Texas Education Agency

NOGA ID

Authorizing Legislation	ESEA of 1965 as amended by ESSA, Title I, Part A, Section 1003

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 **August 12, 2021 – July 31, 2022**

X Pre-award costs are not permitted.

Required Attachments

Applicants must submit the TEA-supplied attachment that corresponds to their selected school action. See pg. 33 of the Program Guidelines.

Amendment Number

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

Applicant Information

Organization	Manor Independent School District	CDN 227-907	Vendor ID 1746003097	ESC 13	DUNS 050223239

Address	10335 US-290 E.	City Manor	ZIP 78653	Phone (512) 278-4000

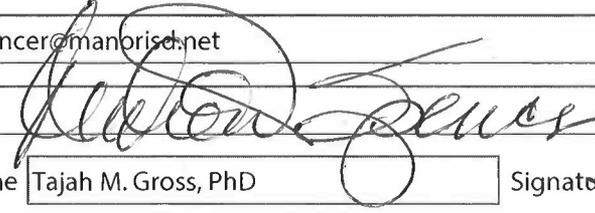|			
Primary Contact	Tajah M. Gross, PhD	Email tajah.gross@manorisd.net	Phone (512) 278-4000
Secondary Contact	Michael Perkins	Email michael.perkins@manorisd.net	Phone (512) 278-4000

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):

☒ Grant application, guidelines, and instructions
☒ General Provisions and Assurances
☒ Application-specific Provisions and Assurances

☒ Debarment and Suspension Certification
☒ Lobbying Certification
☒ NCLB Provisions and Assurances requirements

Authorized Official Name	Dr. Andre D. Spencer	Title	Superintendent

Email	andre.spencer@manorisd.net	Phone	(512) 278-4000

Signature		Date	5/13/21

Grant Writer Name	Tajah M. Gross, PhD	Signature		Date	5/13/21

⦿ 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
Manor MS has been designated as a F-rated campus for three consecutive years. This continual and persistent low student performance has led to an issue of equitable access to a high quality school A or B-rated school campus.	Yearlong planning of an innovative blending learning instructional model rooted in design thinking principles that places every student at the center of their own learning and allows them to take ownership of their personalized learning path while addressing the needs of the whole child.
As a predictor of student disengagement and dropouts, 60% of Manor MS students fail to meet or exceed proficiency standards in reading and mathematics.	Design robust year-round scheduling options, digital platforms that track and monitor progress on Individualized Learning Plans (ILPs), high quality academic interventions, and high dosage virtual tutoring with college students using the RTI frameworks as a tool for advancing student success.
More startling, 78% of Manor MS students come from households at or below poverty levels, perceivably with needs for a sense of belonging and to build quality and connected relationships.	Implement trauma-informed care strategies that address the whole child, particularly through implementation of restorative justice and academic resilience to increase academic tenacity through a Multi-Tiered Systems of Support (MTSS) framework.

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.

By school year 2022, Manor ISD will fully implement a student-centered blended learning instructional model, with extended year opportunities that provide equitable access to high quality digital curriculum, intensive academic interventions and tutoring, MTSS, flexible year-round scheduling and personalized learning paths to determine measures for academic success. Given this, MISD is planning for an artificial intelligence (AI) campus with an emphasis on robotics, gaming, mobile app development, innovation labs, design thinking, and other approaches woven into the school model that have a future-oriented STEM curriculum. As a result of this action and the interim planning goals, our ultimate goal is to ensure that Manor MS achieves an A/B rating within 2 years of implementation of the school redesign.

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

1) Develop the appropriate structures and supports to ensure that Manor MS's principal is able to fully participate in the redesign process, including establishing clear roles and responsibilities in that process; 2) Create a User Knowledge and Design Team, in collaboration along with the TEA provider, to conduct a thorough process for community asset mapping, design thinking principles, and leveraging community partners/industry leaders to research best thinking for Manor MS redesign process and deliverables; 3) Develop a clear and compelling community engagement plan to build trust and two-way communication; 4) Align the school action strategy with district vision for student success; 5) Launch the redesign process in partnership with the TA partner, beginning with the development of a student profile; and 6) Develop a stakeholder map to thoroughly surface and discuss outreach and engagement planning throughout redesign process.

