 3 years of experience addressing the needs of various learners and implementing systems that address inequities.

Goals, Objectives, and Strategies

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

The goal of the project is to provide targeted LEAs with deep consultative services to identify systemic issues related to effective and equitable services to students in all groups.

Objective 1: Use collective evidence (data from Step 1 and 2) to determine why the identified problem is occurring in LEAs and develop a Strategic Improvement Plan. Activities include the LEA's District Team (DT) and coach collaboratively analyzing all data. The DT and coach will look for patterns and trends in the data sources to determine, or hypothesize, why the disproportionality is occurring. Improvement goals will be established based on the identified problem and written in the Strategic Development Plan.

Objective 2: Establish solutions that address the LEAs identified core problems. Activities include the DT and their coach, selecting professional development sessions from CAPD's suite of professional development opportunities and regional trainings and/or classroom level support, and identifying specific district policies, practices, and procedures that need to be adopted that appropriately address the identified core issues.

Objective 3: Evaluate the effectiveness and significance of the LEAs progress and the success of the project in addressing disproportionality. Activities include DT prioritizing policies, practices, and procedures and professional development activities in order to develop a timeline to complete them and CAPD's distribution of post-training evaluations to assess participant satisfaction for each professional development and an on-line year-end survey to DT members to assess participant satisfaction on trainings received, along with resources and coaching services provided.

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.

Objective 1: Determine that at least 90% of participating LEAs develop and effectively implement recommended changes by CAPD within 6 months of beginning the project. Measures include a completed and implemented Strategic Professional Development Plan.

Objective 2: Determine that 100% of the changes in systems and procedures as recommended by CAPD score in the top two tiers of a best practices rubric for systems and procedures. Measures include CAPD's best practices rubric for systems and procedures and the extent to which LEAs require additional coaching.

Objective 3: Report the number of trainings given broken down by trainings per LEA, school, and content of trainings. Measures include having the coaches provide the LEAs and schools with a questionnaire every 6 months on SurveyPro to determine the number of trainings attended and the content of the trainings.

Objective 4: Report on the number of coaching instances, broken down by LEA, school, and content of coaching. Measures include providing the coaches with a questionnaire on SurveyPro to report the number of coaching instances and the content of the instruction received broken down by LEA, school, and content of coaching.

Objective 5: Report on the number of non-SD schools that use the resources and training of CAPD. Measures include tracking non-SD schools who attend trainings and receive resources in an Excel file aggregated by type and content of the resource received.

Objective 6: Determine LEAs progression towards non-SD status. Measures include longitudinally tracking all LEAs yearly using TEA provided SD identification data to determine their SD status and when/if they are no longer identified as a SD LEA.

Objective 7: Determine LEAs satisfaction with CAPD's training and resources. Measures include conducting surveys quarterly through SurveyPro with open- and closed-ended questions to determine satisfaction with CAPD's resources and coaching. Additional questions will address engagement and recommended changes.

Objective 8: Collect stakeholder feedback from groups representative of the state. Measures include providing stakeholders with a questionnaire via SurveyPro.

A FULL PROPOSAL HAS BEEN PREPARED AND IS AVAILABLE IMMEDIATELY.

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.

The total budgeted for this project is \$2,000,000.00 with 8% indirect costs (\$144,445.00) in accordance with UTA's office of grants and contracts. Funds are discussed in alignment with Part 2 of this application.

Total Personnel (\$717,547.00).

The total of base salaries for all center personnel (Qty=12) is \$556,113.00. Lead center personnel includes an Executive Director (Dr. Ambra Green) who will contribute 45.83% FTE (\$52,224.00) and an Associate Director of Evaluation and Improvement (Dr. Amanda Olsen) who will also contribute 45.83% FTE (\$48,889.00) to the project. Additional personnel include an Assistant Director of Operations (TBH-\$65,000.00), Director of Technical Assistance (TBH-\$60,000.00), Director of Evaluation and Continuous Improvement (TBH-\$60,000.00), Technical Assistant Specialist (TBH-\$50,000.00), Graduate Assistants (Qty: 2 TBH- \$27,000.00), Postdoctoral Research Associates (Qty: 3 TBH- \$150,000.00), and an administrative assistant (TBH-\$43,000.00). Total Fringe (\$161,434.00) is at 30% for all individuals except graduate assistants who are at 10% fringe. The center will also employ the Review and Implementation Coaches responsible for direct technical assistance with LEAs through an additional stream of income (i.e., the fee-for-service contractual agreement between the center and the LEA).

