



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

NOGA ID [Redacted]

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): **N/A**

**Applicant Information**

Organization **Aldine Independent School District** CDN **101902** Vendor ID **74-6001110** ESC **4** DUNS **073898017**  
 Address **2520 W. W. Thorne Blvd** City **Houston** ZIP **77073** Phone **281-985-1011**  
 Primary Contact **Adrian Bustillos** Email **abustillos@aldineisd.org** Phone **281-985-6318**  
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**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. Tamika Alford-Stephens** Title **Chief Financial Officer**

Email **tralford-stephens@aldineisd.org** Phone **281-985-7333**

Signature *Tamika Alford-Stephens* Date **5.13.2021**

Grant Writer Name **Stacey Smith** Signature *Stacey Smith* 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**

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
According to TEA STAAR data, 36% of students in Aldine ISD met standard for the 2018-2019 school year, with only 33% of male students meeting standard.	Aldine is pursuing a new all-boys school with a focus on deeper-learning that will prioritize enrollment for students attending or zoned to a 2018–2019 Comprehensive and/or Targeted School. The new all-boys school will provide students a high-quality learning environment with a clear vision for success for improving outcomes for students.
Aldine ISD has over 30,000 male students and 90% are considered economically disadvantaged and 71% are at risk based on 2020-21 school year enrollment.	The District is exploring high quality deeper-learning models with a track record of success that will bring a new, innovative choice to the district and meet the community needs. Based on community interest and a desire to increase innovative choices and opportunities for our male students, the new school will p
In the 2020-2021 school year, 4,083 distinct students were involved in discipline incidents, with 60% of those students being male students of color.	The new all-boys school in Aldine will focus on addressing the social and emotional needs of young men of color, where their voices are not only valued but leveraged as they develop an authentic sense of identity and social justice. The school model will offer activities and supports that develop strong character,

**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 the end of the 2021-2022 Planning Grant Cycle, the Chief Transformation Officer, the Program Manager, the school leader, and the matched Technical Assistance Provider, as the project team, will have successfully completed 100% process steps outlined in the benchmarks of this grant leading up to the creation of a new district-managed school to be rated "A" or "B" in state accountability system.

**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. Continue participation in the System of Great Schools (SGS), fully leveraging all resources and opportunities of the program. 2. District hires the school leader to be on full release in the 2020-2021 school year and participate in the TEA-approved new school design fellowship program by July 31st, 2021. 3. Develop a comprehensive communication plan for school action planning and implementation that promotes community engagement. 4. Identify the district staff and community members who will be part of the design team and support the project team through the planning year. 5. Formalize the parameters for granting new school specific operating autonomies, and articulate requirements for the educational model. 6. Analyze district data and conduct empathy interviews with students, parents, and teachers. 7. Begin small group discussions with Aldine ISD Board to ensure alignment on all key elements.

**Measurable Progress (Cont.)**

Second-Quarter Benchmark

1. Begin creating a vision for what the student experience could be to ensure it meets the needs of the community, prepares our students for the future, and is aligned with the Effective Schools Framework (ESF) 2. Conduct site visits (potentially virtually) and due diligence on highest potential partners and models 3. Develop initial school design plan to include details related to educational model, curriculum, school operating autonomies, opening grade levels and student enrollment levels, and school location 4. Continue participation in the SGS, fully leveraging all resources and opportunities of the program 5. Continue small group discussions with Aldine ISD Board and bring any required action items to the board as necessary. 6. TEA, TA provider, and district leaders review and provide feedback on the initial school design plan.

Third-Quarter Benchmark

1. Finalize student recruitment plan outline for the new campus 2. Finalize the main school design plan that meets TEA requirements and is aligned to the ESF. 2. TEA reviews and approves complete school design plan. 3. School leader, in partnership with the district, finalizes the campus budget for the 2022-23 school year. 4. Meet eligibility requirements for continuation grant funding and submit the continuation grant application. 5. Complete staff recruitment and selection and procure curricular materials aligned to the new educational model. 6. Plan and conduct summer professional development for campus staff in advance of Fall 2022 opening. 7. Continue small group discussions with Aldine ISD Board. 8. Continue participation in the SGS, fully leveraging all resources and opportunities of the program.

**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 Planning Grant is a high priority project for the district and Superintendent Dr. Goffney. Overseen by the Chief Transformation Officer (CTO), the district will use the benchmarks outlined within this grant proposal to measure progress (i.e. communications plan that promotes community engagement, model evaluation and selection, financial reviews, on-going small Board discussions, progress in Systems of Great Schools, etc) on a weekly basis. The district also envisions requesting support from the matched Technical Assistance Provider to outline a detailed project plan if awarded the grant.