Measurable Progress (Cont.)

Second-Quarter Benchmark

1) Develop the district policies and systems necessary to appropriately vet the redesign campus plan; 2) Submit draft Manor MS redesign plan along with a 3-week community engagement, feedback and input process allowing for multiple opportunities to collaborate by hosting virtual forums, feedback breakout rooms, and interactive polls; 3) Develop District of Innovation (DOI) calendar for Superintendent review and Board of Trustees for further consideration and action; 4) Develop a teacher profile aligned to the programmatic redesign to inform hiring and evaluation systems; 5) Create a student and teacher recruitment plan, an equitable school choice process and hiring and enrollment timelines; 6) Begin drafting school leader performance agreement (MOU) that articulates performance expectations and codifies school autonomies aligned to the academic model and engage key stakeholders in a feedback process; and 7) Surface partnership priorities to support the execution of the school model and develop a process to vet those partnerships.

Third-Quarter Benchmark

1) Submit school design plan to TEA for review; 2) Establish a performance agreement to clarify performance expectations and operational flexibilities (if applicable) that will be granted to implement the educational model described in the school redesign plan; 3) Share finalized redesign plan and performance agreement for approval to the Superintendent, Board of Trustees and larger community to foster transparency and to seek additional input and eventual board approval; 4) Select and procure contracts and consultants for digital curriculum learning platform, diagnostic assessments, and professional trainers; 5) Design and conduct an intensive professional learning and summer training series for teachers, instructional coaches and student support staff prior to Fall 2022 campus opening; 6) Establish evaluation measures and success criteria for all aspects of school redesign; 7) Finalize teacher selection, transfer and reassignment notifications; 8) Finalize facility instructional classroom upgrades and space reconfigurations; 9) Solicit, vet, and select school partners.

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.

Manor ISD will continue to engage each campus and school community in conducting a needs assessment and planning process aligned to the Effective Schools Framework (ESF) that will be used to inform the development of goals, quarterly benchmarks, monitoring, program evaluation and cyclical adjustments to Campus Improvement Plans (CIPs) as well as District Improvement Plans (DIPs). School campuses will continue to leverage the ESF Reflection tool to gauge focus areas for improvement as it relates to the redesign process (i.e. academic interventions, high dosage tutoring). MISD will use the C&I department evaluation system to create formative and summative analyses of the learning, BL, TCF, IRF, SEL, CRT aspects of the program. New metrics will be developed that may not currently assist, as needed, to enhance or modify the redesign process throughout the planning year into the first year of implementation.

The CIP & DIP yearly updates will be the ongoing framework to assure that the positive aspects of the Planning year are integrated into the campus' CIP to sustain these items beyond any one grant. The CIP & DIP will be the basis for the development of Implementation program. We will create as part of the campus report card information concerning the effects of the program so that families and staff have a clear understanding of the results of this Planning program and allowing increase community input into Implementation.

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 2021–2022 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) and any other action specific technical assistance. 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, 2021.

☒ 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, 2022.

☒ 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.

Manor ISD is committed to ensuring effective and efficient systems and structures to appropriately monitor and support school reform and change management. A designated School Improvement Specialist will collaborate among Departments of Equity & Innovation, Communications, Family and Community and Engagement, and School Improvement to garner community resources, support coordination of communications among parents/families/communities to empower families and increase student success. Our school improvement planning process leads to targeted interventions that hone in on specific subset of school design components (e.g., school leadership, specific support required to address Targeted designation) to drive continuous improvement. To develop a school improvement plan, our process is: 1) Identify the root issues to address - with a focus on the specific student populations, grade bands, subjections, or other variations - to surface improvement priorities; 2) Identify specific levers to pull (i.e. programming, coaching) to address each priority area; 3) Develop implementation plans for priority areas in partnership with school leadership and the broader school community; 4) Set end of year goals and interim progress targets to create a shared vision for success for each priority area and measure; and 5) Conduct regular step backs to review the data and plans.
These steps will surface improvement priorities in alignment with the overall redesign process to ensure interim changes – and what we learn from their success – inform the approach to redesigning the campus. MISD district staff will do so in alignment and partnership with the TEA-approved TAP to work with us in this continuous improvement process.