Total Professional and Contracted Services (\$418,860.00).

Total professional and contracted services includes vendors (e.g., ESC 1, ESC 4, and Catapult Learning) providing professional development to LEAs and consultation (i.e., Eddie Fergus at Temple University) to the center (\$263,860.00), a website designer to design the website needed to share information (\$5,000.00), data portal development to support the LEAs (Collaborative Learning Solutions- \$130,000.00), and any additional consultants needed to advise and guide the center (Qty=2, 20,000.00).

Total Materials and Supplies (\$83,148.00).

Technology disbursement was determined by the needs associated with each center personnel's job description. Technology includes Macbook Pro 13' (Qty=8; \$1199.00/each), Apple protection plan (Qty=8, \$215.00/each), USBC travel hub (Qty=8, \$79.99/each), wireless keyboard (Qty=8, \$99.99/each), wireless mouse (Qty=8, \$79.00/each), monitors (Qty=8, \$300.00/each), HDMI cords (Qty=8, \$10.00/each), USBC cords (Qty=8, \$10.00/each), noise canceling headphones (Qty=8, \$225.00/each), dongles (Qty=8, 85.00/each), Ipad Pros (Qty=7, \$799.00/each), Ipad protection plans (Qty=7, \$103.00/each), Apple pencil (Qty=7, \$119.00/each), Apple magic keyboard (Qty=7, \$299.00/each). Additional materials and supplies include office furniture and renovations (\$33,800.00), meeting OWL (\$1,000.00), SWIVL (Qty=5, \$1187.00/each), web camera (\$199.00), tv/monitor (\$300.00), subscriptions to Zoom, Adobe Pro, Dropbox, survey software, etc. (\$2,000.00), statistical software (\$1500.00), printer (\$500.00), website domain and hosting (\$200.00), and office supplies (\$10,000.00).

Total Other Operating Expenses (\$636,000.00).

Other operating expenses include domestic travel for the center members to visit LEAs and attend conferences (\$36,000.00). Additionally, thirty percent of total funds (30% of 2,000,000 = \$600,000.00) were retained for the center's contingency plan. These funds are intended to partially maintain funding for all center personnel and sustain the center's daily functioning and activities for an additional year.

Statutory/Program Requirements

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

All trainings provided by CAPD or its partners that are face-to-face will be live streamed for LEAs unable to travel to the on-site location. Additionally, CAPD will create virtual training modules to be posted and available on CAPD’s website (to be developed). Review and Implementation coaches will meet with their assigned LEAs in accordance to their contractual agreement which is also based on their level of need. While some coaching sessions must be conducted face-to-face, other sessions can be held virtually and at the discretion of the coach and LEA.

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

The CAPD will develop and maintain a website with unrestricted access to technical assistance materials to meet the needs of LEAs, state educational agencies, and others who seek to improve school culture and climate and academic and behavioral outcomes for students. This site will include links to both secondary resources, those not created and distributed by CAPD, and original materials (e.g., online training modules, Data Analysis Workbook, and Practitioner Guides and Briefs). Secondary materials include pertinent scholarly articles, journals, federal and state legislation, and other web-based sources beneficial to LEAs and school teams as well as the larger educational community. Technology such as online videos, webinars, web-based curricula, and video-conferences, are vital delivery tools for CAPD’s technical assistance services, allowing the center to increase the frequency by which clients can access our services. Beyond enhancing technical assistance services and provide clients with a constant support and information, the use of technology will maximize the total amount to services provided by CAPD to the LEA, while minimizing the total cost of those services. Across the span of the center, we will enhance our use of technology to include audio and video podcasts.

Statutory/Program Requirements (Cont.)

