



2020-2021 School Action Fund- Planning

COMPETITIVE GRANT Application Due 11:59 p.m. CT, July 14, 2020

NOGA ID

Authorizing Legislation

P.L. 107-110, ESEA of 1965 as amended by NCLB of 2001, Section 1003(g); CARES Act, Section 18003, ESSER

TEA will only accept grant application documents by email, including competitive grant applications and amendments. Submit grant applications and amendments as follows:

Competitive grant applications and amendments to competitivegrants@tea.texas.gov

Application stamp-in date and time

Grant period from **September 9, 2020 – July 31, 2022** Pre-award costs are not permitted.**Required Attachments**

Applicants must submit the TEA-supplied attachment that corresponds to their selected school action. See pg. 29 of the Program Guidelines.

Amendment NumberAmendment Number (For amendments only; enter N/A when completing this form to apply for grant funds): **N/A****Applicant Information**

Organization **Somerville ISD- High School** CDN **026-902** Vendor ID **74-6002327** ESC **06** DUNS **100076710**
 Address **625 8th Street** City **Somerville** ZIP **77879** Phone **979-596-2153**
 Primary Contact **Amanda Flencher** Email **aflencher@somervilleisd.org** Phone **979-596-2153**
 Secondary Contact **Jennifer Wood** Email **jwood@somervilleisd.org** Phone **979-596-1534**

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 grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General Provisions and Assurances | <input checked="" type="checkbox"/> Lobbying Certification |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances | <input checked="" type="checkbox"/> NCLB Provisions and Assurances requirements |

Authorized Official Name **Karla Sparks** Title **Superintendent**Email **ksparks@somervilleisd.org** Phone **979-596-2153**Signature *DocuSigned by:
Karla Sparks* Date **07/08/2020**Grant Writer Name **Maggie Rodriguez** Signature *Digitally signed by Maggie Rodriguez
Date: 2020.07.07 15:43:12 -05'00'* Date **07/07/2020**

Grant writer **is** an employee of the applicant organization. Grant writer is **not** an employee of the applicant organization.

Shared Services Arrangements

X SSAs are **not permitted** for this grant.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Somerville High School has an accountability rating of D, which shows the need for evidence-based interventions. (High-Need Campus - 10 points)	Somerville ISD, along with the TEA-vetted and matched School Action-Technical Assistance Provider (TAP), will support an entrepreneurial school leader to design and implement a whole-school redesign that reimagines the school, addresses circumstances created by the COVID-19 pandemic, and leads it out of a failing accountability rating.
Somerville High School has only 63% of the students meet At Approaches Grade Level or Above in ELA, 62% in Math, 58% in Writing, and 58% in Science. (State: 75%, 82%, 68%, and 81%) (TAPR 2018-2019)	The district will develop a School Action Plan that will address these areas of needs by reviewing teacher training, curriculum, technology and materials; thus, transforming the campus expectations and expanding students' access to a world-class learning environment.
Somerville High School obtained a D rating for Academic Growth and a F rating for Closing the Gaps. (2019 Accountability Rating Summary)	The district will address these ratings by creating and implementing a Redesign School Action Plan for the campus. This plan will include various components to ensure a new learning environment is provided to increase student academic achievement as well as student and parental involvement.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

Somerville ISD's SMART goal for the School Action Fund- Planning Program is to:

- SPECIFIC - Develop and have TEA and the School Board approve an ESF-aligned educational model;
- MEASURABLE - Increase the academic growth and Closing the Gaps ratings to at least a C;
- ACHIEVABLE - Work with the School Action-TAP to develop the ESF-aligned educational model (School Action Plan);
- RELEVANT - Serve students/teachers/community needs & addresses mental health & social resiliency issues caused by COVID-19; &
- TIMELY - By the end of the 2020-2021 school year, the plan will be approved for execution for the 2021-2022 school year.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant. See pg. 18 of the Program Guidelines for detailed instructions for identifying benchmarks.