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.

Manor ISD has a team approach to monitoring schools that receive a SAF planning grant. The Chief of Schools, who currently oversees and supports Manor MS, will monitor school improvement plans. As described above, this process includes using a broad range of data to identify specific improvement priorities, identify strategies to address those priority areas, set interim goals for improvement tied to the implementation and outcomes from those plans, and regular step backs to discuss progress, tweaks, and other support needs to continuously improve the campus. With the redesign effort, the Chief Equitable Innovation Officer will also play a role in school monitoring. First, she will be responsible for the timely execution of grant milestones as identified in the FIT tool. For the campus-specific redesign plan, the CEIO will also be responsible for developing a school performance agreement that articulates clear academic and nonacademic expectations and codifies school-specific autonomies and supports. This team approach allows for more direct-to-school support and monitoring for improvement, rather than evaluation or accountability, while also allowing for the school to have clear multi-year performance targets and aligned interventions/accountability developed as a part of the performance contract for the campus.

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.

The Department of the Whole Child and Partnerships along with Chief Schools Office will coordinate efforts as well as oversee the process for recruiting, screening, selecting, and evaluating any external organization from school design to implementation. Community partners, tech leaders and educational agencies will be screened and selected based on school improvement and turnaround experience, change management expertise, and capacity to coach and support teachers through implementation phases of the blended learning.

Contracts for academic services and student supports will be initiated by the school leader through the Bonfire procurement process. This process will ensure an equitable process is initiated and implemented to fidelity for procuring goods and services in an effective and efficient manner. All negotiated MOUs will be presented to the Board of Trustees for further action and approval. As described in the quarterly milestones above, in the planning process we will identify potential partnership needs and develop a process to recruit and vet potential partners in support of the redesigned school model.

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.

Manor ISD is committed to allocating federal and/or state compensatory funds for continuous school improvements and to conduct comprehensive, and on-going needs assessments to provide academic and socio-emotional supports identified for a particular school or group of campuses in the planning or implementation phase of school actions.

Manor ISD intends to utilize Title I funding to support school action planning and other identified student needs, specifically: (1) digital curricula upgrades, (2) design thinking principles, (3) restorative justice, (4) personalized learning, and (5) academic interventions.

Disbursement of Title II, Part A funding will support student services, teacher and principal supports, based on their campus needs. Trainings will focus on conducting high quality needs assessments for at-risk students, specially designed instructional planning for teachers, strategies for recouping learning loss, as well as whole child and parent engagement strategies and techniques.

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.

Manor ISD has a designation as a District of Innovation (DOI) for five years and intends to leverage exemptions and a continuum of autonomies aligned to flexible school day programs, principal performance evaluation, teacher planning time, and staff development to ensure flexibility and to develop a culture highly responsive to the needs of students and to adjust individualized learning plans accordingly. Over the course of six years, Manor ISD has established a portfolio of innovative school models such as New Tech middle and high schools and the inception of an Early College High School. Now with a concerted focus on low performing middle middle schools and redesign highly quality academic programs, this district plans to explore P-TECH and Project Lead the Way (PLW) models designed with community needs in mind to provide innovative and futuristic STEM pathways to receive career technology endorsements, stackable credentials and earn an associates degree as a high school graduate. As Manor MS prepares and anticipates to undergo an rigorous redesign process where student centered learning applying design thinking, creating equitable opportunities through digital fabrication labs, maker-spaces, and innovation spaces for robotics and gaming. Manor ISD continues to expand school choice options that empower families to make decisions in the best interest of their child's future. The expansion of the Manor ISD annual portfolio plan requires direct oversight and supervision of school actions through the Division of Equity and Innovation and continuous improvement monitoring through the Chief Schools Office and Academics.