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

Dr. Green is an Assistant Professor of Special Education at The University of Texas at Arlington. She received her Ph.D. in special education from the University of Missouri-Columbia with a focus on disproportionality, multi-tiered systems of support, and educational policy. Dr. Green is a national scholar with technical assistance experience, publications, and research focused on students of color with and at-risk for disabilities, issues related to inequitable school practices (i.e., disproportionality in special education and discipline practices), multi-tiered systems of support, and teacher use of evidence-based practices which makes her significantly qualified to direct CAPD. For example, Dr. Green has provided professional development and technical assistance on disproportionality at the LEA and state level. As an Assistant Research Professor at the University of Missouri-Columbia, Dr. Green was a Project Coordinator for Missouri's Department of Elementary and Secondary Education Office of Special Education Programs (OSEP) School Climate Transformation Grant (S184F140018-16). In this position, Dr. Green assisted in the development of a technical assistance model for district leadership teams within LEAs identified for disproportionality. She provided direct and ongoing technical assistance to Kansas City Public Schools, St. Louis Public Schools, and Center School District to assist with reducing disproportionality in special education referrals, placement, and discipline. She has experience working directly with Renee Bradley, Deputy Division Director and Project Officer for the OSEP National Technical Assistance Center on Positive Behavioral Interventions and Supports within OSEP's Research to Practice Division. Dr. Green also serves on the technical assistance center's Equity Workgroup. Dr. Green has provided professional special education consultation to Missouri United States Senators Roy Blunt and Claire McCaskill. Additionally, Dr. Green has experience coordinating and managing multiple large-scale projects as she has received over 1.2 million dollars in grant funding as a Primary Investigator. Further, Dr. Green has a plethora of published work regarding addressing and preventing disproportionality (https://scholar.google.com/citations?user=T5o7Y_AAAAAJ&hl=en&oi=ao). Last, Dr. Green has secured letters of support for this LOI from individuals and agencies across the nation that work toward providing supportive and equitable practices for students such as All In Incorporated, Equity Literacy Institute, OSEP National Technical Assistance Center for PBIS, and Safe and Civil Schools.

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"/>	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"/>

Application Part 2:

2020-2021 Addressing Significant Disproportionality
Authorized by: PL 108-446, IDEA, as amended, Part B, Section 611

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:

2020-2021 Addressing Significant Disproportionality

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County District Number or Vendor ID:			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	2		\$ 101,113	\$ -
5	Project Coordinator	5		\$ 260,000	\$ -
6	Teacher Facilitator			\$ -	\$ -
7	Teacher Supervisor			\$ -	\$ -
8	Secretary/Admin Assistant	1		\$ 43,000	\$ -
9	Data Entry Clerk	2		\$ 27,000	\$ -
10	Grant Accountant/Bookkeeper	1		\$ 65,000	\$ -
11	Evaluator/Evaluation Specialist	1		\$ 60,000	\$ -
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			\$ -	\$ -
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:			\$ 556,113	\$ -
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			\$ 161,434	\$ -
28	61XX - Tuition Remission (IHEs only)			\$ -	\$ -
29	Subtotal Substitute, Extra-Duty Pay, Benefits Costs:			\$ 161,434	\$ -
30	Grand Total:			\$ 717,547	\$ -

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

FOR TEA USE ONLY	
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: 0		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: Professional Development Specify purpose: Supporting LEAs	\$ 263,860	\$ -
3	Service: Website Designer Specify purpose: Designing the Website	\$ 5,000	\$ -
4	Service: Data Portal Development Specify purpose: Supporting LEAs	\$ 130,000	\$ -
5	Service: Consultants for center Specify purpose: To provide advice and guide the center	\$ 20,000	\$ -
6	Service: Specify purpose:	\$ -	\$ -
7	Service: Specify purpose:	\$ -	\$ -
8	Service: Specify purpose:	\$ -	\$ -
9	Subtotal of professional and contracted services requiring specific approval:	\$ 418,860	\$ -
10	Remaining 6200 - Professional and contracted services that do not require specific approval.	\$ -	\$ -
11	Grand Total:	\$ 418,860	\$ -

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

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

County District Number or Vendor ID: 0		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.	\$ 83,148	\$ -
2	Grand Total:	\$ 83,148	\$ -

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Application Part 2:

2020-2021 Addressing Significant Disproportionality

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

County District Number or Vendor ID: 0		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.		
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:	\$ -	\$ -
10	Remaining 6400 - Other operating costs that do not require specific approval.	\$ 636,000	
11	Grand Total:	\$ 636,000	\$ -

