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

Texas Education Agency®

NOGA ID

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

Application stamp-in date and time

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**.

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	Prairie View A&M University	CDN		Campus	Main	ESC		DUNS	138170220
Address	700 University Drive	City	Prairie View	ZIP	77446	Vendor ID			
Primary Contact	Beverly Sande	Email	besande@pvamu.edu	Phone	936-261-3638				
Secondary Contact	Vita Yancy	Email	vyancy@pvamu.edu	Phone	936-261-1925				

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
- ☒ General and application-specific Provisions and Assurances
- ☒ Debarment and Suspension Certification
- ☒ Lobbying Certification

Authorized Official Name: Edlyn A. Walsh | Title: Associate Director, Sponsored Programs

Email: elwalsh@pvamu.edu | Phone: 936-261-1571

Signature: DocuSigned by: Edlyn-kay Walsh B1C9038324EE4FF... | Date: 7/21/2020 | 8:12 PM CDT

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Shared Services Arrangements

[X] 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.

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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.

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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 disproportionate representation of minority students in special education and their overrepresentation in more restrictive placements and in discipline are important and unresolved issues in our system of public education (Albrecht et at., 2012). From a historical perspective, public schools are a microcosm of the larger society and, as such, embody the ills of the larger society. The over- referral and marginalizing students of color for behavioral infractions in public school has been equaled to broader societal perception and portrayal of students of color, males in particular as unlawful. Varied and differentiated instructional practices, research-based best practices with skilled teachers have been shown to be more effective for these students. Similarly, assessment specialists and the use of academic data have been used to support and justify placement. Public schools embody in their practices, the belief systems of the wider society. Any program addressing significant disproportionate movement and placement of students of color, who are overwhelmingly male out of the mainstream education must address the systemic issues of racism and the legacy of such in American society. This program will work with school districts on deep matters of racism and the tributaries as we address student placement into special education programs.

Purpose and Mission

The Technical Assistance and Support on Significant Disproportionality (TASSD) will identify and develop targeted programs addressing significant disproportionality in specific Local Education Agencies (LEAs) by refocusing and setting professional standards, providing continuing professional development, stimulating and supporting research and assisting practitioners in obtaining resources necessary for effective professional practices to eliminate disproportionality. Project TASSD's mission is to require LEAs to carry out activities that identify and address factors contributing to the SD and implement strategies that LEA can use to monitor and self-assess for meeting state guidelines. Project TASSD will follow CEC guidelines which advocate that the key measures of success should be: better academic performance of students with disabilities (Metz & Albers, 2014); appropriate identification of, and not inappropriate segregation or disciplining of students of color with disabilities; and increased time in general education classrooms for students with disabilities who are of color, with appropriate supports, where they have more access to engaging curriculum based on state grade level academic standards.

Project TASSD will evaluate current metrics used by schools to monitor and assess TEA regulations to ensure LEAs have the intended goals of improving outcomes for all children. In collaboration with experts and organizations such as IDEA Data Center (IDC on CEIS), Branch Alliance (Social Emotional development, social justice and equity), Special Education Texas (SPEDTEX on special education issues), Child Find, Evaluation and ARD Support Groups (early identification, appropriate evaluation and placement, and FAPE), project TASSD proposes to form partnerships that will proactively address the issue of significant disproportionality (SD).

Organizational Needs

While LEAs are at different levels of SD, for some this is their first year, while others are at their third year, their need for support are significantly different. LEA at SD3 will need significant and target support to implement tailor made strategies to ensure effective systems are in place to train practitioners and reduce significant disproportionality. LEAs and SD1 will need basic guidance on areas that need improvement. There are many contributing factors including; collecting and reporting incorrect data, a conundrum of policies and procedures, varying definitions of disproportionality, varying assessment policies and practices, varying school cultures and practices and laxity in school personnel to carryout roles and responsibilities. Project TASSD proposes to provide tiers of intensity for the different levels of SD, see figure 1.

Below is a summary of our conceptual model that outlines our Resources-Activities-Results-Impact framework. A detailed logic model can be found in appendix A Logic Model.

Resources: Money, People Experts, Materials, LEA Baseline Awareness of the Problem

Activities: Workshops, Trainings, Discussions on Racism, In-Class Instructional Intervention, Co-Teaching, Mentor Teacher, Instructional Modeling, Culturally Responsive Pedagogy, Non-Bias Assessment Practices Model, Effective Utilization of Assessment Data Practice/ Demonstrations.

