



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

NOGA ID

Authorizing legislation

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

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

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

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

Application stamp-in date and time

Grant period from

09/01/2020-08/31/2021

Pre-award costs permitted from

Date of Award Announcement to Start Date

Required Attachments

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

Amendment Number

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

Applicant Information

Organization CDN Campus ESC DUNS

Address City ZIP Vendor ID

Primary Contact Email Phone

Secondary Contact Email Phone

Certification and Incorporation

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

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

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

Authorized Official Name Title

Email Phone

Signature Digitally signed by Jann Mouer
Date: 2020.07.21 10:22:09 -04'00' Date

Shared Services Arrangements

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

Statutory/Program Assurances

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

Check each of the following boxes to indicate your compliance.

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

Statutory/Program Assurances (Cont.)

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

Summary of Program

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

The American Institutes for Research (AIR) proposes to operate the Texas State Disproportionality Project (TSDP) funded by the Texas Education Agency (TEA). Our team combines experts with decades of experience in supporting states and local education agencies (LEAs) around the issue of significant disproportionality (SD) for students with disabilities. Our experience, knowledge, and research prove that issues of SD are complex and require change in procedures and in culture from the state education agency (SEA) level to LEAs (Kozleski, Stepaniuk, Proffitt, in press; Artiles, Kozleski, Trent, Osher, & Ortiz, 2010). Issues of SD also require leaders to engage, disrupt, and commit to that change (DeMatthews, 2019). The mission of the TSDP will be to decrease rates of SD within Texas by leveraging existing TEA investments, aligning supports, and building the state’s capacity to enhance long-term sustainability. Our proposed activities, while ambitious (sample timeline attached), will have far-reaching effects for Texas children. For our unique approach, we propose using grant funds to provide deep consultative services, customized professional development (PD) plans (Gee and Esteban-Guitart, 2019), and coaching to LEAs; training and coaching personnel at educational service centers (ESCs); and create interactive PD modules as a sustainable mechanism for implementation despite barriers (i.e., staff turnover). While AIR has the expertise and experience needed to provide direct services to all LEAs, research indicates that building the capacity of existing support systems, such as ESCs, ensures the sustainability necessary for true systems change. Aligned with current research, a major theme throughout all grant-funded activities is assisting LEAs in identifying the underlying causes of SD so they can appropriately select high-leverage Evidence-Based Practices (EBPs; i.e., multi-tiered systems of support, culturally responsive pedagogy, etc) aligned to those needs. This will be evident in our resources, PD, and coaching. We will also use grant funds to bring together four national experts: Dr. Aydin Bal, Dr. Elizabeth Kozleski, Dr. David Osher, and Dr. David DeMatthews. These leading experts will provide the project with the most current research and knowledge in supporting LEAs with SDs. Their impact will be evident throughout the project, from resource development to innovative approaches to LEA implementation. Given that TEA has established several paths to support LEAs in implementing IDEA obligations, this project proposes leveraging, aligning, and disseminating information through those investments. For example, we propose utilizing, housing, and disseminating resources through the TIER, Inclusion, and Child Find Networks, and our proposed model of TA aligns closely to that of the Effective Schools Framework and the Texas Instructional Leadership project. We also plan to leverage the knowledge, resources, and partnerships with other national TA centers funded by OSEP and ED, such as the National Center on Systemic Improvement (NCSI), PROGRESS Center–Promoting Progress for Students With Disabilities, IDEA Data Center (IDC), National Center for Culturally Responsive Educational Systems (previously funded), and the National Center on Safe Supportive Learning Environments. By aligning with state and national messaging around SD, we will ensure that Texas LEAs have the most cutting-edge research, tools, TA, coaching, and resources that are customized for their unique circumstances.