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

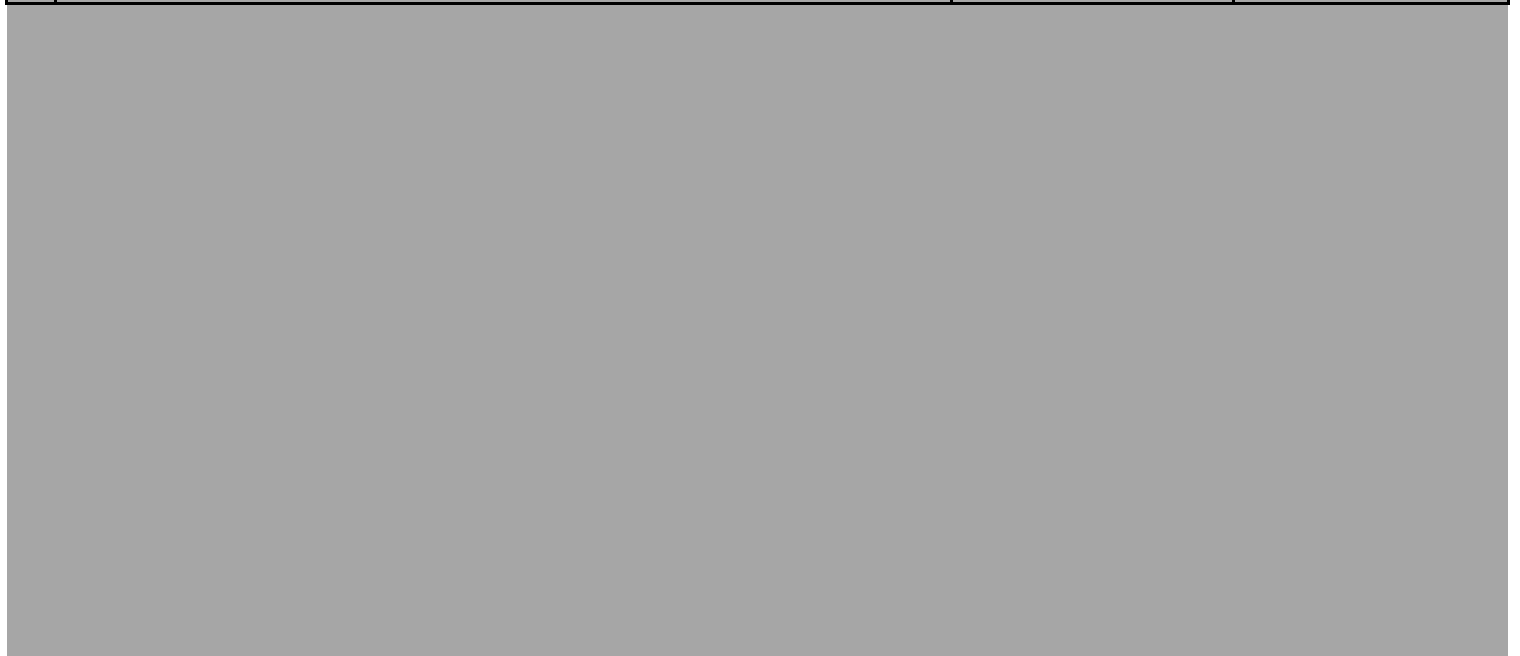
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2020-2021 Addressing Significant Disproportionality

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County District Number or Vendor ID: 0		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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Application Part 2:

2020-2021 Addressing Significant Disproportionality

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County District Number or vendor ID: 0		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	\$ 717,547	\$ 717,547	\$ -
2	Professional and Contracted Services	6200	\$ 418,860	\$ 418,860	\$ -
3	Supplies and Materials	6300	\$ 83,148	\$ 83,148	\$ -
4	Other Operating Costs	6400	\$ 636,000	\$ 636,000	\$ -
5	Capital Outlay	6600	\$ -	\$ -	\$ -
6	Total Budgeted Cost:		\$ 1,855,555	\$ 1,855,555	\$ -
7	* Indirect Costs:			\$ 144,445	\$ -
8	Total of All Budgeted Costs :		\$ 1,855,555	\$ 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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Application Part 2:

**2020-2021 Addressing Significant Disproportionality
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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

2020-2021 Addressing Significant Disproportionality
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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.