Results: Greater Awareness of Root Causes of Referral Practices, Greater Display of Skills in Differentiation of Instruction, More Efficient Non-Discriminatory Assessment Practices, Research -Based Practices in the use of Assessment for Instruction.

Impact: Reduction in Disproportionate Referral and Placement in Special Education of Students, more students of color qualifying for AP classes, Increased graduation rate, Increased College/ University Attendance, Decrease in Achievement Gap across Student Groups.

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
Dr. Beverly Sande: Director and Principal Investigator	Terminal Degree in Special Education or other related areas. Grant/Project management experience. Skills to train and present workshops. Ability to use online resources to train. Public school teaching experience.
Dr. Douglas Butler: Project Coordinator and Co- Principal Investigator	Terminal degree in Special Education or other related areas. Grant/Project management experience. Skills to train and present workshops. Ability to use online resources to train. Public school teaching experience.
Dr. Charlotte Fontenot: Teacher Facilitator and Co- Principal Investigator	Terminal Degree in Special Education or other related areas Skills to train and present workshops. Ability to use online resources to train. Public school teaching experience
Dr. Dianne Reed: Evaluator and Evaluation Specialist	Graduate Degree. Grant/Project management experience. Experience reviewing and evaluating projects. Data collection and analysis experience.

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Goals, Objectives, and Strategies

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

Overall Goal: TASSD will provide effective training, professional development, and coaching for all levels of the organization, and will have a strong change management component designed to support LEAs as they go through this targeted transformational process based on a comprehensive level needs assessment.

Goal 1: TASSD will develop protocols for needs assessment, self-assessment, coaching, and change management; beginning with consultative needs assessments and tailored interventions where necessary. Strategy 1: Use a Root Cause Analysis (RCA) approach to identify and address factors that contribute to disproportionality in each school district

Goal 2: TASSD will review current early childhood identification models and Early intervening services and develop quality alternatives. Strategy 1: Project TASSD will convene an expert group to identify evidence-based practices in the implementation of Child Find provisions in IDEA, and provide intensive technical assistance to LEAs on effective processes.

Goal 3: Project TASSD will develop protocols that will assist LEAs establish learning environment for success: Strategies: Examine school and district discipline codes to ensure the school:

- Builds a positive climate through systemic approaches such as PBIS or restorative justice
- Develops clear guidelines governing the use of suspension and expulsion.
- Distinguishes which behaviors should be addressed within the classroom and which warrant an office referral.

Goal 4: Project TASSD will train and establish data teams that will provide effective data collection and data analysis. Strategy 1: Data and Self-assessment Teams

The activities at this stage will follow the ESF model. These include establishing strong leadership and planning teams by developing campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities. Strategy 2: Focused plan development and regular monitoring of implementation and outcomes. Data teams need to established processes in school to ensure funds are used appropriately. In addition to use of funds, the data teams should be able to collect and analyze their data effectively and use date to drive change. Strategy 3: TASSD proposes to provide training on the standard methodology, the risk ratio, for assessing the presence of significant disproportionality in LEAs. A clearer understanding will help mitigate SD.

Goal 5 Project TASSD will Focus intently on high leverage practices in academic, behavioral and social emotional development areas. Strategy 1: Project TASSD will provide workshops and in-class support in high-quality instruction and behavior management.

Goal 6: Project TASSD will use a sliding scale to incentivize LEAs who chose to participate early and targeted support for SD 2 and SD 3.

Strategy 1: Tiered Intervention Strategy: Project TASSD proposes to use a tiered process of assistance while making available protocols developed by this collaborative team.

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.

Performance and Evaluation Measures

Project TASSD includes a comprehensive evaluation plan developed to establish success in meeting the goals for developing an intensive and extensive comprehensive plan to not only mitigate significant disproportionality but to also prevent it altogether. Specific goals, objectives, activities and timelines have been delineated in our Logic Model. The evaluator will conduct the final evaluation of Project TASSD. The Director and Codirector (in addition to other relevant personnel) will collect information and relevant data, and provide progress reports throughout the program development period.

The evaluation design includes both process, and product evaluation. This design uses effective methodologies (qualitative and quantitative) and data collection instruments that will provide accurate data about the project.

Project TASSD Program Development Team will use the information gathered during the planning, implementation, and evaluation processes to interpret, report findings, and recommend modifications for improving the project.

