



**2020-2021 Addressing Significant Disproportionality
Letter of Interest (LOI) Application Due 11:59 p.m. CT, July 13, 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 13, 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):

NA

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
Clyde Steelman (Jul 21, 2020 14:38 CDT) 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.

ESC Region 11 is committed to providing data-driven programs and services that support districts and charter schools in an effort to ensure that every student receives equitable educational services as well as a safe, nurturing environment that maximizes their potential and leads to post-secondary success. To achieve this mission, ESC Region 11 will design products, services, and supports that provide districts and stakeholders with the tools they need to ensure that ethnically, culturally, and linguistically different students (1) are not overrepresented in referrals to and identification in special education, (2) are placed in appropriate educational settings, and (3) are not disproportionately disciplined for discretionary reasons.

ESC Region 11 realizes that, in most educational organizations, addressing disproportionality will require technical and adaptive organizational changes; therefore, the overall vision of this project is to create and implement equity programming that includes the tools that can be flexibly utilized by stakeholders across Texas. ESC Region 11's theory of action is based on two premises: (1) disproportionality in special education data is a probable manifestation of systemic issues in a district or charter school, and (2) systemic changes that impact student outcomes cannot happen without the active participation of district leaders.

To address technical needs, we will develop a process that closely aligns with the processes/tenets of the Effective Schools Framework (ESF), Texas Instructional Leadership (TIL), and Technical Assistance Networks as we work collaboratively with districts to deeply analyze their data and identify areas of need. We will also assist them with developing plans that reflect evidence-based research and practices, align with most critical needs, and are appropriate for their situation. Districts, with intensity based on their intervention level and personnel capacity, will also receive job-embedded coaching and consultative services. Districts that select this comprehensive model will be able to access coaching and professional learning opportunities (both face to face and virtually) to allow for flexibility.

In addition, the ESC Region 11 proposal also includes micro-learning courses that can be offered to individual stakeholders to increase their knowledge in equity topics and strategies to implement at the campus and classroom level in order to combat disproportionality. An equity website will also be developed to give teachers, administrators, evaluation specialists, and other stakeholders access to evidence-based research and best practices. A community of practice will also be built for practitioners to collaborate as they address disproportionality and equity challenges in their districts.

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
Coordinator - program design and implementation, manage budget, set and monitor project goals, collaborate with TEA, assemble team	Master's degree in education, Doctorate (preferred); Experienced in school improvement, implementing projects and initiatives, managing budgets, organizing for success, leadership experience
Administrator Coach/Equity Team Leader (proposed) - program design and implementation, content creation, develop team members, coach	Master's degree in education, Doctorate (preferred); Special Education Certification; Experience in leading projects, 3 years successful educational supervisory experience; Experience in ESF process
Instructional Design Specialist(s) - take content and create engaging courses in an LMS; create and maintain websites	Master's Degree in education, instructional design, or instructional technology or equivalent (preferred); Texas teacher certificate (preferred). LMS technology and website development software experience
Initiatives and Grants Technician - maintain financial records, logistics, survey and feedback support	High School Diploma, AA degree (preferred); Understanding of grants and finance; experience with gathering data, and organizing and maintaining records
Equity Coaches (Proposed) - provide professional development and coaching to participants; create professional learning content	Experience in successfully implementing district and/or school-wide interventions; extensive coaching experience, special education experience and knowledge

Goals, Objectives, and Strategies

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

Goal 1: Provide districts and stakeholders high-quality learning that impacts student outcomes through systems-level changes as well as shifts in perceptions and actions by the individuals in the system.
 Activity 1: Create equity training for district/charter personnel.
 Activity 2: Create training and processes to analyze available data to include academic, disciplinary, special education referral, and instructional data. Align processes and content to TIL, ESF, and/or Technical Assistance Networks as appropriate. Engage experts such as Dr. Paul Gorski, Dr. Edward Fergus, and Dr. Glenn Singleton.
 Activity 3: Using data collected from Activities 1-2, assist districts/charters and/or campuses with creating equity plans that incorporate evidence-based practices, which will be implemented and monitored throughout the year.