The CTO, the Program Manager, and the matched Technical Assistance Provider, and the school leader will lead the work on this planning grant as a project team. This team will meet weekly and will measure progress against the key benchmarks and deliverables to narrow focus on high leverage needs. The team will focus on completing all process steps for each benchmark in a high quality manner, focused on the quality of the outputs and deliverables rather than compliance to a schedule.

Given the planning nature of this grant, we anticipate modifications will be made along the way to the process in general - and then in particular, modifications will be made if any benchmarks were to be delayed. Modifications to the project plan will be identified and decided by the project team during weekly planning meetings to ensure alignment to the SMART goal.

The SMART goal of completing all process steps in anticipation of a model decision that aligns with the Effective Schools Framework in the 3rd quarter is the ultimate North Star for this grant. The Superintendent will be actively involved in the project through Systems of Great Schools and regular updates from the CTO.

**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.

Aldine's leadership began exploring single gender schools during the 2019-2020 school year. TEA's matched Executive Advisor worked with the CTO to identify and research single gender schools across the state and nation. All seven school board members, the Superintendent, and Core Team visited single gender schools in February 2020, including the Barack Obama Male Leadership Academy in Dallas ISD.

This past October, Aldine ISD sent out a survey to collect community input on new school options and the district received over 13,000 responses. Parents had the option to select the type of programmatic focus new schools should have, and approximately 80% of responses identified the need for an all-boys school. This aligned with the district's work of conducting interviews, surveying school districts, evaluating programs across the country, and exploring successful school models that serve students of color.

The CTO planned and discussed all school actions with the district Executive Leadership Team. After a deep dive of the current state of the district, the CTO proposed the action that will support the district's goal of increasing the number of A/B rated schools: Create a new all-boys school as a district-managed campus.

Aldine ISD launched its new strategic plan in 2019, [A New Way Forward](#). In alignment to the work being done as part of the System of Great Schools in Texas, Aldine's strategic plan anchors in the commitment to expand high quality choices and opportunities for all students. The Young Men's Leadership Academy (YMLA) represents one of the choices we believe our children deserve.

The YMLA will offer high-quality academic programming and college-readiness support. We believe this can only be achieved in an environment designed to celebrate diversity, equity, and inclusion, with a leader that represents the student body and the experiences and challenges our children of color face every day.

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.

The project team will utilize the benchmarks and detailed project plan to monitor progress and make adjustments as necessary. The Superintendent will review on at least a quarterly basis and provide feedback, support, and additional resources as necessary.

The project team will lead the work on this planning grant; this team will include the matched Technical Assistance Provider. That team will meet weekly and monitor progress against the key benchmarks and deliverables. The team will focus on completing all process steps in a high quality manner, focused on the quality of the outputs and the impact of the Young Men's Leadership Academy on the district's student outcomes.

Given the planning nature of this grant, we anticipate modifications will be made along the way to the process in general - and then in particular, modifications will be made if any benchmarks were to be delayed. The project team will be accountable for making and documenting adjustments and managing against any revised deliverables. The SMART goal of completing all process steps in anticipation of a model decision in the 3rd quarter is the ultimate North Star for this grant and will determine the overall success of the planning process.

The Office of Transformation will support the launch of the Young Men's Leadership Academy. The district will review student outcomes using the School Performance Framework (SPF), campus principal's expectation agreement, Effective Schools Framework, and the Texas Education ratings. The district is committed to the SPF autonomies and actions earned by the new school. If the school has an unsuccessful implementation, additional support will be provided by a matched partner with resources and training. The district will continue to support the Young Men's Leadership Academy with a matched partner and a local philanthropic organization to ensure a successful implementation.

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.

Aldine ISD plans to launch a targeted Call for Quality Schools (Call for Choices and Opportunities) as part of the Office of Transformation design to select a model that creates effective instruction. In advance of that, the project team will develop a needs statement, selection criteria and rubric in preparation for a rigorous selection process. Alongside this process, the district will define the key terms for the performance agreement including key financial elements. The district has also participated in the Texas Authorizer Leadership Academy.

The district will engage the community through empathy interviews, focus groups, and surveys to gather their input. Additionally community members will be included in the design team to ensure they are part of the decision making process throughout the planning year and beyond.

For selection of additional contract services as included in the budget, the district uses Federal, State, & local regulations to recruit, screen, select and evaluate external partners. The district follows Federal and State dollar threshold guidelines, evaluates rates and fees, quality of service, and ability of partners to meet the needs of the district. The district verifies disclosures of interested parties and ensures partners are not excluded or debarred. Written contracts are established for all services. Contracts include terms and conditions that mitigate risk and are reviewed by the procurement and legal departments prior to final approval and execution.