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
David Osher, Resource QA., will provide resource and project guidance and ensure materials are high-quality, relevant, and aligned to current research.	Osher is a Vice President and Institute Fellow at AIR and is a leading expert on SD and school climate. Osher has over 30 years of expertise in providing PD in change management, data analysis, coaching, and SD.
Elizabeth Kozleski, PhD, will serve as a project expert to provide resource development, project guidance, and ensure use of the most current research on SD.	Kozleski is an award-winning professor at Stanford and a leading expert in systems change, equity, and justice issues. She is the recipient of \$33 million in grants and has over 35 years of experience in SD and change management.
Rob Mayo, PhD, Task Lead of Train-the-Trainer (TtT) of ESCs, will ensure that the PD package provided to ESCs is relevant and innovative in approach.	Mayo is a senior technical assistance consultant with 27 years experience in change management, school climate, data analysis, progress monitoring, coaching school leaders, and PD in SD.
Patricia Mueller, PhD, President of Evergreen Evaluation and Consulting, a woman-owned firm, will serve as external evaluator of the project.	Mueller specializes in evaluation of state and federally funded programs. She has extensive experience in writing and evaluating education initiatives including state professional development grants and national TA centers.
Sarah Benz, PhD, Project Director, will ensure that all timelines and activities are high quality and within budget, and will serve as the primary contact to TEA.	Benz is the co-PI of an OSEP model demonstration grant, project coordinator of TEA's Dyslexia Project, and Texas' TA facilitator for NCSI and NCII. She has 8 years experience in change management, coaching, and data analysis.

Goals, Objectives, and Strategies

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

Our proposed project’s logic model depicts project goals, inputs, activities, outputs, and outcomes. The project’s activities will be guided by the iterative phases of our project Theory of Action, which reflects both substantive content and lessons from implementation science (Fixsen, 2016). Leveraging stakeholder involvement, TEA, project staff, the management plan, and project evaluation, we propose organizing the project in three tasks to accomplish our intended outcomes and goals: Task 1—Resource Development, Task 2—TtT for ESCs, and Task 3—TA to LEAs. In Task 1, we propose a resource scan to determine existing TEA investments, universal product/resource development to fill knowledge gaps, a communication and dissemination plan leveraging TEA investments, and development of intensive TA materials to include modules, TtT package, facilitation guide, and more. Task 2 activities will include recruiting ESCs; delivering PD and coaching to ESCs on root causes of disproportionality and aligned EBPs; change management and implementation phases; evidence-based practices in coaching (See coaching section of LOI); and use of proposed modules in asynchronous/synchronous professional learning, facilitation of a community of practice (CoP) for ESCs; and fidelity checks of ESCs. Task 3 includes recruiting LEAs, delivering PD and coaching to LEAs, a self-assessment, customized PD plans, facilitating CoPs for LEAs, and refining the TA model to sustain and scale implementation. Key project outputs will be (1) LEAs that have participated in training delivered by ESCs, (2) a suite of aligned resources/PD options, and (3) a comprehensive approach to training LEAs on PD materials. Our short-term goal will be to increase knowledge and skills around SD causes and EBPs in select ESCs and LEAs. Our intermediate goal is increased implementation of EBPs in LEAs to decrease SD. The long-term goal is a sustainable system of Texas personnel to provide high-quality TA to LEAs to decrease the number of LEAs with SD infractions.

Performance and Evaluation Measures

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

The project will contract with an independent evaluator, Evergreen Evaluation and Consulting (EEC). EEC is a leading national evaluator in systems change and TA evaluation. EEC will provide an unbiased understanding of the impact of project activities and outcomes and supply TEA with accurate, high-quality data and will report formative and summative data frequently. Specific evaluation questions and performance targets guide each project goal for the three tasks. The proposed evaluation approach depicts project performance measures for each task, including detailed descriptions of the data sources, responsible data-collection parties, methods analyses, timelines for collection, and reporting to TEA and interested stakeholders. The formative evaluation will target the process components of performance measures to produce information about the implementation, fidelity, quality, and stakeholder satisfaction with project resources, tools, and TA services. These data will inform continuous improvement and midcourse corrections if necessary. The summative evaluation will measure impact by assessing the benefits of the project’s knowledge development and dissemination of products, tools, and TA services to its target audiences; and the value of TA. It will culminate in a sustainable ecosystem of personnel with the capacity to identify root causes of SD and effectively intervene. Proposed measurement tools include stakeholder surveys, interview protocols, TA planning, fidelity checklists, self-assessment and rubrics, LEA SD data, and tracking tools (e.g., # of trainings/coaching instances; content; LEA audience; non-SD schools using resources). SAMPLE TA ASSESSMENT MEASURE: (1) survey ratings (supplemented with interviews) of quality and effectiveness of PD and coaching, and (2) measure of fidelity of implementation using ratings on an adapted Likert-scale instrument (e.g., Highly Qualified PD Observation Checklist; EBPD Components Rubric; Coaching Observation Checklist) with a goal of 90% or greater. OVERALL PROJECT MEASURES (SAMPLE): (1) In Year 1, 90% of targeted LEAs demonstrate changes in systems and procedures related to SD as evidenced by improvements in their pre-post LEA Self-Assessment and Rubric; (2) in Year 1, 100% of those LEAs demonstrating changes in systems and procedures score at the top two tiers of the best practices rubric; and (3) in Year 1, the number of targeted LEAs that demonstrate decreased SD infractions (target = % TBD at onset of TA).