Goal 2: Provide high-quality coaching to personnel responsible for implementing an equity plan that results in adaptive and technical changes to systems that impact policies, procedures, and practices. Align coaching goals to Texas Instructional Leadership (TIL), Effective Schools Framework (ESF), and/or Special Education Networks, as appropriate.
 Activity 1: Create surveys to collect baseline and progress data for coaches and participants.
 Activity 2: Adjust and adapt coaching services.

Goal 3: Provide high-quality resources available to all educational stakeholders.
 Activity 1: Collaborate with Technical Assistance Networks to determine readily available resources and those still in development. Scan state and nationwide organizations for peer-reviewed research and resources.
 Activity 2: Create a website and/or another repository for educational stakeholders to access resources.

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.

ESC Region 11 will implement processes and procedures based on the mandatory TEA performance and evaluation measures listed below:

1. 90% of participating LEAs will develop and effectively implement changes in systems and procedures as recommended by the grantee within 6 months of beginning the project.
2. 100% of the above-mentioned changes in systems and procedures will score in the top two tiers of a best-practices rubric for systems and procedures.
3. Report on the number of trainings given, broken down by trainings per LEA, school, and content of training.
4. Report on the number of coaching instances, broken down by LEA, school, and content of coaching.
5. Report on the number of non-SD schools that use the resources and training of the center.

ESC Region 11 will use subject-matter experts to assist in the development of a best-practices rubric for systems that will be used to collect baseline and incremental data. Various methods for collecting and tracking data will be utilized; however, Class Climate, a survey tool, will serve as the primary data collection tool. Baseline coaching data will also be collected, and feedback will be collected after each session from each coach and participant in order to adjust supports and programs as needed. In addition, surveys will be administered after each professional learning instance. Class Climate can be integrated into most LMS systems, which increases the likelihood that participants will respond.

A project management program, which will allow us to collaborate with TEA and district/campus leaders to track implementation, will be utilized. It also allow us to manage resources and materials so that are available when they are needed and will calculate the costs of those resources. One of the most valuable pieces of the project management program is that it is able to provide real-time data, which will enable the team to know when tasks are completed and goals are reached. It will also allow us to complete reporting requirements on time.

Participant data will be collected via the ESC Region 11 registration system as well as utilization data from the LMS and website.

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 proposed plan includes funding for seven to ten professional-level personnel to include a program coordinator, a lead equity administrator coach, equity coaches, and instructional designers. Paraprofessionals include a grant technician and a support technician. Additional FTEs within ESC Region 11 may be partially funded out of the grant funds, if the need arises. Depending on the number of participating districts and individuals, additional coaches may be deemed necessary. These will be added as temporary employees or contract workers after consultation with TEA leadership and a formal amendment is submitted. The program design also has an option to contract with other ESCs for professional development delivery and coaching support.

Because this initiative is taking a different approach than those in the past, it will rely heavily on the use of technology in program administration, marketing, professional development delivery, and ongoing coaching services. Thus, funds have been requested for technology equipment, such as laptops and monitors, for project personnel and the tools needed for the development of a robust digital marketing campaign. In addition, programming support (as needed) and software application fees for items such as a virtual coaching platform, LMS, project management application, scheduling software, etc., have been included.

Room rentals and travel are included in the budget with the understanding that, although some elements of the proposed program are more impactful when delivered in person, it might necessary to shift these funds to cover additional personnel or technical costs in order to be totally digital.

Funds have been budget to ensure that team members stay abreast of equity issues, special education laws and policies, MTSS, coaching best practices, evidence-based best practices in disproportionality.