The evaluation design will be guided by the following questions:

1. Were Project TASSD activities implemented as planned? If not, what barriers or obstacles prevented parts or all of the activities from being executed?
2. How effective were Project TASSD activities in achieving the goals and objectives?
3. What is the impact of Project TASSD activities on the P-12 stakeholders?
4. What is the quality of the training programs that has been developed?
5. How will data be collected on the effectiveness of the TASSD program?

How successful has the professional development component of Project TASSD been in increasing awareness and knowledge of evidence--based practices, high leverage practices and cultural awareness?

Process and Product Evaluation strategies

The process evaluation will gather information about how successfully the TASSD Program Team is in developing a Targeted programs and how proposed objectives have been implemented as planned. The evaluation will be both quantitative and qualitative in nature, and is intended to assess the process and progress of the project.

The product evaluation will focus on measuring final outcomes against project activities, goals, and objectives. Changes that have occurred will be identified and analyzed to determine the overall impact on the program development process. Like the process evaluation, the product evaluation will be collected both formatively and summatively.

A detailed description of the evaluation process is included in the attached document.

Evaluation of Long-Term Impact

After implementation, Project TASSD will conduct a longitudinal analysis of the impact of the project on meeting the needs participating LEAs by evaluating formative and summative data annually. This final report will focus on effectiveness of Project TASSD team in developing and implementing Targeted assessments, and training.

Sustainability

After completion of Project TASSD, the team will continue to check in and recommend professional development, and occasionally check on participating LEAs.

Data Management and Analysis

Activity records, monthly reports, meeting minutes, and developed documents of Project TASSD will be used to maintain process evaluation data. Analysis of these data will involve comparison of target and completion dates to determine whether activities were completed as expected. Qualitative analysis of the data will involve examination of specific items to determine whether objectives were met. Anecdotal data, minutes from meetings, and qualitative survey responses will be analyzed using a trends analysis process to determine progress towards goals.

Quantitative data will be generated from surveys, questionnaires, and interviews as well as a line-by-line activity analysis to ensure objectives are being met as stated.

Additional data will be generated from the needs assessment data, discipline records, special education referral records and training reports. Analysis of the program development will involve calculating a fidelity score to determine whether compliance is met at 85% compliance.

Outcome data will be submitted to the records keeper and evaluator to be entered into Data Management System. Progress on meeting stipulated objectives will be accessed and data analyzed periodically. Extant data records (invoices, conference, workshop, and training presentations) will be analyzed for the extent to which they meet project objectives.

Formative and summative evaluation will be reported to Program Development Team to guide process of program development.

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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.

Professional and Contractual Services:
The bulk of the project funds will go directly to meeting the needs of our LEA partners and developing protocols that will be used to sustain the grant activities. Project TASSD will engage a variety of consultants and profession service providers when working with school districts. We endeavor to cover the following critical areas as individually designed for our partner school. As is contained in our goals.
Professional and contracted services:

- To provide training on Effective Child Find Services
- Provide overview on understanding racial issues
- Literacy Training- Math and Reading
- Collaboration, consultation and co-teaching
- Restorative discipline practices
- Emphasis on Tiered interventions for academics and behavior
- Training on implementing High Leverage Practices
- Evaluation and Equity Assurance

Supplies: Web Subscriptions/office supplies/printing and copying
To be able to sustain the effort to build capacity and implement project objectives, documents will need to be created and distributed among all stakeholders as well as to TEA. This is even more crucial in year one as this is the year to create protocols that will assist schools in reducing disproportionality in their schools. Where necessary, subscriptions to websites will be required. Not all subscriptions require a fee, but where necessary, a fee will be paid to gain access to vital material to develop or enhance the project.