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 budget for the project is \$1,686,842, based on receipt of this grant. This includes associated costs for AIR staff and national experts to develop and deliver PD resources, train both ESC and LEA leadership, and provide coaching. The total labor hours are described below and align to the three project Tasks.

MANAGEMENT (\$210,167): Budget includes 240 labor hours for Dr. Benz, project director, and Dr. David Osher to supervise and lead project tasks as well as \$160,000 for Evergreen Evaluation and Consulting, an external evaluator, to conduct a comprehensive, objective evaluation of the project and its impact on LEAs. Labor costs include time collaborating with TEA and ESC leaders, weekly AIR team meetings with all project staff, monitoring progress toward stated goals and deliverables, supervision of experts and evaluator, and bimonthly project reviews with AIR senior leaders to review the financial, contractual, and technical health of the project. Management hours include project oversight by David Osher while Dr. Allison Gandhi will ensure a quality review and alignment of materials. Dr. Osher is an internationally known scholar in the field of educational equity, school climate and disproportionality in school discipline. He will provide intellectual oversight to the project, and review content for accuracy and relevance. Dr. Gandhi has led numerous national centers and research studies in special education and inclusion and will ensure all products are of high quality and meet TEA’s and AIR’s rigorous quality standards. Dr. Christerralyn Brown will lead Task 1, Dr. Rob Mayo will lead Task 2, and Dr. Dia Jackson will lead Task 3. Dr. Brown is an expert in SD, data-based decision making, and culturally responsive pedagogy. Dr. Jackson, the lead of Task 3, has extensive practitioner and research experience, co-authoring “High-Leverage Practices for Special Educators” and is an expert in the areas of equity and PD on disproportionality. All staff will support both resource development and TA to ESCs and LEAs. Because this project has ambitious goals, we will employ seven other highly qualified AIR staff to assist in resource and module development and TA to LEAs. These staff are considered experts in the areas of equity and SD and maintain master’s degrees or higher in their respective fields. Jordan Carter and Paul Giguere will serve as technology specialists. Résumés of all staff and experts will be provided upon request.

TASK 1—RESOURCE DEVELOPMENT (\$797,675): Budget includes 4,870 labor hours to conduct a resource scan, develop products and module content, develop a communication and dissemination plan, and develop intensive TA materials. Labor hours include time for planning, development, and formatting and editing of all materials and resources. Costs also include \$60,000 cumulatively for consultants supports of Dr. David DeMatthews, Dr. Aydin Bal, and Dr. Elizabeth Kozleski. As leading experts in the field of disproportionality, they will support resource and module development and ensure that materials reflect best practices, innovative solutions, and current research on addressing SD in schools. The resources created in this Task will serve as the foundation for training and coaching of ESCs and LEAs. All resources and materials will go through quality review and professional editing and formatting prior to being submitted to TEA for approval.

TASK 2—TtT FOR ESCs (\$457,932): Budget includes 2,580 labor hours for AIR staff to deliver training and coaching and conduct CoPs to support implementation of training materials to ESCs. All materials are included in these costs. To support virtual delivery, the cost of virtual platforms, Storyline, Canvas Learning Management System (if TEA’s Canvas LMS cannot be leveraged) and videoconference platforms (GoToMeeting, ZOOM) also are included. The budget includes up to \$100,000 to be paid to ESCs for SD 1 LEAs that may require more in-depth services or ESC personnel, which is subject to project team’s determination.

