



**2021–2022 School Action Fund- Planning**  
**COMPETITIVE GRANT Application Due 11:59 p.m. CT, May 13, 2021**

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](mailto:competitivegrants@tea.texas.gov)

Application stamp-in date and time

Grant period from **August 12, 2021 – 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. 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  CDN  Vendor ID  ESC  DUNS

Address  City  ZIP  Phone

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 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  Title

Email  Phone

Signature  Date

Grant Writer Name  Signature  Date

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
Need to design a whole school redesign of the PSJA Elvis J. Ballew campus that re-imagines and addresses circumstances and challenges created the by COVID-19 pandemic.	To plan an Effective Schools Framework (ESF) model focused on serving Elvis J. Ballew campus needs, selecting an optimal blended learning model with a holistic approach that will include mental health, social resiliency, a high-dosage of tutoring, and include an extended school year calendar.
Need to develop high-quality curriculum aligned to an extended day or school year, and with a high-dosage of tutoring to positively impact student achievement outcomes.	Plan to adopt "K-12 Quality Matters" standards, including the K-12 Online Course Design Review Process from the National Standards for Quality Online Courses. All courses to be aligned to the ISTE Standards aimed to create empowered learners and global collaborators.
Need to address the comprehensive needs of students through a shared responsibility and mutual partnership between students, families, district and community.	Plan to design sustainable community partnerships to support Elvis J. Ballew students and families with community events to solicit input and communicate plans related to the Blending Learning model.

**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.

PSJA ISD aims to decrease the learning gap inequalities, improve attendance rates, and the low-academic achievement of PSJA Elvis J. Ballew students by 70% within 3 years. PSJA ISD will increase the student/teacher digital connectivity by 90% by providing blended learning instruction to 50% of the Elvis J. Ballew student population in AY2022-2023 with intention to reach 85% of students by AY2023-2024. All students will be supported with the necessary home technology (Laptop/ WiFi hotspot) and wrap around services to assist the Blended Learning school redesign model increasing learning effectiveness and student achievement. Baseline 2020-2021 STAAR scores, academic diagnostic data and parent/teacher surveys will be used to measure program's learning effectiveness models and its relation with the support of community partnerships

**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. A School Action Fund Committee is established to oversee and evaluate the planning of the Blended Learning Model. Utilize CIP needs assessment including a student diagnostic assessment. Identification of a Project Manager to support the Principal at PSJA Elvis J. Ballew to plan the school redesign process.
2. The district formalizes the process for approving school design plan and parameters for granting school operating autonomies.
3. Work with the TEA vetted and matched school action partner, complete fidelity of implementation tool by 10/15/2021, and develop a communication plan for school action planning and implementation.
4. TEA reviews and provides feedback on draft school design plan. Participate in grant-related meetings and TEA visits.

**Measurable Progress (Cont.)**

## Second-Quarter Benchmark

5. School leadership finalizes school design plan that meets TEA requirements for ESF-alignment, blended instruction, high-quality curriculum, extended day or school year, and high-dosage tutoring.
6. TEA reviews and approves school design plan (ESF - alignment, blended instruction, high quality instruction, extra day, tutoring)
7. District Superintendent and board approves school design plan and finalizes campus performance agreement and operating autonomies
8. Create and finalize student recruitment and retention plan and timeline
9. Finalize campus budget for the 2022-23 school year

## Third-Quarter Benchmark

10. Meet eligibility requirements for continuation grant funding and submit continuation grant application
11. Complete staff recruitment and selection
12. Procure curricular materials aligned to new educational model
13. Plan and conduct summer professional development for campus staff in advance of Fall 2022 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.