First-Quarter Benchmark

The following benchmarks will measure the progress for the first quarter:

- Identify the leader/principal to serve as the Program Director for the school redesign process;
- Schedule meetings with the School Action-TAP & School Action Committee to discuss the campus and community needs;
- The Program Director, School Action-TAP, and School Action Committee will formalize the process for approving the school design plan and parameters for granting school operating autonomy;
- Collect school data to begin the planning process to develop the school action plan;
- Develop a communication plan for school action planning and implementation; and
- Complete the Fidelity of Implementation Teacher (FIT) by October 15, 2020.

Measurable Progress (Cont.)

Second-Quarter Benchmark

The following benchmarks will measure the progress for the second quarter:

- Create and finalize student recruitment and retention plan, as well as, the timeline of activities that will occur during the implementation phase of the SAF Grant;
- Work with a Matched School Action-TAP to develop a school design plan that meets the TEA-approved format and then submit it to TEA for review and feedback;
- Finalize the school design plan that meets TEA requirements for ESF-alignment, blended instruction, high-quality curriculum, extended day or school year, and high-dosage tutoring;
- Finalize the campus budget for the 2021-22 school year; and
- Provide on-going access to TEA for on-site visits to the school.

Third-Quarter Benchmark

The following benchmarks will measure the progress for the third quarter:

- Meet eligibility requirements for continuation grant funding and submit the continuation grant application;
- Complete staff recruitment and selection;
- Submit the updated school design plan to TEA for approval by June 1, 2021;
- Have the Superintendent and School Board approve the school design plan and finalize the campus performance agreement and operating autonomy;
- Procure curricular materials aligned to the new educational model; and
- Plan and conduct summer professional development for campus staff in advance of the Fall 2021 opening.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks do not show progress towards meeting your summative SMART goal, describe how you will use evaluation data to modify your program for sustainability.

HOW PROJECT EVALUATION DATA WILL BE USED TO DETERMINE WHEN AND HOW TO MODIFY THE PROGRAM: A Timetable of Events will be created, which will include indicators that will guide the campus during the School Action Fund Planning Phase and help ensure the school is on track. Each month program evaluation data will be collected to measure the progress being made in meeting these indicators. These indicators may include: 1) Input solicited from stakeholders (district administrators, campus administrators, campus staff, students, parents, and community partners) on the developing School Action Plan, Student Recruitment/Retention Plan, Campus Budget, Planned Trainings, etc.; 2) Attendance rosters for trainings and meetings; 3) TEA and School Action-Technical Assistance Provider (TAP) revisions and edits; and 4) Student academic, social, emotional, and behavioral data, and more.

The Program Director, in conjunction with the School Action-TAP, will review the data collected to determine if the program is successfully meeting the set indicators. If it is determined that indicators are not being met, actions will be taken to get the campus back on track so that quarterly benchmarks can be met.

BENCHMARKS DO NOT SHOW PROGRESS TOWARDS MEETING SUMMATIVE SMART GOAL, DESCRIBE HOW EVALUATION DATA WILL BE USED TO MODIFY THE PROGRAM FOR SUSTAINABILITY: If the benchmarks do not show progress towards meeting the SMART goal, the campus and district administrators will meet to discuss changes to the program. Data and the district/campus improvement plans will be reviewed to ascertain how best to modify the program for sustainability. Program sustainability will include identifying resources on hand that will complement and enhance the planned school reform. If needed, an amendment will be submitted to TEA detailing the modification of the program.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee 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 grant 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 Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the 2020–2021 School Action Fund- Planning Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the grant program.
- 4. The applicant will work in good faith with the TEA vetted and matched school action technical assistance provider and agency-provided technical assistance.
- 5. For all actions, the applicant will budget at least the amount indicated in budget guidance as "Matched School Action Technical Assistance Provider" on schedule 6200 (part 2 of the application). For Create a New School as a District Managed Campus, the applicant will also budget the amount for technical assistance for the District Administrator/Chief Innovation Officer on Schedule 6200. Both amounts will be subtracted from the total grant award and used by TEA and ESC 13 to establish a contract with the matched provider.
- 6. The applicant will identify a project manager for this grant. The applicant may use other funds for this position.
- 7. Applicants pursuing a partnership-managed model must perform a financial spending analysis in accordance with TEA requirements.
- 8. The applicant assures all fidelity of implementation revisions with the matched school action technical assistance provider will be completed on or before October 15, 2020.
- 9. The applicant will provide access to TEA and contractors for on-site visits to the district and campus.
- 10. The applicant will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, and sharing of best practices through the TEA program office.
- 11. The applicant's board must commit to Lone Star Governance (LSG) training and coaching.
- 12. The applicant assures partners operating campuses under the partner-managed option will commit to TEA-identified board training.
- 13. The applicant assures Pre-K "New Schools" will designate a feeder Comprehensive or Targeted campus by April 1, 2021.
- 14. The applicant assures enrollment at a new school will prioritize students attending or zoned to a 2018-2019 Comprehensive and/or Targeted School (2019 rating).
- 15. For applicants selecting the partner-managed model, the ISD must commit to the adoption of TEA's model authorizing policy and participate in the Texas Authorizer Leadership Academy.