**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.

The Chief Transformation Officer will monitor the use of School Action grant funds in partnership with the CFO to ensure alignment with other Federal, State, and local resources and to ensure the successful implementation of the Planning Grant. Aldine ISD has also been awarded the Innovative Schools Planning Grant from the New Schools Venture Fund to support the work towards launching the Young Men’s Leadership Academy, the first all-boys school in the district.

The district will ensure funding for the Office of Transformation and an operating budget beyond the grant funding to support the work on this grant and more broadly including involvement in all activities related to the System of Great Schools, Call for Choices and Opportunities, and other initiatives yet to be determined.

Of particular interest is the potential for community members and educators to design a school model for male students with prioritized enrollment from comprehensive schools in the district. The district will use funds provided within the grant and from other sources to secure technical assistance and experienced partners to build a high quality and intentional approach that meets the unique needs of our male students.

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.

As a part of the Planning Grant, through the System of Great Schools, and as part of our work with the matched Technical Assistance Provider, the district will evaluate practices and policies to ensure autonomy and flexibility for school leadership and the management model selected. Aldine will also use this opportunity to work with the matched Technical Assistance Provider to define what autonomy means and how it is earned and resourced. The focus will be on performance agreements and metrics leading students to significant academic growth. Within this grant, the district also seeks to learn from other districts and partners already implementing school actions - including both successful and unsuccessful practices. The district intends to integrate these learnings into the process and outputs.

Additionally, Aldine ISD is finalizing the adoption of a School Performance Framework (SPF) to assess the performance of all schools across the district annually. Within this, the district aims to develop a shared definition of school quality. The district will analyze variances in school performance to identify key actions and policies to increase the principals' and teachers' capacity to help lead students to strong academic growth at all schools including the Young Men’s Leadership Academy.

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

At this early stage, a key benefit of the Planning Grant will be to identify and evaluate successful models and strategies that are evidence-based, with results showing positive student academic growth and other key metrics for male students. The district will leverage our partnership with the matched Technical Assistance Provider to identify other contract providers including those with a track record of success in curriculum and social emotional/restorative justice for male students with demographics and characteristics similar to those in Aldine ISD and with experience in the models evaluated and ultimately selected.

During the 2019-2020 school year Aldine ISD created a Literacy Task Force to craft cohesive vision and framework for high-quality, equitable literacy instruction in Aldine ISD classrooms. Aldine’s vision and framework for literacy is grounded in research-based literacy practices. The following programs were adopted, and the skillful implementation of these materials will ensure equitable access to high quality, grade-level material for all students: Primary/Elementary ELA: Core Knowledge Language Arts, 2nd edition, Primary/Elementary SLA: Benchmark Taller, Middle School ELA: Wit and Wisdom

Since fall 2020, Aldine ISD has taken the same approach from literacy and the lessons learned from that process to support the district in shifting its attention to mathematics. As a result of this collective learning, the Math Task Force has just finalized the district’s new vision and framework for mathematics and is working with the Board of Trustees to formally adopt high-quality instructional materials in alignment with this vision by summer 2021. Additionally, the district will utilize the targeted Call for Choices & Opportunities, the CTO, the Program Manager and the design team to create a comprehensive implementation plan with the support of the matched Technical Assistance Provider.

**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 checked="" type="radio"/> Create a new school as a district-managed campus | <input 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.

As a minority-majority district, we understand the responsibility we have of ensuring our students have access to a high-quality education that can change their narratives and catapults them to future success. Aldine’s Core Team started the work by listening and learning at schools within the city of Houston, the state of Texas, and nationally. In the Fall of 2019, the Core Team visited single gender schools, newcomer schools, alternative high schools, and partnership schools. In January 2020 all seven members of the Board of Trustees traveled to Dallas, Texas to visit all-girls (Solar Preparatory School for Girls & Irma Rangel YWLA) and all-boys schools (Barack Obama Male Leadership Academy). Our Board of Trustees had an opportunity to see the school models, learn about social emotional practices specific to each gender, and hear from student panels. From here, the district continued to speak to universities and local groups to develop interest in our work. The Office of Transformation continued to present information on new school options to the Board of Trustees in March 2020. This past October, Aldine ISD sent out a survey to collect community input on new school options and the district received over 13,000 responses. Parents had the option to select the type of programmatic focus new schools should have, and approximately 80% of responses identified the need for an all-boys school. This aligned with the district’s work of conducting interviews, surveying school districts, evaluating programs across the country, and exploring successful school models that serve students of color.

An [all-boys school](#) has the potential of focusing on addressing the social and emotional needs of young men of color, where their voices are not only valued but leveraged as they develop an authentic sense of identity. This school will offer high-quality academic programming and college-readiness support.