TASK 3—TA TO LEAs (\$221,068): Budget includes 1,720 labor hours to deliver technical assistance to SD1 and no-designation LEAs. LEAs will be the primary beneficiaries from Tasks 1 and 2. Costs also include local travel for Dr. Benz to any LEA within 100 miles, if needed, and time for AIR staff to revise existing modules based on feedback. This amount also includes facilitation of the CoPs for LEAs and plans for scaling and sustaining the proposed TA model.

Statutory/Program Requirements

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

Distance training and coaching will be provided virtually to meet the changing needs of schools during the 2020–21 school year and accommodate our unique approach to TA. Leveraging the use of the ESCs will allow us to respond to all LEAs that are seeking PD and training. Our virtual approach adds value by producing a model that promotes the inclusion of rural participants; addresses COVID-19 safety concerns; and ensures that ESC staff are utilized in providing customized TA to participating LEAs. Virtual coaching can be as powerful as a face-to-face approach (Kraft et al., 2018) and increases the likelihood that practitioners receive the customized support they need to implement EBPs and make systemic changes. ESCs will be provided training and coaching via distance learning by AIR staff and experts based on adult learning principles and their customized TA plans. Research indicates that selected EBP must match the needs of the LEA. As a result, we will train the ESCs on root causes of disproportionality as well as change management and implementation phases, evidence-based practices in coaching, and the use of proposed modules in synchronous/asynchronous PD. ESC staff also will be taught a structure for coaching. Research shows that coaches typically enter the role with a limited understanding of what to do, why, and how (Gallucci, Van Lare, Yoon, & Boatright, 2010). Therefore, AIR staff also will train ESC partners on an EBP coaching model, leveraging current PD occurring through the NCSI. NCSI’s model of coaching is research-based and aligned to TEA initiatives, such as the Teaching Instructional Leadership project. Coaching frameworks, either virtual or face-to-face, that rely on ongoing cycles of alliance strategies and observing, modeling, and providing performance feedback hold promise for improving educators’ practices. ESC staff will be trained on the aforementioned coaching model and will also receive ongoing coaching through our CoPs in Year 1. After LEAs are recruited, TA services will be provided on a fee-for-service basis using the following proposed sliding scale: (1) SD1 or no-designation will receive facilitated completion of comprehensive self-assessment that will be created in Task 1 and includes an examination of tiered academic and behavior practices (pre/post), access to proposed modules to identify and address root causes of SD, a facilitators guide, invited participation in an LEA CoP, and access to other tools created in Task 1 at NO COST; (2) SD2 LEAs will choose from a menu of services that could include: all of the materials in SD1, a customized PD plan, up to twice a month coaching, participation in an LEA CoP, direct access to project experts, and other tools created in Task 1 for a cost; and (3) SD3 LEAs can use up to 15% of Part B funds to access a menu of options which could include all of SD 1 and 2 offerings, up to weekly coaching, consultation to determine fund allocation, resources/tools tailored to the LEAs needs, and more.

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

AIR has vast technology capabilities that will enable us to provide deep consultative services, PD, and coaching; and to create interactive, professional learning modules as a sustainable mechanism for implementation. AIR’s technology capabilities are grounded in both a Technology Solutions office and an Information Technology (IT) office. AIR’s Technology Solutions office provides high-quality technical expertise and solutions by focusing on responsive service, flexible delivery, and a deep bench of qualified staff. AIR’s Technology Solutions office has experience with building interactive modules, virtual CoPs, webinars, and interactive PDFs. See module examples here: <http://www.healthysafechildren.org/learning-module-series/mental-health-module-series>; http://airhsdlearning.airws.org/leading-trauma-sensitive-schools/story_html5.html; and http://airhsdlearning.airws.org/schoolclimate1/story_html5.html?lms=1. This project will have access to AIR’s IT department and more than 40 employees dedicated to providing technology support. AIR’s IT department provides technology support for a variety of platforms, such as Adobe Connect, Skype, Zoom, and GoToMeeting, to host virtual trainings and conferencing. The department’s dedicated staff are available to address to technology challenges that arise during and after business hours.

Statutory/Program Requirements (Cont.)