Statutory Requirements

1. Describe how the ISD will carry out its school support and improvement activities, including how the ISD will develop a school improvement plan for the eligible campuses selected for this grant.

HOW SCHOOL SUPPORT AND IMPROVEMENT ACTIVITIES WILL BE CARRIED OUT: Somerville ISD will ensure the right person is assigned to serve as the Program Director to manage the grant program. This individual will be committed to campus reform and have a passion for bringing about needed change. The leadership abilities of the Program Director will help make sure that support for the program is garnered from all stakeholders, including district administrators, campus administrators, campus staff, students, parents, and community partners.

In addition, the Program Director's exceptional organizational skills will guarantee: 1) Meetings and improvement activities are planned, scheduled, and executed with the desired outcomes; 2) Data is collected and reviewed; 3) Documentation is submitted to TEA on time; 4) The program is kept on track. Finally, her strong communication skills will keep stakeholders informed of the progress of the program.

HOW THE SCHOOL IMPROVEMENT PLAN WILL BE DEVELOPED: The Program Director will identify and recruit community partners, teachers, campus and district administrators, parents, and students to serve on the School Action Committee. The Program Director will ensure these stakeholders remain committed to the development of the school improvement plan by making sure that each member has the opportunity to express his/her concerns and suggestions. The School Action-TAP and School Action Committee will work closely and develop an Improvement Plan that considers the needs of not just the campus, but of the community as well.

2. Describe how the ISD will monitor schools receiving the School Action Fund-Planning Grant, including how the ISD will: (a) Monitor school improvement plans upon submission and implementation, and (b) Implement additional action following unsuccessful implementation of such plan after a number of years determined by the district.

MONITOR SCHOOL IMPROVEMENT PLANS UPON SUBMISSION AND IMPLEMENTATION: As a campus that receives funding under Title I, Part A, funding, protocols have been established for monitoring school improvement. These protocols will be enhanced to include the careful review of data. The Principal and Program Director will meet monthly to review student academic data, attendance data, behavioral data, and more. Students' progress will be tracked to be able to identify any areas that are not showing growth. These reports will be shared with members of the School Action Committee and other stakeholders. School Action Committee meetings will be held bi-monthly to review the reports and data.

IMPLEMENT ADDITIONAL ACTION FOLLOWING UNSUCCESSFUL IMPLEMENTATION OF SUCH PLAN AFTER A NUMBER OF YEARS: In the event the district is unsuccessful in the implementation of the school improvement plan, the School Action Committee will meet to discuss how to improve campus outcomes. Campus data will be reviewed, and surveys will be conducted on teachers, students, and administration staff to identify gaps and needs. All this information will be compared to the School Design Plan. If needed, the plan will be modified, and new actions will be implemented.

3. Describe how the ISD will use a rigorous review process to recruit, screen, select, and evaluate any external organizations with whom the ISD will work with to support the campus(es) selected for this grant.