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

There are many components of the district redesign model that are researched-backed strategies to improve student outcomes. In particular, developing high-quality instructional materials that incorporate emerging practices in middle school AI curriculum will ensure students have access to rigorous and relevant content for the specific model. Additionally, studies have shown that high-dosage tutoring can meaningfully increase learning for K-12 students, particularly those from lower income families. The blended learning instructional model will combine face- to-face instruction with a digital online learning software to support teachers to effectively personalize instruction for all students. With HQIM, high dosage tutoring, and blended learning in an AI setting, the extended day structure of the redesign will provide opportunities to ensure every student has the time and support to effectively grow academically and non-academically, with an emphasis on the key design principles and skills to thrive in an advancing world. Research further shows year-round school fosters stronger relationships between teachers and other students, thus providing the strongest academic return on investment.

Program Requirements

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

○ Restart a struggling school as an ACE campus

○ Restart a struggling school as a partner-managed campus

○ Create a new school as a district-managed campus

○ Create a new school as a School Empowerment Network campus

○ Create a new school as a partner-managed campus

○ Reassign students from a struggling school to higher performing schools

◉ Redesign a campus with a district-designed blended learning model

○ Redesign a rural campus with a P-20 system model

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.

Based on initial findings from the Quality Seats Analysis (QSA) process, performance data trends, Manor MS faculty focus groups and SGS survey data, the district determined ranked school campuses regarding the next progression of school actions would begin with Manor MS, currently rated as a F campus and for the past three years. Additionally, Manor MS has been rated as a Tier I school based on the previous status Improvement Required (IR) status on and off for another 5-year span. In analyzing benchmark and STARR performance data, far too many students failed to met or exceed standards in reading and mathematics and consistently struggled partly due to a curriculum that is not adequately meeting their needs and a schedule that has limited capacity for additional opportunities for academic intervention and loss of learning due to COVID-19 during the school day. Further analysis of feeder data reveals that Manor ES students had a decline in academic performance during their first year of middle school at Manor MS. Overall, this data suggests a redesign of the current academic model aligned to the Effective School Framework (ESF).

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.

The district has established a north star goal to get to 86.6% of all students in an A or B seat by 2025. Doing so requires special attention to our low-performing middle schools, knowing that currently, every single middle school student in Manor ISD is currently attending a C, D or F rated campus. Taking strategic school action at Manor MS is a strategic step and bold action on the path to our north star goal. Manor ISD's strategy is to assign school actions and intensive supports based on designation as either a Tier I or Tier II school campus.

Our district strategy supports innovation and high quality school options. We have expanded the number of choice schools, and with that the range of school models within the district. We see the redesign of Manor MS as an opportunity to create a cohesive, innovative school model that will attract families across Manor and utilize a range of intervention techniques (e.g., high dosage tutoring, differentiation through blended learning) to advance student outcomes in alignment with our academic goals).

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.

All district cabinet members participated in a Quality Seats Analysis (QSA) process, gathering and analyzing data on multiple elements of school quality, including student assessment data, teacher evaluation data, school model, building quality and more. Through the QSA process, cabinet members identified and tiered schools based on most needed targeted academic interventions and support. Utilizing the results of the comprehensive needs assessment, Manor MS campus engaged in a campus needs assessment (CNA) process improvement process to further determine the root causes for low student achievement. Also, quarterly review of student performance data throughout the data driven instruction (DDI) continuous improvement process cycles yielded low and stagnant academic growth.