The Project Manager will collect data that will be used for formative and progress evaluation to monitor and determine on a month-to-month basis actions needed to adjust and/or modify the blended learning school redesign model. Data will be used to document formative and summative evaluation, including reports to TEA. A Logic Model will be established and a project management system will be implemented to show a time-phased baseline plan for the SMART goal and each objective with scheduling of activities and needed resources, budget time-line, benchmark progress and track of specific tasks. Emphasis will be on scheduling and monitoring the project activities on a monthly basis and optimization of resource allocation after start date. Metrics for baseline benchmarks, budget, and schedule, will be defined, data collected monthly and will be used to identify gaps, actions and/or opportunities for improvement. Every metric will answer clearly what is to be measured with the needed level of disaggregation and enough to measure progress towards the end results. Every quarterly benchmark will be monitored to ensure goals are met. Deviation from goals will require a reevaluation procedure including intervention, schedule overruns and/or modification of the project to maintain its sustainability.

Recommendations from the assigned TEA-vetted technical provider will be incorporated to maintain the quality of the program. All requirements, mandated program benchmarks, program assurances selected for this grant, and recommendations from TEA's selected school action technical assistance provider will be monitored and reported for evaluation purposes.

The School Action Fund (SAF) Committee will meet monthly to review the data, overall progress of short and medium term goals and outcomes of the project -including student outcome success, towards meeting the SMART goals. The SAF committee will review the percentage of benchmark goals and metrics. Each progress measure will be linked to an expected result/outcome and will be used to ensure that there is a relationship between what the project measures and the Logic Model. Data collected by this project will be documented to support the potential of blended learning models for transforming classroom instruction and the challenges and possibilities of utilizing this method of instructional delivery for low-income economically disadvantaged students

**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.

The school support and improvement plan (SIP) will include developing a framework for blended learning as a formal education program. The plan will include developing for each content area course a curriculum, instruction, and assessment model in which students learn and interact: (1) part through online delivery of content and instruction with some element of student control over time, place, path, and pace; (2) part at a supervised brick-and-mortar location away from home; and (3) the modalities along each student’s learning path within a course or subject are connected to provide an integrated learning experience. To support and improve learning activities, the SIP will examine two blended learning models: (A) FLEX MODEL in which content and instruction are delivered primarily online and students move on a customized schedule among learning modalities. The onsite teacher provides face-to-face instruction as-needed. (B) ROTATION MODEL, within a given course, students rotate between learning modalities, at least one of which is online learning. The Rotation Model plan considers small-group or full-class instruction, group projects, and individual tutoring, such as STATION-ROTATION MODEL - students rotate on a fixed schedule through all of the stations; LAB-ROTATION MODEL - students rotate on a fixed schedule among locations on campus. At least one of these spaces is a lab, while the additional classroom(s) house other learning modalities; FLIPPED-CLASSROOM MODEL - students rotate on a fixed schedule between face-to-face, teacher-guided practice on campus during the school day and online instruction of the same subject from a remote location after school; INDIVIDUAL-ROTATION MODEL - students rotate on an individually customized, fixed schedule among learning modalities. Full SIP model will be developed with TEA's Assistant Provider.

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.

Prior to implementation, a committee of key district stakeholders will review the CIP needs assessment to establish clear outcomes and measurable academic goals for the district designed blended learning model. Upon funding, the committee will establish a comprehensive plan that will monitor and determine: research state-specific requirements for blended learning, teacher certification, target student populations, measurable educational goals for each targeted group of students, student support systems and requirements for enrollment (grade levels, specific course completion, etc.), evaluation criteria to determine if the program is educationally appropriate for students, alignment of courses with district, Quality Matters, and ISTE standards. Monitoring will include ensuring hardware and software meet provider system requirements, functional requirements of bandwidth, including administrative and other uses of the network, selection of portable WiFi and laptops for students. Development of policies, procedures, handbooks (roles and responsibilities of leadership and instructional teams, student technology lending plan, etc.) , will be monitored for completion before August 2023. The plan will monitor set up of classrooms or computer labs appropriate for blended learning, professional development of staff, student/parental hosting and orientation, community partnership, and a sustainability plan.

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.