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

AIR brings a sophisticated network of national experts and organizational capacity that many ESCs are unable to offer due to limited staff, reach, and resources. Similarly, AIR brings a deep understanding of Texas' contextual factors because of our work with TEA through multiple national centers and our Texas-based staff. Our ability to leverage national TA centers and leading experts places AIR in a unique position to offer TEA the most current and relevant information about supporting LEAs in addressing SD. Our diverse staff allow AIR to work with various Texas stakeholders. AIR's organizational experience, resources, and history of successfully managing national centers and disproportionality and equity projects make AIR well-suited for TEA's SD project. The following are a sampling of projects AIR has led in the area of SD and equity: (1) Whole School Restorative Practices: The goal of this Education Innovation and Research Early-Phase grant was to evaluate the development of a culturally responsive restorative practice program implemented by the Austin Independent School District on students engagement and academic achievement while scaling up across five districts; (2) Bias and Privilege in Talent System in Connecticut: Through the Center on GTL, AIR provides training on equity and implicit bias to six Connecticut districts; (3) The Center for Educational Equity: AIR is a partner in a federally funded equity assistance center that leads education improvement projects and provides training and coaching for topics that include school and district diversity, accessing high-quality and culturally competent administrators and educators, and positive school climates; and (4) the National Center on Safe Supportive Learning Environments: AIR established a technical assistance center that provides support to federally funded grantees and subgrantees and the school climate field at large, including state and district administrators, teachers, school support staff, court staff, communities, and families. Through this project, AIR developed an educator's action planning guide on discipline disparities that will also be adapted and leveraged in this project. AIR has successfully managed more than a dozen national TA centers, including OSEP centers, since 1997. AIR manages or has managed the following centers that are dedicated to improving equity and access and outcomes for students with disabilities: PROGRESS Center, the National Center on Intensive Intervention, the National Center on Response to Intervention, the National Center on Student Progress Monitoring, and the National High School Center.

Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this program.

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

Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

Application Part 2:

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

IMPORTANT NOTICE: Application Part 2 is not compatible with Google Docs.

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

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

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

Payroll 6100

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

Professional and Contracted Services 6200

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

Supplies and Materials 6300

Complete this worksheet to request supplies and materials.

Other Operating Costs 6400

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

Capital Outlay 6600

Complete this worksheet to request capital outlay costs.

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

Program Budget Summary

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

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

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

[Maximum Indirect Cost Workbook](#) link.

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

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

Application Part 2:

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

County District Number or Vendor ID:		1250965219	Amendment # (for amendments only):		
Payroll Costs (6100)					
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions Less than 100% Grant Funded	Grant Amount Budgeted	Pre-Award
Academic/Instructional					
1	Teacher			\$ -	\$ -
2	Educational Aide			\$ -	\$ -
3	Tutor			\$ -	\$ -
Program Management and Administration					
4	Project Director	2		\$ 103,673	\$ 103,673
5	Project Coordinator			\$ -	\$ -
6	Teacher Facilitator			\$ -	\$ -
7	Teacher Supervisor			\$ -	\$ -
8	Secretary/Admin Assistant	1		\$ 9,323	\$ 9,323
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			\$ -	\$ -
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	Project Leads	3		\$ 111,376	\$ 111,376
22	Professional Development Specialist	11		\$ 278,560	\$ 278,560
23	Subtotal Employee Costs:			\$ 502,932	\$ 502,932
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			\$ 230,554	\$ 230,554
28	61XX - Tuition Remission (IHEs only)			\$ -	\$ -
29	Subtotal Substitute, Extra-Duty Pay, Benefits Costs:			\$ 230,554	\$ 230,554
30	Grand Total:			\$ 733,486	\$ 733,486