Administration and management of project.
The Director (Principal investigator) will be the primary administrator and overseer of the project including its development, implementation and sustainment for the duration of the project. This person will be the contact person for the project. Duties will include overall development of the program, processing payments, materials and necessary resources for the project, continuous check communication with the grantors, partners and other stakeholders and coordination of all contracted by this grant.
The coordinator for this project will assist with administrative activities and provide content expertise in cultural response pedagogy, and social emotional competencies. The oversight for the program development will be a collaborative effort between the Director and Coordinator.
Academic and Auxiliary Support.
The teacher, aide and tutor will be part of the core team that will go out in the field and provide assistance as necessary. As part of the instructional team they will support the teachers in the school in implementing effective practices as determined by the team. They will be out in the field daily providing real time technical assistance to all partner schools to ensure implementation fidelity. Where necessary, they will work one-on-one with specific teachers who have been identified as needed support in specific highly effective instructional or classroom management skills.
The counselor, community liaison and social work will form part of an Advisory Council and will be compensated for their contribution to this project. For their compensation, they will be required to attend advisory council meetings and provide technical support and expertise in their fields. Members of the auxiliary support team as partners in this project will also be compensated for their effort on the various programmatic and project-based collaboration related to project TASSD.
The budget will include consultation and professional services that will be provided to the partner LEAs. During TASSD specific professional development, substitutes and support staff will be compensated for sitting in teachers' classrooms as teachers meet with TADS team. In addition, any time spent outside of the work hours (after school) will be compensated, especially for professional staff (Psychologist, diagnostician, administrator). Furthermore, any project related work that is not within the scope of their employment contract will be compensated.
Support staff.
The TASSD program development team plans to hire an administrative assistant and graduate student assistant who will help with clerical duties such as email, phone calls, printing, research, and scheduling meetings for the program developers. These individuals will also engage in duties such as scheduling training, contacting consultants and professional development presenters, communicating timelines to project developers, collecting and imputing essential data, typing and editing reports and day to day running of the TASSD office
The Data entry clerk and grant bookkeeper will perform essential but distinct duties. The data entry clerk will be tasked with collecting essential data from schools. This individual will maintain monthly data from all LEAs that are part of project TASSD. This data will be presented to the TASSD team as well as the evaluation specialists.
The Grant Accountant will oversee the project finances. This individual will manage the grant books ensuring all the funding money is used as required. They will present monthly reports that will be shared with the TASSD team, evaluation specialist and TEA.
An evaluator is instrument to the development of this project. Compensation will be provided for all services offered during the TASSD program development. This budget allocation for the evaluator will ensure that adequate formative evaluation feedback and support is provided to the project personnel. The evaluator's role is twofold: to analyze data from the LEA as submitted by data entry clerk and provide constructive feedback on what they are seeing and to evaluate the overall activities of the TASSD program developers. The evaluator will be expected to attend meetings and training designed by TASSD. The evaluator will be required to provide formative and summative evaluation to the TASSD program developers as well as write end of year reports to be presented to TEA.

Communication: Contract signing, Mailing and Conferencing
Postage, contract and conferencing fees will be required for the first year of the project. Official letters and communication that cannot be done via emails will need to be mailed out to stakeholders. It is essential to include DocuSign, USPS, FedEx and travel agencies in the budget to be used as needed
Indirect Costs: Prairie View A & M University
The indirect cost to PVAMU is at 8% of the total grant allocation. The expenses covered by this cost include use of institutional facilities and services (email, phone, fax, and other devices), utilities, and any other business overhead.
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Statutory/Program Requirements

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

Project TASSD team will use Zoom or WebEX to provide distance training. In addition to the synchronous web-based meeting, intensive development of training materials to include both asynchronous interactive coursework, and synchronous facilitated training. These training modules will be shared with the LEA to provide timely updates or new knowledge to new employees.
Additional options will include:
YouTube
Vimeo
One Drive
GoToMeeting
Adobeconnect
TASSD team have selected Sibme for video coaching and collaboration. This tool will be used to coaching and for simulation specifically to guide teachers in instructional skills and behavioral knowledge. The coaching process coupled with the use of the Sibme platform improves what happens in the classroom by providing teachers the opportunity to see classroom practices through the same lens as the instructional coach. The results of this process benefit the academic performance of all students. This software will allow project TASSD team to coach administrators and teachers more effectively through videos. The LEA data teams will be able to refine their evaluation and administrative tools. This tool will allow all the project team to more efficiently and effectively reach large amounts of stakeholders from a central location.

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

Project TASSD team will develop a website that will provide technical assistance to all partner LEAs. Beyond the scope of this project, this website will be available for all LEAs, and ESCs to use. It is also important to note that due to Covid 19, many of the training will need to be offered both synchronously and asynchronously. It will therefore be necessary to purchase software to make materials available to teachers for professional development. Acquiring collaborative platforms such as Livetext, Zoom/WebEx will be essential.