PSJA ISD local policy follows a very rigorous process to recruit, screen, select, and evaluate external organizations approved to provide goods or services. In particular, the school district has established high standards for efficient and effective purchasing services, including the selection of material providers, products, consultant services from appropriate sources at the lowest practical prices while ensuring the best overall value. The selection of the above follows the highest ethical standards following policies and procedures established by local, state, and federal regulators. All interested vendors must complete the online bidding system process, including the submission of all required forms (Texas Ethics Commission Form 1295, W-9 Form, Written Quotation Form, Consultant Package, Conflict of Interest Form). Contracts for the purchase of goods or services greater than \$50,000 require additional School Board Approval. Prior to Board Approval, all consulting services offered by external individuals or organizations are examined by the school district Leadership Team (Chiefs, assistant superintendents, executive officers, senior administrators) who determine the need, qualifications, student achievement impact, etc.

**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.

PSJA ISD 2021-2022 Budget must be adopted by the School Board of Trustees before August 31, 2021. This implies that the General Operating fund to account for all transactions associated with the administration and daily operations of school will be in place before the actual start-date of the planning grant (Aug. 12, 2021). The 2021-2022 allocated funds for direct classroom instruction, delivery of learning situations, educational resources, aid instructional staff in planning, developing, and evaluating the process of providing learning experiences to students, etc., will be independent and will not supplant any of the budgeted activities of the grant. Upon the 2021-2022 School Action Fund - Planning grant initiative is funded, the school district will align and supplement up to: (1) Payroll Costs - 20% of grant funds directed toward personnel expense for a district administrator to manage the grant program and \$5,00 supplemental extra duty pay for participation in Summer PD; (2) Professional and Contracted Services - \$62,500 for TEA T/A matched provider, up to \$50,000 to contract T/A provider for School Instruction and Culture Leadership Coaching Support, up to \$5,000 for LSG training expenses for Board Members, and \$5,000 to secure contracted PD Summer services; (3) Supplies & Materials - up to \$50,000 to supplement instructional materials to meet TEA criteria for high-quality instructional materials aligned to TEKS and state assessment standards, \$5,000 for planning and executing a strategic communication plan, and \$5,000 for community events to solicit input and communicate plans related to adopting a blended learning model for the aforementioned school; (4) Other - \$5,000 travel to attend TEA required events, and \$9,335 of indirect costs following our current restricted indirect costs rate at 3.879%.

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.

The OPERATIONAL FLEXIBILITY to enable full and effective blended learning will be a smooth transition at Elvis J. Ballew, because it is currently operating with intensive instructional coaching support for faculty to help all students on pathways connected to a program of study leading to a postsecondary certificate or college degree. At PSJA ISD, instructional coaching has become the foundation of staff development and the implementation of a successful blended learning program and will require consensus from multiple stakeholders at the school level (staff, teachers, students), local community (parents and tutors) and at the district level (HS administration and others). New practices and policies will be adopted to implement a model and vision for blended learning instruction, including ongoing funding for professional development to help teachers and administrators master a unique, differentiated instruction model. Funds from the planning period will be directed to teachers and instructional coaches to align their pedagogical beliefs and practices with an approach that supports learners in a blended learning environment. Experts and the TEA Technical Assistance provider will assist in creating a blended learning operational flexibility framework to address teachers and student-related challenges as the blended design adds complexity to course development and learning expectations. Professional development will be targeted to provide operational flexibility for teachers to integrate technological pedagogical and content knowledge to design a meaningful blend. The operational flexibility framework will include training for students who will be expected to transition from being a passive student role towards an active one, which implies turning from being a knowledge consumer towards becoming a knowledge constructor.

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

The Blended Learning model will incorporate published evidence-based practices related to the use of blended learning in K-12 education settings. In recent research, contrasting blends of online and face-to-face instruction with conventional face-to-face classes, blended instruction has been more effective, providing a rationale for the effort required to design and implement blended approaches. The project committee will incorporate the following evidence-based practices: (a) Foster all learners' (teachers/ students) attitudes change toward constructivist learning, (b) Helping students' solve ill-structured design task problems, (c) Improving learners' critical thinking in assessing sources of information, (d) Improving students' narrative and argumentative writing abilities and (e) Enhancing students' knowledge retention and understanding. The school action model will incorporate evidence-based strategies to create the pedagogical blended learning framework, the specific instructional and learning activities, the technologies utilized, and how to measure the effects of such learning environment experiences, including additional learning time and instructional elements.