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

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

County District Number or Vendor ID:		1250965219	Amendment #:		0
Professional and Contracted Services (6200)					
<p>NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider. Please provide a brief description for the service and purpose.</p>					
Description of Service and Purpose			Grant Amount Budgeted	Pre-Award	
	6269 - Rental or lease of buildings, space in buildings, or land				
1	Specify purpose:		\$ -	\$ -	
	Service:				
2	Specify purpose:		\$ -	\$ -	
	Service:				
3	Specify purpose:		\$ -	\$ -	
	Service:				
4	Specify purpose:		\$ -	\$ -	
	Service:				
5	Specify purpose:		\$ -	\$ -	
	Service:				
6	Specify purpose:		\$ -	\$ -	
	Service:				
7	Specify purpose:		\$ -	\$ -	
	Service:				
8	Specify purpose:		\$ -	\$ -	
	Service:				
9	Subtotal of professional and contracted services requiring specific approval:		\$ -	\$ -	
10	Remaining 6200 - Professional and contracted services that do not require specific approval.		\$ 220,000	\$ 220,000	
11	Grand Total:		\$ 220,000	\$ 220,000	

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Application Part 2:

2020-2021 Addressing Significant Disproportionality

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

County District Number or Vendor ID: 1250965219		Amendment #: 0	
Supplies and Materials (6300)			
Expense Item Description		Grant Amount Budgeted	Pre-Award
1	Remaining 6300 - Supplies and materials that do not require specific approval.	\$ 113,550	\$ 113,550
2	Grand Total:	\$ 113,550	\$ 113,550

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Application Part 2:

2020-2021 Addressing Significant Disproportionality

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

County District Number or Vendor ID: 1250965219		Amendment #: 0	
Other Operating Costs (6400)			
Expense Item Description		Grant Amount Budgeted	Pre-Award
1	6411 - Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.		
2	6412 - Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify name and purpose of conference:	\$ -	\$ -
3	6412/6494 - Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$ -	\$ -
4	6413 - Stipends for non-employees other than those included in 6419.		
5	6419 - Non-employee costs for conferences. Requires pre-authorization in writing.		
6	6411/6419 - Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally.	\$ -	\$ -
7	6495 - Cost of membership in civic or community organizations. Specify name and purpose of organization:	\$ -	\$ -
8	64XX - Hosting conferences for non-employees. Must be allowable per Program Guidelines, and grantee must keep documentation locally.	\$ -	\$ -
9	Subtotal of other operating costs (6400) requiring specific approval:	\$ -	\$ -
10	Remaining 6400 - Other operating costs that do not require specific approval.	\$ 323	\$ 323
11	Grand Total:	\$ 323	\$ 323

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

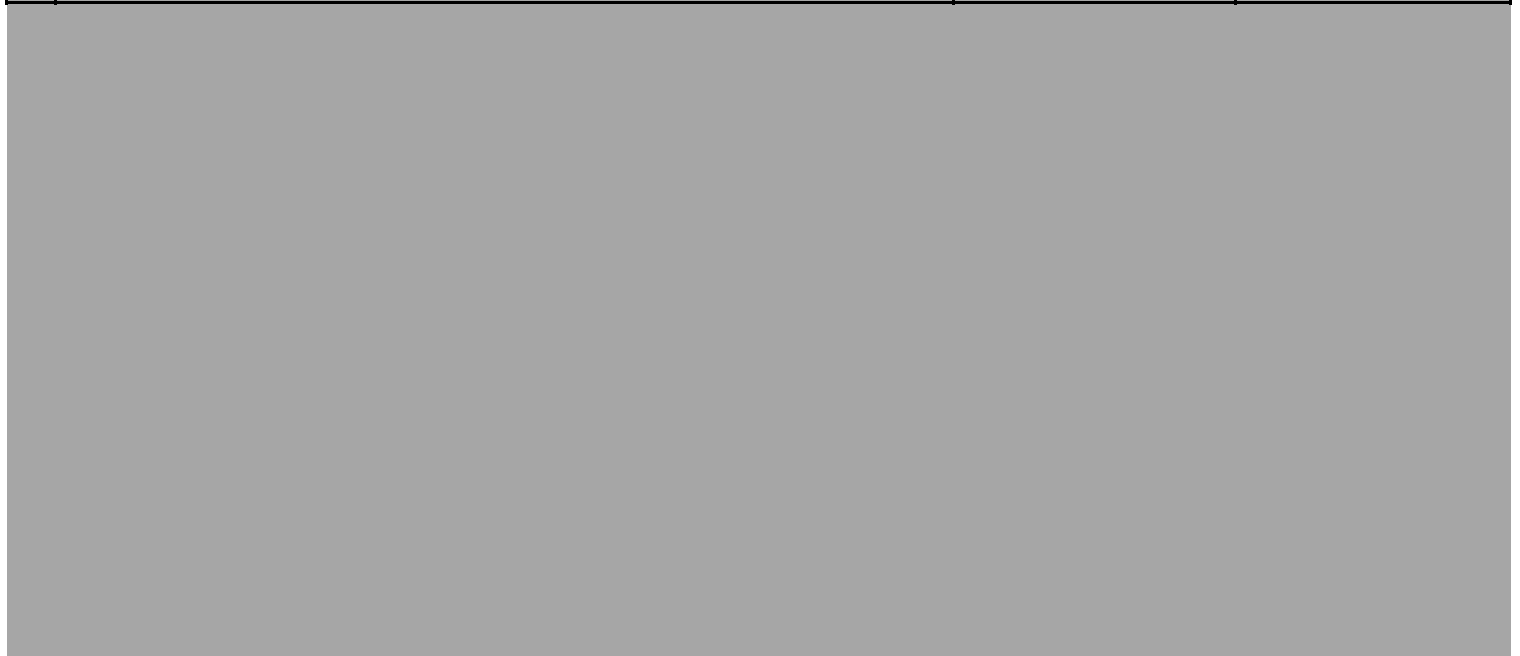
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Application Part 2:

2020-2021 Addressing Significant Disproportionality

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

County District Number or Vendor ID:		1250965219	Amendment #:		0
Capital Outlay (6600)					
Description and Purpose		Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
6669 - Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$ -	\$ -
66XX - Computing Devices, capitalized					
2	(Enter description and brief purpose)		\$ -	\$ -	\$ -
3			\$ -	\$ -	\$ -
4			\$ -	\$ -	\$ -
5			\$ -	\$ -	\$ -
6			\$ -	\$ -	\$ -
7			\$ -	\$ -	\$ -
8			\$ -	\$ -	\$ -
9			\$ -	\$ -	\$ -
66XX - Software, capitalized					
10	(Enter description and brief purpose)			\$ -	\$ -
11			\$ -	\$ -	\$ -
12			\$ -	\$ -	\$ -
66XX - Equipment, furniture, or vehicles					
13	(Enter description and brief purpose)		\$ -	\$ -	\$ -
14			\$ -	\$ -	\$ -
15			\$ -	\$ -	\$ -
66XX - Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)					
16	(Enter description and brief purpose)			\$ -	\$ -
17	Grand Total (sum of all lines):			\$ -	\$ -



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Application Part 2:

2020-2021 Addressing Significant Disproportionality

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

County District Number or vendor ID: 1250965219		Amendment # 0	
Grant Period:	September 1, 2020 to August 31, 2021. Pre-award costs are permitted, if requested, from date of Award Announcement to September 1st, 2020.	Fund Code:	226

Budget Summary					
Description and Purpose		Source of Funds			
		Class/ Object Code	Program Cost	Total Budgeted Cost	Pre-Award Cost
1	Payroll Costs	6100	\$ 733,486	\$ 733,486	\$ 733,486
2	Professional and Contracted Services	6200	\$ 220,000	\$ 220,000	\$ 220,000
3	Supplies and Materials	6300	\$ 113,550	\$ 113,550	\$ 113,550
4	Other Operating Costs	6400	\$ 323	\$ 323	\$ 323
5	Capital Outlay	6600	\$ -	\$ -	\$ -
6	Total Budgeted Cost:		\$ 1,067,359	\$ 1,067,359	\$ 1,067,359
7	* Indirect Costs:			\$ 619,483	\$ 619,483
8	Total of All Budgeted Costs :		\$ 1,067,359	\$ 1,686,842	\$ 1,686,842

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

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

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

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Application Part 2:

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

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

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

An amendment may only be submitted by.

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

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

WHEN TO SUBMIT AN AMENDMENT

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

Revised Budget Request

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

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Instructions: Request for Amendment

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

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

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

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

Submitting an Amendment

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

How to Submit an Amendment

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

Pages to Include with an Amendment

*Required for **all** amendment requests*

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

Required for budget amendment requests

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

Assembling the Amendment

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

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

1. Complete page 1

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

2. Complete Appendix 1: Negotiation and Amendments

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

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

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

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

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