RIGOROUS REVIEW PROCESS TO RECRUIT, SCREEN, SELECT, AND EVALUATE ANY EXTERNAL ORGANIZATIONS: The district's Business Office will oversee the process for recruiting, screening, selecting, and evaluating any external organization selected to work on and support this program. If needed, a public Request for Proposal (RFP) Competitive solicitation will be posted that will detail the services being requested. Submitted requests will be reviewed, and the best candidate will be selected based on experience, recommendations, and costs. Selections will be presented to the Superintendent and School Board for approval.

For small purchases and contracts, the Business Office will research and/or obtain quotes from at least three vendors that offer the same type of services. As indicated above, the selection will be made based on experience, recommendations, and costs. This process will ensure there is an uninterrupted flow of goods and services to operate the district's expenses effectively efficiently.

Statutory Requirements (Cont'd)

4. Describe how the ISD will align other Federal, State, and local resources to carry out the activities supported with funds received under this subsection.

HOW FEDERAL, STATE, AND LOCAL RESOURCES ALIGN TO CARRY OUT ACTIVITIES SUPPORTED WITH FUNDS RECEIVED: The district will support Somerville High School in the planning process by 1) Aligning its resources to support the needs assessment; 2) Providing consultants and coaches from Region 6; 3) Providing professional development and instructional coaching; and 4) Continuing district initiatives with the students.

These student initiatives will include the following:

- After-school tutoring paid for through State Compensatory Education Program (SCE) funds; and
- Math 180 blended learning intervention program paid through State Compensatory Education Program (SCE) funds.

In addition, the district will combine other local, state, and federal resources to expand programs, minimize barriers, and increase student achievement. Since resources are limited, the challenge for the district is to make sure every dollar spent is utilized to its fullest potential. Furthermore, program alignment will include personnel, technology, infrastructure, curriculum, software, and facilities to support and effectively deliver a single and comprehensive school improvement plan. This program will be cost-effective because existing resources such as office space, classrooms, telephones, Internet service, utilities, staff, and teachers will be utilized as in-kind.

5. Describe how the ISD will modify, as appropriate, practices and policies to provide operational flexibility that enables full and effective implementation of the school action.

PRACTICES AND POLICIES WILL BE MODIFIED TO PROVIDE OPERATIONAL FLEXIBILITY THAT ENABLES FULL AND EFFECTIVE IMPLEMENTATION OF SCHOOL ACTION:

The district agrees to operate the school in alignment with the expected performance targets and autonomies that will be developed during the planning phase of the school action program. Furthermore, by having district administration serving as members of the School Action Committee (SAC), the Superintendent will be kept apprised of the School Action Plan as it develops, which will allow for the district to prepare for the modification of practices and procedures as needed.

Finally, reports of the progress of the School Action Plan will be shared with the School Board members so that they are kept aware of any proposed changes to practices and policies that are needed to effectively implement the school action. Once the School Action Plan is approved, the district will make changes to any practices and policies needed.

6. Describe how the selected school action model will incorporate one or more evidence-based strategies during the implementation phase.

SCHOOL ACTION MODEL WILL INCORPORATE EVIDENCE-BASED STRATEGIES: Careful consideration was given to how the district can ensure evidence-based strategies are incorporated into the School Action Plan. It was decided that a model developed by the U.S. Department of Education would be incorporated into the planning phase. This Evidence-Based Decision-Making model will help to guide activities that are aligned to the school's needs. The selected REDESIGN A CAMPUS FOR BLENDED LEARNING MODEL will include the following elements: 1) Identifying Local Needs; 2) Select Relevant Evidence-Based Interventions; 3) Plan for Implementation; 4) Implement; and 5) Examine and Reflect. Together the Program Director, SAC, and School Action-TAP will identify the needs of the campus. For each need, relevant and evidence-based interventions will be explored to diminish that need. If multiple strategies are identified, the director will reach out to organizations that are implementing those strategies and obtain feedback on the pros, cons, and lessons learned. This information will be shared with the Committee and School Action-TAP so that an informed decision can be made.