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.

Aldine launched A New Way Forward, a five year strategic plan rooted in our foundation to increase the number of top-rated schools in the district. We manage school performance by systematically reviewing our schools throughout the year and determining which strategies to use to improve or maintain performance. Aldine believes that the creation of schools should not be arbitrary. Rather, we expand options to meet the needs of all students, focusing on high-quality and innovative school models based on feedback from students and families, as well as the district’s needs and access to resources. The Young Men’s Leadership Academy in Aldine will be one of those options that provides new and innovative learning opportunities for students.

Additionally, we are intentional about increasing access to these new learning options by providing timely and transparent information directly to families. New systems and processes are implemented through the Office of Transformation to increase the district’s ability and capacity to maintain a system of great schools.

**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.

Aldine's leadership began exploring single gender schools during the 2019-2020 school year. The arrival of the Chief Transformation Officer (CTO) in October of 2019 provided the district support to explore and visit single gender schools. TEA's matched Executive Advisor worked with the CTO to identify and research single gender schools across the state and nation. Next, our CTO visited all-boys schools in Texas to listen and learn about school models. Then the CTO scheduled single gender school visits with the Superintendent and Aldine's Core Team in October 2019. All seven school board members, the Superintendent, and Core Team visited single gender schools in February 2020, including the Barack Obama Male Leadership Academy in Dallas ISD.

The CTO planned and discussed all school actions with the Executive Leadership Team. After a deep dive of the current state of the district, the CTO proposed the action that will support the district's goal of increasing the number of A/B rated schools: Create a new school as a district-managed campus.

The final approval came from the Superintendent and Core Team after reviewing the recommendations and agreed to apply for the planning grant. School board members received weekly board updates since the release of the school action fund planning grant on the steps taken by the CTO to complete the process for the school action fund planning opportunity.

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.

The Chief Transformation Officer (CTO), Program Manager, school leader, and matched Technical Assistance Provider, as the project team, will identify district staff and community members to be part of the design team, a group of 5 to 7 individuals (in addition to the project team members) who will be key to ensuring plans are not solidified by a few and will serve as pressure testers to expand on new ideas and designs.

The design team will develop a comprehensive communication plan that includes all possible audiences and stakeholders to ensure the community is not only aware of the process, but is also involved. A strategic communication plan will encourage parents and community members to be part of the process throughout the design phase. This plan will include social media interactions, board communication and meetings, media spotlights, etc.

At the beginning of the design thinking process, a plan will be created to conduct as many empathy interviews as possible (students, teachers, parents, and community members), ensuring a diverse number of voices are heard that represent the community as a whole. The design team will analyze interview notes, identify trends, and find alignment with the data insights. The goal will be to identify concrete needs of the community and design with that as an anchor.



**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 district's Chief Transformation Officer (CTO) has been charged with leading this work and serving as the designated manager for planning and implementation. His leadership in Aldine and in a previous district makes him the perfect person to oversee the work. He is skilled at leading school design processes. He has led the planning, design and support for eight school action fund projects. He has collaborated with various Technical Assistance Providers through other school action fund opportunities. The CTO calendars weekly and bi-weekly meetings with Technical Assistance Providers. This assists him in creating and planning ideas prior to working with the project team and all district stakeholders. This ultimately leads to more effective planning meetings. He has demonstrated his ability to work with all departments to bring projects from planning and design into implementation.

The district's Chief Transformation Officer will be supported by the Program Manager to plan and implement the School Action work. As the Program Manager of the Office of Transformation, she has led all School Action Fund campus leaders and their design teams through a year-long planning process to ensure a successful implementation of new school designs. Additionally, she supported the planning process for the Additional Day School Year and Math Innovation Zones. As the School Redesign Program Manager in a previous district, she led campuses through a design thinking process to reimagine the school experience and increase student achievement. She has also supported campuses through the implementation of new school models.

**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**

School Leader release/planning time	\$75,000
District Administrator / Innovation Officer Position	\$25,000

**PROFESSIONAL AND CONTRACTED SERVICES (6200)**

Technical Assistance Matched Provider / New School Design Fellowship	\$75,000
Technical Assistance training for District Administrator / Innovation Officer Position*	\$20,000
Summer professional development	\$15,000

**SUPPLIES AND MATERIALS (6300)**

Facilities and infrastructure upgrade	\$25,000
Communications Planning and Support	\$5,000

**OTHER OPERATING COSTS (6400)**

Travel expenses	\$10,000

**CAPITAL OUTLAY (6600)**


**TOTAL BUDGET REQUEST**

**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 \_\_\_\_\_

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