**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 as a partner-managed campus    | <input type="radio"/> Reassign students from a struggling school to higher performing schools      |
| <input type="radio"/> Create a new school as a district-managed campus           | <input checked="" type="radio"/> Redesign a campus with a district-designed blended learning model |
| <input type="radio"/> Create a new school as a School Empowerment Network campus | <input type="radio"/> 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.

PSJA ISD Administration created a leadership committee of experts (Instructional Technology, Curriculum, Instructional Coaching, Assessment, and Leadership), to examine the adoption of blended learning as the result of the experience of COVID-19. In particular, the committee compared (via school online surveys) the experiences of face-to-face learning (pre COVID-19) with the online learning methodology adopted during COVID-19, in particular the efforts of synchronous learning elements such as face-to-face interaction with instructors and the asynchronous learning activity of individual students. It was evident that the combination of synchronous learning and asynchronous learning components can achieve optimum learning effectiveness. The criteria utilized for selecting Blended Learning at Elvis J. Ballew's School Action Model, included analyzing the blended learning strategy and considering funding (planning grant) to develop an appropriate conceptual model that would be effective and implementable. The challenge is to determine the most appropriate blended learning strategies to achieve a series of desired learning outcomes. The committee concluded that the school district has the capacity to implement Blended Learning Strategy Options by defining learning outcomes, learning modalities, learning experiences and strategies (synchronous and asynchronous) and the infrastructure to implement learning activities through blended learning -Synchronous (live and virtual) and Asynchronous (self-directed and collaborative mode). If funded, the district leadership will be aligned to the mission and vision of the school district.

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 PSJA ISD mission is to engage and empower all students to connect with innovative instruction, outstanding facilities, technology, skills, and social-emotional support while prioritizing health and safety for all – from early childhood through their chosen career. The district vision is to have all PSJA ISD students prepared to participate, compete, and excel in a global society to foster multi-generational prosperity. The overall strategy that district leadership has for low-performing schools has been to aggressively compete for external funding to support all pathways. Recently the school district has been funded through several TEA grants to support several pathways, securing long-term commitments and providing best expertise practices to students through rigorous and hands-on academic, technical and workplace experiences. These funded grant programs have allowed the school district to create processes for assessing and improving quality for schools. Funds have helped schools diagnose needs to investment in leadership and staffing, professional development, curriculum, and community school models that provide wraparound health and social services where students need them. Applying to the 2021–2022 School Action Fund- Planning grant opportunity will allow the school district to continue aligning and supporting comprehensive school choices for students and families that otherwise would not have the opportunity to be prepared for success in a global society.

**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.

PSJA ISD School District Leadership Team decided on May 13, 2020 to plan and implement the District Technology Plan under the leadership of the Assistant Superintendent for Technology and under the supervision of the district Academic Chief. An Instructional Team Committee was established to discuss four basic issues: Need to accomplish, Time to Accomplish, Short Time Vision, and Collaboration and Support. The need has been determined to move from a behaviorist to a constructivist learning environment, where teachers integrate technology in all subject areas and become content experts, advisors, and coaches. Through technology, learning becomes more meaningful and fun and students will be able to collaborate with classmates through digital platforms to enhance the learning outcomes/goals. The decision to select Blended Learning as the School Action Fund Planning came as an opportunity to support Elvis J. Ballew to adopt in AY2022-2023 a blended learning model as an alternative option to increase student attendance, achievement and graduation rate. It will provide an opportunity for students to take credit recovery classes and enroll in advanced placement courses in English, mathematics, social studies, and science. Students at Elvis J. Ballew have the maturity and self-discipline to work independently and have the propensity to succeed. Students focus only on what they need for graduation and for college-readiness, and they begin college courses while finishing their high school requirements. By adopting a blended learning model, credit recovery programs at Elvis J Ballew, can enhance online content delivery by personal instruction customized to meet student needs and school goals. Potential benefits have been identified to include student support, academic rigor, and postsecondary readiness.

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.

PSJA ISD will conduct a robust process of sharing information, gathering input and feedback and creating investment in the School Action Initiative. To create investment from a diverse perspective and to gain strong support systems, a School Action Fund (SAF) Committee will be formed.