Program Requirements

1. Identify one of the following eligible school action models:

- | | |
|--|---|
| <input type="radio"/> Restart a struggling school as an ACE campus | <input type="radio"/> Create a new school as a partner-managed campus |
| <input type="radio"/> Restart a struggling school with a district-designed model | <input type="radio"/> Reassign students from a struggling school to higher performing schools |
| <input type="radio"/> Restart a struggling school as a partner-managed campus | <input checked="" type="radio"/> Redesign a campus for blended learning |
| <input type="radio"/> Create a new school as a district-managed campus | |

2(a). Describe the evaluation process and criteria utilized for selecting the school action model for the specific campus to be supported with this grant.

EVALUATION PROCESS AND CRITERIA UTILIZED TO SELECT THE SCHOOL ACTION MODEL: Prior to submitting the grant, the campus and district administrators met to review the various School Action Plans. A careful examination was done on the requirements, benefits, and obstacles of each option. In addition, research was conducted into other schools that have implemented some of the listed plans.

Based on the information gathered, the district chose the REDESIGN A CAMPUS FOR BLENDED LEARNING MODEL. The following factors were crucial in the district's decision:

- The district will maintain management of the campus.
- Current staff can still be utilized if selected by the school leader.
- A new County District Campus Number (CDCN) is not needed, nor will the campus be closed.
- Strategies will include blended learning in multiple settings, i.e. campus-based instruction and distance learning.
- The model will include the selection of a high-quality curriculum in core subjects.
- The model will serve community needs, address mental health and social resiliency, provide high-dosage tutoring, and include extended hours or school year.
- The model will address circumstances created by the COVID-19 pandemic.

2(b). Describe how the school action aligns with the ISD's overall strategy for support and intervention in low-performing schools and/or the ISD's strategy for expanding high-quality school choices for students and families.

Somerville ISD's decision to implement the Redesign a Campus for Blended Learning Model aligns well with its overall strategy to not only provide support and intervention to its low-performing campus but to see it as opportunity to develop an Effective School Framework that reinvents itself into a highly innovative and highly rated school. A School Action Committee is already selected. The district is already fully committed to provide bold action to transform its low-performing school and expand it into a modern, world-class learning environment for students.

The solutions and strategies already developed by School Action Committees include utilizing and placing highly effective school leaders and teachers; continually using technology to elevate both the level of instruction and learning; and implementing and practicing creative and diverse teaching methods. Due to COVID-19, the district already developed a strong on-line learning environment. The Blending Learning Model will take the school to a new era in teaching where students receive the academic and health benefits of both an on-campus and on-line educational setting.

The district will use the grant funds wisely and effectively, and it will adopt a continuous improvement strategy that annually evaluates student performance as well as parent and community needs to develop strategic actions to improve the school.

Program Requirements (Cont'd)

2(c). Describe how senior district leaders were involved in the decision to select the school action for the campus(es), and to apply for this School Action Fund Planning Grant.

SENIOR DISTRICT LEADERS WERE INVOLVED IN THE DECISION TO SELECT THE SCHOOL ACTION FOR THE CAMPUS, AND TO APPLY FOR THE SCHOOL ACTION FUND PLANNING GRANT:

Senior district leaders played a significant role in the decision to select the school action for the campus and to apply for this School Action Fund Planning Grant.

First, the campus and district administrators met to review school data, community needs, and goals and objectives of the grant and decide whether the grant could be instrumental in improving student outcomes. Based on this information, the administration team felt it would be in the best interest of the campus to apply for funding.

Once the district decided to apply, the campus and district administrators met to review the various School Action Plans. A careful examination was done on the requirements, benefits, and obstacles of each School Action Plan option. In addition, research was conducted into other schools that have implemented some of the listed plans. Based on this information, the district objectively selected the Redesign a Campus for Blended Learning Model.

2(d). Describe how the district has worked or will work with members of the school community to convey plans and solicit input into the school action planning process.