ESC Region 11 also houses the Texas Sensory Support Network. An overview of its prosed budget for 2020-2021is below:
Personnel -\$673,191
Contracted Services - \$1,370,584
Supplies and Materials - \$60,500
Other operating costs - \$158,700

Tiered Services Costs to Districts

The tiered payment plan below reflects some flexibility in charges based on the number of district participants receiving the training and coaching services:

- Significant Disproportionality 3 – full cost of training and intensive coaching services
- Significant Disproportionality 2 – 20% discount off the cost of training and intensive coaching services
- Significant Disproportionality 1 – 30% discount off the cost of training and coaching services
- No Significant Disproportionality – 40% discount off the cost of training

Statutory/Program Requirements

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

Over the past five years, ESC Region 11 has diligently worked on developing and refining our systems of creating and delivering impact-based professional learning opportunities, regardless of whether they are delivered synchronously or asynchronously. Available tools include Canvas, Zoom, Google Classrooms, Google for Education Suite tools, and the tools and applications in Microsoft 360. All Instructional Services Division personnel have been trained in "Engage by Design," our own initiative that assists them with a framework for intentionally designing virtual training that has clear performance objectives and evaluation criteria.

Districts are expected to create cohorts to go through a minimum of two comprehensive baseline trainings. The first multi-session training will be "Let's Talk About Equity," based on the work of Dr. Glenn Singleton. The focus of the training will be to learn and implement protocols for discussing race/ethnicity and culture as it pertains to education. Portions of the training will be held in live Zoom sessions with assignments housed in the Canvas LMS. Facilitators/Coaches will provide feedback on assignments, and opportunities to engage in dialogue will be embedded into the course. The second multi-session course will be focused on examining and analyzing district data, policies, procedures, practices, and current initiatives focused providing academic, behavioral, and emotional interventions and supports. By the end of the course, districts will have developed a plan that will be monitored by the facilitator/coach.

ESC Region 11 will utilize its experience in distance coaching to implement the following coaching model: Each district will be assigned a facilitator/coach. Districts will determine which personnel in the cohort will receive coaching under the comprehensive model. At least one district leader with decision-making authority must receive coaching. Coaches will use survey data, information in the district plan, and data from the courses to plan a course of action for coaching and additional training. Personnel receiving coaching will complete a survey after each session, which will occur at least once per month.

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

ESC Region 11 Technology Plan link (July 2020) - <https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:b2ffb3aa-8174-4748-bbb1-0ff9b33e1cb5>

Statutory/Program Requirements (Cont.)

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

Over the past six years, ESC Region 11's special services team has focused on providing job-embedded professional learning, consulting and coaching services, and technical assistance to districts and charters with successful implementation as the goal. Working collaboratively with state leads, trainings focused on examining and analyzing data for students receiving special services has been conducted, resulting in the development of campus and/or district plans with ongoing implementation support.

To address disproportionality in discipline, team members provide training and implementation services in PBIS, CHAMPS, and Restorative Discipline. In addition, team members conduct campus and classroom walkthroughs with leadership to collect data and identify strengths and areas still needing improvement. They then collaborate with campus and district leadership to develop a plan for ongoing support.

Special services team members also assist districts/charters and campuses with training and support in developing and implementing effective multi-tiered support systems in order to ensure that students are not referred for special education services due to language or cultural differences. Universal Design for Learning is offered to teachers and administrators.

ESC Region 11 has extensive experience with developing and executing large projects, such as the Texas Sensory Support Network, Literacy Achievement Academies, and the Lone Star Literacy Institute, in collaboration with organizations such as the TEA and the United Way of Tarrant County.