Additionally, cabinet members led QSA data conversations with respective departmental staff within divisions for a laser focus on seven specific areas:
Academic Quality- Proficiency data, College Access data, Career Technology data, and Academic Remediation
School Talent- Talent Pipeline, Principal Effectiveness, Teacher Capacity, Teacher Retention
Enrollment & Choice-Population and Feeder Pattern trends, Charter Proximity, Enrollment Draw, Charter Draw
Community Engagement-Survey and Focus Group Data
School Culture-Suspension Data, Attendance Data, Truancy Data, Dropout Data
District Resource Allocation-Spending Allocation Data
Academic Partnerships- External Partnership and Impact Data

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.

Manor ISD has has a series of ways it engages to solicit input and feedback and ensure there is appropriate engagement. This includes town hall meetings, surveys, meetings with community members and the business community, newsletters, and social media. For schools that will have specific actions taking place, Manor ISD will also host school-based stakeholder specific engagement meetings with families, educators, and students to ensure that there is an opportunity to get feedback, input, and deliver information to the school community. These meetings will be offered more than once virtually and in person, and be offered different times to ensure opportunities for engagement.

Engagement will happen in the following ways to ensure the community and stakeholders are an integral part of the redesign process:
1) Visioning meetings: Selected Parent, educator, student and key community representatives will serve on a visioning committee that will meet regularly to discuss the redesign process and solicit feedback and support.
2) Quarterly stakeholder engagement meetings: Each quarter meetings will be held with students, parents, and staff respectively about the redesign process. This will be an opportunity to share updates and ensure stakeholders are bought in and engaged.
3) Quarterly surveys: Three question surveys to specific stakeholder groups to get feedback and track progress and trends
4) Site visits: Host community leader site visits to provide highlights on the redesign process
5) Monthly redesign newsletter: Every month a digital newsletter will be sent out to provide updates on the goals for the redesign process. This will be a publicly facing document but will speak to key stakeholder groups (parents, staff, community leaders).
6) Social Media Campaign: Have an ongoing targeted social media campaign about the redesign process and spotlights of positive news.

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.

Mr. Michael Perkins - Chief of Schools, School Support Lead

As the Chief of Schools, Mr. Perkins provides oversight and support to all school campuses and school leaders in Manor ISD. Mr. Perkins has the relationships and expertise to effectively support the school leader through this transition and execution. Mr. Perkins currently supports the Manor MS principal and staff, who will be a part of the redesign, and will effectively engage them through the redesign process while continuing to support the school's continuous improvement efforts in 2021-22. Mr. Perkins has been the Manor ISD Chief of Schools since 2019 and holds an M.Ed. in elementary education.

Dr. Tajah M. Gross - Chief Equitable Innovation Officer, School Action Planning Grant and Portfolio Planning Lead

Dr. Gross joined the district in December 2020 to develop and lead their new, innovation and equity-focused strategies across the district. Coming from Baltimore Public Schools, which deploys a portfolio school approach, she understands the important elements to redesign an innovative school model. Dr. Gross shepherded the process to identify the need for and decide on the specific approach to redesign Manor MS and will serve as the primary district point person for the SAF grant and the partnership with Transcend. Dr. Gross holds an M.Ed. in Special Education and Teaching and a Ph.D. in Higher Education Leadership.

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		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

PNP Equitable Services

X 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**

Principal Coach Stipend	$10,000
Intensive/High Dosage Academic Tutorials- University/College Tutors	$25,000

PROFESSIONAL AND CONTRACTED SERVICES (6200)

TEA Technical Assistance Matched Provider	$62,500
Professional Development and Training	$30,000
360 Degree Teacher and Principal Feedback and Evaluation Digital Tools	$10,000

SUPPLIES AND MATERIALS (6300)

Macbooks	$30,000
Digital Curriculum Upgrades	$25,000
Digital Platforms- Academic Tutoring, Personalized Learning, Performance Based Learning Tools	$15,000

OTHER OPERATING COSTS (6400)

Community Engagement and Recruitment Materials	$10,000
Professional Conference Travel and Fees	$7,500

CAPITAL OUTLAY (6600)

Facility Classroom Upgrades to Support Blended Learning Configurations- Innovation Lab	$25,000

TOTAL BUDGET REQUEST $250,000

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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