HOW THE DISTRICT HAS WORKED WITH MEMBERS OF THE SCHOOL COMMUNITY TO CONVEY PLANS: In the past, the district has invited community members to take part in school meetings (i.e. school board meetings, information sessions, etc.) as either participants or spectators. Although the invitation was offered, not many members attended, possibly due to the COVID-19 pandemic.

HOW THE DISTRICT WILL WORK WITH MEMBERS OF THE SCHOOL COMMUNITY TO CONVEY PLANS AND SOLICIT INPUT INTO THE SCHOOL ACTION PLANNING PROCESS: For the School Action Planning and Implementation process, the Program Director will work aggressively to obtain support and participation from the local community. This will include local government offices, businesses, colleges, and more. Individuals from the community will be urged participate in the School Action Committee and help develop the School Action Plan. If needed, meetings will be held via ZOOM or Google Meets in order to ensure that everyone is safe and comfortable attending during the pandemic. The members that join the School Action Committee will meet with the Program Director, School Action-TAP, and other committee members each month to review data and develop the School Action Plan. The Program Director will ensure each member has a voice in the design of the plan so that s/he stays committed to the program.

For individuals who cannot commit to being in the committee but still wish to be involved, regular updates of the progress of the program will be made available to them. In addition, they will be asked to take part in surveys that will help to collect valuable information needed for the design.

Program Requirements (Cont'd)

2(e). Identify the ISD staff member who will manage the implementation grant. List the qualifications of the identified staff member.

STAFF MEMBER WHO WILL MANAGE THE IMPLEMENTATION GRANT: Ms. Amanda Flencher was selected to manage the implementation of the School Action Planning Grant. Ms. Flencher has served as the district’s Business Manager for the past 8 years. This person was selected based on her exceptional leadership, organizational, and communication skills. In addition, her ability to multi-task and think outside-the-box will be a great asset to the planning of the School Action Plan. Finally, her passion, drive, and determination will help ensure that the program stays on track and is fully implemented once approved by TEA.

QUALIFICATIONS: Ms. Flencher has a Bachelor’s Degree in Business Administration and since 2012 has served as the Business Manager for Somerville ISD. In addition to managing the district’s finances, Ms. Flencher oversees the Federal Program to include: Title I, Part A; Title I, Part C-Migrant; Title II, Part A; Title III, Part A-ELA; Title IV, Part A; IDEA B-Formula; IDEA B-Preschool; and Carl D. Perkins - Title I, Part C.

CDN Vendor ID

Amendment #

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 grant.

- The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- 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"/>

PNP Equitable Services

PNP Equitable Services **does not apply** to this grant.

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA. See Program Guidelines, pages 21-27, for detailed instructions on use of grant funds.

PAYROLL COSTS (6100)

BUDGET

District Administrator / School Leader /Program Director	\$50,000
Extra-duty pay for communications planning and support	\$10,000
Indirect Cost	\$16,544

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Technical Assistance Matched Provider	\$62,500
Summer professional development/School community engagement events	\$61,000
LSG Training registration expenses for board members	\$2,000

SUPPLIES AND MATERIALS (6300)

Instructional materials	\$20,000
Other materials/supplies for grant activities	\$17,956

OTHER OPERATING COSTS (6400)

Travel expenses to attend LSG and other trainings	\$10,000

CAPITAL OUTLAY (6600)

TOTAL BUDGET REQUEST

CDN 026-902

Vendor ID 74-6002327

Amendment # N/A

Appendix I: Negotiation and Amendments (leave this section blank when completing the initial application for funding)

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page of the TEA website and may be emailed to competitivegrants@tea.texas.gov Include all sections pertinent to the amendment (including budget attachments), along with a completed and signed copy of page 1 of the application. More detailed amendment instructions can be found on the last page of the budget template.

You may duplicate this page

Negotiated/Amended Section

For amendments: Choose the section you wish to amend from the drop down menu.

Negotiated Change/Amendment

For amendments: Describe the changes you are making and the reason for them. 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.

FOR TEA USE ONLY
Changes confirmed with _____ on this date _____
Via phone/fax/email by TEA staff person _____

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