Resources:
Digital Solutions: Review 360 Behavior Monitoring System https://www.pearsonassessments.com/professional-assessments/digital-solutions/review360/application.html
Child Find Texas https://childfindtx.tea.texas.gov/
Help Me Grow https://helpmegrownational.org/
IDEA Data Center https://ideadata.org/
National Center on Safe Supportive Learning Environments https://safesupportivelearning.ed.gov/
Restorative Practice: Fostering Healthy Relationships and Promoting Positive Discipline in Schools; A Guide for Educators http://schottfoundation.org/sites/default/files/restorative-practices-guide.pdf
Stanford Harmony: National University Systems. https://www.sanfordharmony.org/
Wrights Law: The child Find Mandate. https://www.wrightslaw.com/info/child.find.mandate.htm

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Statutory/Program Requirements (Cont.)

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

Dr. Beverly Sande is an Assistant Professor and Director for Panther Teaching Academy at Prairie View A & M University. She has worked as an educator for over 24 years. She is a licensed educator in South Carolina, Ohio and Texas. Dr. Sande has provided professional development through workshops across many states. She presents research and best practices at various renowned conferences. She has conducted the project analysis and evaluation for various other projects. She has previously engaged in projects that advance knowledge of inclusive practices as well research on social justice, disproportionality, under-identification of minorities in gifted programs, collaborative practices and curriculum redesign. She has also worked across disciplines to develop inclusive programs and curricula that encourage diverse students, especially students with disabilities or are gifted to acquire professional licenses.

Dr. Douglas Butler earned doctorate in Special Education from the University of Texas and Postdoctoral Study in Minority Research in Special Education from the University of Virginia in Charlottesville. He has been in the field of Education for over 20 years and has served on State and local committees on assessment and minority education. His research interests are in the area of over-representation of minority students in special education, academic self-efficacy among first-generation students of color, and active learning and student classroom engagement. Dr. Douglas M. Butler is a Licensed Professional Counselor, Trained Dispute Resolution Mediator and currently serves as Interim Department Head for Curriculum and Instruction, Coordinator of the Special Education Teacher Training Program, and Coordinator of the Educational Diagnostician Graduate Certification Program. His research interest is fueled by his passion for the social justice issue of equal educational opportunity for students of color particularly African American male students who are disproportionately identified and placed in special education. He has particular expertise in assessments as used for student educational identification, planning, and student/ program evaluation.

Dr. Charlotte Fontenot received a BS in Education, Curriculum and Instruction; Elementary Self Contained and Elementary Math, Texas Southern University; MEd in Generic Special Education from Texas Southern University; MEd in Education Administration at Prairie View A & M University; and her EdD in Educational Leadership, from Sam Houston State University. Dr. Fontenot has worked in the higher education system for over 7 years, including her current position as an Assistant Professor of Special Education for the College of Education and Behavioral Sciences at Houston Baptist University. Dr. Fontenot's' teaching focus stems around broadening the knowledge base of educators possessing zeal in servicing students with unique needs under the special education umbrella. During her service in the public school system, she taught as a Preschool Program for Children with Disabilities and Fifth grade educator, as well as serving as a district-wide Behavior Support Specialist. Dr. Fontenot's research interests are in the areas of Autism and inclusion. Current research endeavors include integrating technology into instruction, with primary interest on the utilization of the iPad and importance of effective collaboration between home and school.

Dr. Dianne Reed is an educational consultant for school districts, universities, and community colleges statewide and in the Houston area. She is a retired professor of education and director and co-author of the doctoral program in executive educational leadership at Houston Baptist University in Houston, Texas. In addition, she retired from Sam Houston State University in the position of associate professor and coordinator of the principal preparation program before her arrival at HBU. Her previous positions of employment include principal, assistant principal, school counselor, educational diagnostician, and general and special education teacher. All of the aforementioned positions have been at the elementary and secondary school levels. Dr. Reed has worked in the field of education for a total of 42 years (24 years in the public schools and 18 years as a university professor in Texas).

Dr. Reed received her Doctor of Education Degree in Education Administration from Texas A&M University, College Station, Texas. She received her Master of Arts Degree in Education and Bachelor of Science Degree in Education from Prairie View A & M University, Prairie View, Texas. Dr. Reed's areas of expertise/research include development of cultural proficiency for school employees and leaders, strategies for the improvement of teaching and learning, diagnostic educational testing, issues in special education, bullying, organizational continuous improvement, school leadership development, gender studies, and team building. She has been involved in authoring grants from the Department of Education, National Science Foundation, McKay Foundation, as well as university funded grants. She is the author and/or co-author of more than 90 publications in educational journals, books, and presentations.