A strategic communication plan to solicit input and communicate plans -The designated school administrator for the Blending Learning program will work with the district Parent Engagement Department and the Communications department to elaborate the plans and events to allow students, families and the community-at-large to participate with their opinion regarding the planning of implementing a blended learning model at PSJA Elvis J. Ballew. The framework is to develop a comprehensive community-based process with the primary objective to establish a permanent, significant, and sustainable stakeholder engagement process and strengthen the district's relationship with these stakeholders. The plan is to dedicate enough efforts and initiate a quality information-gathering phase to ensure that all decisions are made based on accurate understanding of the school's current status and community needs. Data needs to be collected regarding the role of the school in the community, current strengths and weaknesses, and challenges to be transformed into ideas for improvement and educational success. The plan includes holding community events to include representatives from the board of trustees, school community, campus administrators, and district leaders, bringing all representatives to the process for community input and program buy-in.

Using a focus-group methodology, stakeholders will develop consensus on the implementation and priority goals of the blended learning model, defining progress measures and future communication strategies. The work with members of the school community has the purpose of shaping a vision of academic success for all, creating a climate of hospitality, cultivating leadership, improving instruction, and fostering school improvement. It is important for the district to allow the stakeholder group as the driving force while the district monitors the necessary parameters.



**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.

The school leader responsible for the school redesign process will be Dr. Lauro Dávalos. Dr. Dávalos will serve as co-chair of the School Action Fund (SAF) Committee and will oversee activities related to the school redesign process. Dr. Dávalos was selected to lead this process due to his experience at the campus and district level. In his previous role, he served as the principal of a campus which successfully initiated a Transformation Zone Grant. His school became one of eight schools in a central-Texas school district which formed part of this zone. Dr. Dávalos has experience in engaging the community towards the development and implementation of a school redesign process. In addition, as the Assistant Superintendent of Technology for our district, he has the skills required to successfully leverage technology tools to develop and implement a Blended Learning Instructional Program. During his doctoral program, he studied ways to increase school effectiveness using strong interpersonal relationship skills, sound organizational structures, and building leadership capacity. Dr. Dávalos will rely on these skills to ensure the efficiency and effectiveness of the planning and implementation of the School Action Fund grant.

Dr. Dávalos' qualifications and experience include:

Served as an administrator of a an elementary and secondary campus; experience in all age groups (ES, MS, and HS). Strong experience utilizing digital instructional curriculum to lead a credit-recovery and credit-accrual program (Apex digital curriculum and other resources). Dr. Dávalos has experience working with high school students on creating personalized approaches to regain and obtain credits to meet high school graduation requirements (including blended learning instructional methods). Recently, Dr. Dávalos has helped the district create a platform for distance learning which all teachers in the district used during the COVID-19 pandemic.

**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**

Personnel expense for District Administrator to manage the grant program (up to 20% of grant funds)	\$50,000
Supplemental Pay for participation in Professional Development (Summer PD)	\$5,000

**PROFESSIONAL AND CONTRACTED SERVICES (6200)**

Contractual Services - Technical Assistance Matched Provider- TEA Consultants (required amount)	\$62,500
Contractual Services - School Instructional and Culture Leadership Coaching Support (up to \$50,000)	\$50,000
Professional Development Summer Training (\$5,000) + LSG PD for board members (up to \$5,000)	\$10,000

**SUPPLIES AND MATERIALS (6300)**

Instructional Materials	\$48,000
Communications Planning and Support expenses	\$5,083
School Community Engagement Events expenses	\$5,082

**OTHER OPERATING COSTS (6400)**

Travel for TEA required Events (in-state)	\$5,000
*****Indirect Cost allowable for PSJA ISD @ 3.879% (budget of \$250,000 x 3.879% rate = \$9,335)	\$9,335

**CAPITAL OUTLAY (6600)**

none	

**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](mailto: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 \_\_\_\_\_



FOR TEA USE ONLY  
Changes confirmed with \_\_\_\_\_ on this date \_\_\_\_\_  
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