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

County District Number or Vendor ID:		220950	Amendment # (for amendment)		NA
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			\$ -	\$ -
5	Project Coordinator			\$ -	\$ -
6	Teacher Facilitator			\$ -	\$ -
7	Teacher Supervisor			\$ -	\$ -
8	Secretary/Admin Assistant			\$ -	\$ -
9	Data Entry Clerk			\$ -	\$ -
10	Grant Accountant/Bookkeeper			\$ -	\$ -
11	Evaluator/Evaluation Specialist			\$ -	\$ -
Auxiliary					
12	Counselor			\$ -	\$ -
13	Social Worker			\$ -	\$ -
14	Community Liaison/Parent Coordinator			\$ -	\$ -
Education Service Center (to be completed by ESC only when ESC is the applicant)					
15	ESC Specialist/Consultant	5	3	\$ 925,000	\$ -
16	ESC Coordinator/Manager/Supervisor		2	\$ 165,000	\$ -
17	ESC Support Staff	1	2	\$ 100,000	\$ -
18	Grant Manager			\$ -	\$ -
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:			\$ 1,190,000	\$ -
Substitute, Extra-Duty Pay, Benefits Costs					
24	6112 - Substitute Pay			\$ -	\$ -
25	6119 - Professional Staff Extra-Duty Pay			\$ -	\$ -
26	6121 - Support Staff Extra-Duty Pay			\$ -	\$ -
27	6140 - Employee Benefits			\$ -	\$ -
28	61XX - Tuition Remission (IHEs only)			\$ -	\$ -
29	Subtotal Substitute, Extra-Duty Pay, Benefits Costs:			\$ -	\$ -
30	Grand Total:			\$ 1,190,000	\$ -

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

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

County District Number or Vendor ID: 220950		Amendment #: NA	
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	CANVAS -LMS Specify purpose: To provide professional learning, provide feedback durin	\$ 10,000	\$ -
3	Service: Pacific Education Group - Consultation and PD Services Specify purpose: Assist in content development	\$ 40,000	\$ -
4	Service: Dr. Paul Gorski - Consultation and PD Services Specify purpose: Assist in content development	\$ 40,000	\$ -
5	Service: Dr. Edward Fegus - Consultation and PD Services Specify purpose: Assist in content development	\$ 40,000	\$ -
6	Service: Equity implementation coaching Specify purpose: Provide participants with long term coaching	\$ 200,000	\$ -
7	Service: Specify purpose:	\$ -	\$ -
8	Service: Specify purpose:	\$ -	\$ -
9	Subtotal of professional and contracted services requiring specific approval:	\$ 330,000	\$ -
10	Remaining 6200 - Professional and contracted services that do not require specific approval.	\$ 201,852	\$ -
11	Grand Total:	\$ 531,852	\$ -

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Application Part 2:

2020-2021 Addressing Significant Disproportionality

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County District Number or Vendor ID: 220950		Amendment #: NA	
Supplies and Materials (6300)			
Expense Item Description		Grant Amount Budgeted	Pre-Award
1	Remaining 6300 - Supplies and materials that do not require specific approval.	\$ 80,000	\$ -
2	Grand Total:	\$ 80,000	\$ -

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Application Part 2:

2020-2021 Addressing Significant Disproportionality

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County District Number or Vendor ID: 220950		Amendment #: NA	
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.	\$ 50,000	
11	Grand Total:	\$ 50,000	\$ -