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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		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

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	100%		$40,000	$ -
2 Educational Aide	100%		$ 30,000	$ -
3 Tutor	100%		$ 40,000	$ -
Program Management and Administration				
4 Project Director		70	$ 80,000	$ -
5 Project Coordinator		70	$ 60,000	$ -
6 Teacher Facilitator		70	$ 45,000	$ -
7 Teacher Supervisor	100%		$ 40,000	$ -
8 Secretary/Admin Assistant	100%		$ 40,000	$ -
9 Data Entry Clerk	100%		$ 40,000	$ -
10 Grant Accountant/Bookkeeper	100%		$ 40,000	$ -
11 Evaluator/Evaluation Specialist	100%		$ 55,000	$ -
Auxiliary				
12 Counselor	100%		$ 25,000	$ -
13 Social Worker	100%		$ 25,000	$ -
14 Community Liaison/Parent Coordinator	100%		$ 20,000	$ -
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 Graduate Student Assistant	100%		$ 20,000	$ -
22 (Enter position title here)			$ -	$ -
23 **Subtotal Employee Costs:**			**$ 600,000**	**$ -**
Substitute, Extra-Duty Pay, Benefits Costs				
24 6112 - Substitute Pay			$ 30,000	$ -
25 6119 - Professional Staff Extra-Duty Pay			$ 60,000	$ -
26 6121 - Support Staff Extra-Duty Pay			$ 30,000	$ -
27 6140 - Employee Benefits			$ -	$ -
28 61XX - Tuition Remission (IHEs only)			$ -	
29 **Subtotal Substitute, Extra-Duty Pay, Benefits Costs:**			**$ 120,000**	**$ -**
30 **Grand Total:**			**$ 720,000**	**$ -**

For budgeting assistance, see the ***Allowable Cost and Budgeting Guidance section*** of the Grants Administration Division 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:	0	Amendment #:	0

Professional and Contracted Services (6200)

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.

	Description of Service and Purpose	Grant Amount Budgeted	Pre-Award
1	6269 - Rental or lease of buildings, space in buildings, or land Specify purpose: For the Technical Assistance Team meeting, coaching ar	$ 120,000	$ -
2	Service: Voyager Soprin Specify purpose: LETRS Training- Reading Literacy	$ 90,000	$ -
3	Service: Consultants Specify purpose: To provide training on Effective Child Find Services	$ 80,000	$ -
4	Service: Consultant Specify purpose: Literacy Training- Math and Reading	$ 50,000	$ -
5	Service: Professional Training Specify purpose: Collaboration, cosultation and co-teaching	$ 20,000	$ -
6	Service: Consultant Specify purpose: Emphasis on Tiered interventions for academics and be	$ 30,000	$ -
7	Service: Consultant Specify purpose: Training on implementing High Leverage Practices	$ 50,000	$ -
8	Service: Professional Services Specify purpose: Evaluation and Equity Assurance	$ 60,000	$ -
9	**Subtotal of professional and contracted services requiring specific approval:**	**$ 500,000**	**$ -**
10	Remaining 6200 - Professional and contracted services that do not require specific approval.	$ 200,000	$ -
11	**Grand Total:**	**$ 700,000**	**$ -**

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Supplies and Materials (6300)

	Expense Item Description	Grant Amount Budgeted	Pre-Award
1	Remaining 6300 - Supplies and materials that do not require specific approval.	$ 250,000	$ -
2	**Grand Total:**	**$ 250,000**	**$ -**

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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.	$ 150,000	
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:**	**$ 150,000**	**$ -**
10	Remaining 6400 - Other operating costs that do not require specific approval.		
11	**Grand Total:**	**$ 150,000**	**$ -**

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

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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	Class/ Object Code	Source of Funds: Program Cost	Total Budgeted Cost	Pre-Award Cost
1	Payroll Costs	6100	$ 720,000	$ 720,000	$ -
2	Professional and Contracted Services	6200	$ 700,000	$ 700,000	$ -
3	Supplies and Materials	6300	$ 250,000	$ 250,000	$ -
4	Other Operating Costs	6400	$ 150,000	$ 150,000	$ -
5	Capital Outlay	6600	$ -	$ -	$ -
6	**Total Budgeted Cost:**		**$ 1,820,000**	**$ 1,820,000**	**$ -**
7	* Indirect Costs:			**$ 139,600**	**$ -**
8	**Total of All Budgeted Costs :**		**$ 1,820,000**	**$ 1,959,600**	**$ -**

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 #	

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 corresponsding 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.