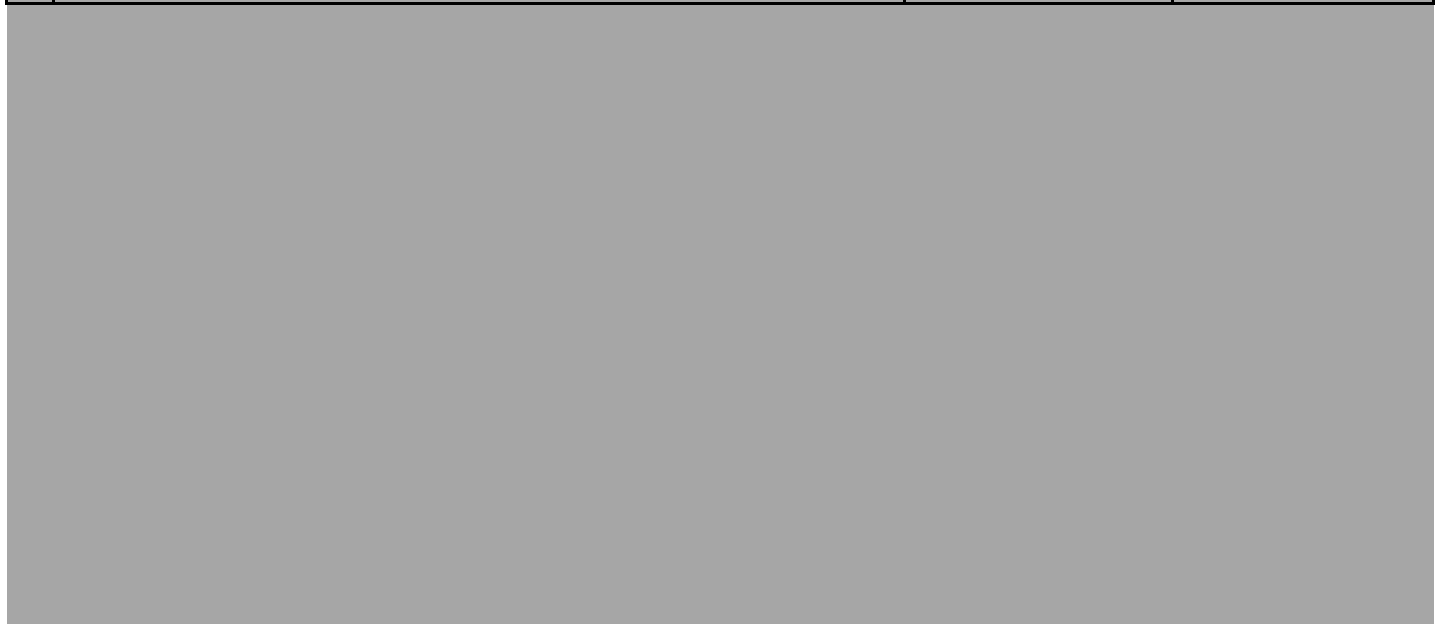
In-state travel for employees does not require specific approval.

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Application Part 2:

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County District Number or Vendor ID: 220950		Amendment #: NA		
Capital Outlay (6600)				
Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
6669 - Library Books and Media (capitalized and controlled by library)				
1	N/A	N/A	\$ -	\$ -
66XX - Computing Devices, capitalized				
2	(Enter description and brief purpose)	\$ -	\$ -	\$ -
3		\$ -	\$ -	\$ -
4		\$ -	\$ -	\$ -
5		\$ -	\$ -	\$ -
6		\$ -	\$ -	\$ -
7		\$ -	\$ -	\$ -
8		\$ -	\$ -	\$ -
9		\$ -	\$ -	\$ -
66XX - Software, capitalized				
10	(Enter description and brief purpose)		\$ -	\$ -
11		\$ -	\$ -	\$ -
12		\$ -	\$ -	\$ -
66XX - Equipment, furniture, or vehicles				
13	(Enter description and brief purpose)	\$ -	\$ -	\$ -
14		\$ -	\$ -	\$ -
15		\$ -	\$ -	\$ -
66XX - Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
16	(Enter description and brief purpose)			\$ -
17	Grand Total (sum of all lines):		\$ -	\$ -



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County District Number or vendor ID: 220950		Amendment # NA			
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	\$ 1,190,000	\$ 1,190,000	\$ -
2	Professional and Contracted Services	6200	\$ 531,852	\$ 531,852	\$ -
3	Supplies and Materials	6300	\$ 80,000	\$ 80,000	\$ -
4	Other Operating Costs	6400	\$ 50,000	\$ 50,000	\$ -
5	Capital Outlay	6600	\$ -	\$ -	\$ -
6	Total Budgeted Cost:		\$ 1,851,852	\$ 1,851,852	\$ -
7	* Indirect Costs:			\$ 148,148	\$ -
8	Total of All Budgeted Costs :		\$ 1,851,852	\$ 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.

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: