



**2022-2023 School Action Fund- Planning and Implementation**  
**COMPETITIVE GRANT Application Due 11:59 p.m. CT, May 9, 2022**

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, 2022 – July 31, 2023**

Pre-award costs are not permitted.

**Required Attachments**

Applicants must submit the TEA-supplied attachment that corresponds to their selected school action. See pg. 20-21 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  CDN  Vendor ID  ESC  UIE   
 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

Digitally signed by Steven Galloway  
Date: 2022.04.28 09:25:46 -05'00'

Date

Grant Writer Name

Signature

Digitally signed by Lynn Grell-Boethel  
Date: 2022.04.28 09:26:40 -05'00'

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
Students are scoring from 62-70% Acceptable, 33-37% Meets and 18-19% Masters in Reading and Math. By 2025 students scores must increase to 85-90% Acceptable, 45-50% Meets and 30-35% Masters- or scaled score of 53.	Collaboratively develop mission, goals and expectations. Ensure all teachers are provided support, training, materials and time to develop high quality lessons with high quality materials. Develop a system to identify and compensate high quality teachers. Establish a climate of culture of high expectations, positive behavior supports and community involvement.
60% campus staff are in need of training and coaching on high yield strategies, lesson-plans, and materials to obtain quality data to target tutorials and instruction. 10% of staff have received training.	Train teachers using Action Coaching and Data Driven Instructional practices during PLC and after school meetings in order to develop high quality lesson plans, select and align high quality materials, and formulate quality formative assessments.
Approximately 77% of students are from low-income families and are in need of additional enrichment and social emotional support. 40% of the students are in need of additional behavioral supports.	Provide training to staff on campus wide positive behavior supports and services for student behavioral needs. Provide support to teachers in implementation of positive behavior strategies and behavioral techniques. Work with community partners to develop enrichment programs.

**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 June 2023, to achieve a "B" rating by 2025, Barrow Elementary Leadership will complete all planning year gates and milestones as described in the program guidelines, utilize the ESF framework to consult, plan and provide training with stakeholders in the district and in the community to prepare for a July 2023 Restart ACE campus. This entails: a process for identifying and selecting quality staff and allocating stipends, implementation of the TIL training of DDI tools and training and Action Coaching training during PLC's for instructional excellence, plan an extended day enrichment program for Fall 2023 start, train staff on positive behavior/social emotional support systems for students, and build partnerships with CIS, parents and community organizations to enhance student well-being and academic success.

**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 the Program Guidelines for detailed instructions for identifying benchmarks.

First-Quarter Benchmark

Identify and invite campus, district and community stakeholders to work to identify the purpose, mission, and goals for the school action:

1. Develop a communication plan addressing the community and staff that articulates the purpose and process of school action planning.
2. Define the expectations and conditions for change at the district and campus level.
3. Identify quality staff and to start or continue training on DDI and Action Coaching.
4. Board will start the Lone Star Governance training process.

**Measurable Progress (Cont.)**

Second-Quarter Benchmark

Finalize major components of the school action and model, including HQIM selection and adoption, and instructional vision:

1. Internal school design plan will be approved by the Board.
2. The selected quality teachers will have vetted and recommended HQIM from the provided list and orders will be prepared.
3. Survey to measure understanding and acceptance of the changes will be completed.

Third-Quarter Benchmark

Develop detailed plans for the implementation of effective instruction, including HQIM, data-driven instruction, research-based instructional strategies addressing:

1. Positive school culture,
2. Ongoing highly effective staff development to ensure all staff have the training and support to implement the school model,
3. Expectations for implementing all model-specific elements during the first two years of implementation, and
4. Establish goals for student outcomes during the first two years of implementation.

**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 plan will be approved by the Superintendent and the Board. The district will monitor monthly and collect data on the completion of ongoing progress monitoring of the Gates and Deliverables, including student outcomes. A calendar and schedule will be developed by the Principal and the Innovation Officer outlining the date for specific Gate, Deliverable or outcome and data to be collected each month.

A meeting will be held with the Innovation Officer and principal to review the progress each month. If progress is not made, the Principal and Innovation Officer will do a root cause analysis and set a course of action to get back on track.

If on track, the team will review any other adjustments or items that may cause the need for change with the next Gate or Deliverable.

The Superintendent will meet with the team to verify the progress or stamp the correction, and to be prepared to communicate progress to the Board each month.

If the progress is not moving towards meeting the summative SMART goal, the data will be analyzed for root causes and reasons. These will guide the modifications for building sustainability.

**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 2022–2023 School Action Fund- Planning and Implementation 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. The applicant will identify a project manager for this grant. The applicant may use these funds or other funds for this position.
- 6. Applicants pursuing a partnership-managed model must meet all funding requirements defined by Texas Partnerships, including allocating all federal, state, and local funds due to the campus.
- 7. The applicant will provide access for on-site visits to the district and campus by TEA, the technical assistance provider, and its contractors.
- 8. 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.
- 9. The applicant's board must commit to Lone Star Governance (LSG) training and coaching.
- 10. The applicant seeking partner-managed actions will ensure partner Boards meet all Texas Partnerships requirements, including developing training requirements and an orientation plan for new board members and ongoing training requirements for board members that will ensure their continued ability to govern charter campuses within the district.
- 11. The applicant assures partners operating campuses under the partner-managed option include a plan in the response to the Call for Quality Schools for selection, adoption, and implementation of high-quality instructional materials (as defined in the Program Guidelines).
- 12. Applicants selecting "Create a new school" action must select and designate a campus leader no later than August 15, 2022.
- 13. Applicants must apply for a new CDCN for "New Schools" by March 2023.
- 14. "New Schools" established without tested grade levels must be paired with another campus in the same district for accountability purposes or its district by March 2023, as per guidelines in Chapter 7 of the 2021 Accountability Manual (or a later version if published).
- 15. Applicants selecting "Create a new school" action must include the new campus in its Title I ESSA plan in time for SY2022-2023.
- 16. The applicant assures enrollment at a new school will prioritize students previously attending or zoned to a 2018-2019 Title I served Comprehensive and/or Targeted D/F-rated School (2019 ratings).
- 17. Applicants selecting "Partner-managed" actions must commit to the adoption of TEA's Texas Partnership model authorizing tools and resources.
- 18. Applicants selecting "Partner-managed" actions must participate in the Texas Authorizer Leadership Academy.
- 19. Applicants pursuing a new district-managed campus will select and design one of three approved new school models: STEM/STEAM, College Prep, or Montessori.

**Statutory Requirements**

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

Barrow Elementary has been involved in developing the SIP utilizing the TEA templates since identified as an F campus. Smart goals and action steps are outlined and measured each quarter with deliverables clearly stated. Currently the campus is achieving 90% of the goals and action steps within the quarter outlined. Incremental progress has been made on student assessment outcomes even with the Pandemic issues.

Annually, an ESF self-evaluation and needs assessment is done and reviewed with the Innovation Officer. The needs are matched to the Lever and decisions about what Lever is a priority. The campus principals discuss the Lever and focus areas from the ESF with the campus leadership team (CLT) which include: grade level leaders, counselor, special programs leaders, and coaches. They discuss and prioritize the areas they believe will provide the highest level of progress. This information is taken back to the grade level teachers to discuss and provide input. Meetings with the CLT then summarize the focus. The campus principals meet with the Innovation Officer to develop the SMART goals, action steps, outcome and timeline for action completion and it is reviewed for alignment with the Lever it is associated with. Community and District leadership are consulted for input and recommendations and it is then finalized with campus leadership team. Region 4 provides recommendations. A campus meeting is held monthly to reinforce the plan and monthly focus and weekly newsletters provide reminders of expectations.

2. Describe how the LEA will monitor schools receiving the School Action Fund-Planning and Implementation Grant, including how the LEA 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 Campus Principal and Innovation Officer will take action steps and translate them into a timeline. Scheduled meetings are set on the campus calendar for review of action steps and for the collection of data to support the deliverables outlined. The Campus Leadership Team provides the process and expectations to staff in PLC's and grade level meetings. Campus Leadership team reviews progress with staff during weekly PLC's or meetings. Campus Leadership have a weekly meeting scheduled to review progress, concerns or issues with the Campus Principals. When issues arise that are more complicated, visits and conversations with the Innovation Officer and Region 4 will occur for additional training, support or coaching. If revisions are required, the plan is adjusted to calculate growth and to address the issues.

Failure to communicate issues, complete action steps or adhere to timelines are assessed with the Superintendent, Assistant Superintendent, Principal and Innovation Officer. Additional monitoring or assistance is provided. This process has already been implemented in 2019 and the ongoing unresolved issues and lack of progress resulted with the replacement of the campus leadership team.

3. Describe how the LEA will use a rigorous review process to recruit, screen, select, and evaluate any external organizations with whom the LEA will work with to support the campus(es) selected for this grant, including partner operators and additional technical assistance providers (other than those matched by TEA).

A system to review teacher excellence will be developed. The district has established a system to reward high performing staff related to STAAR scores and early literacy gains. This system will be supplemented by additional criteria tied specifically to the actions outlined in the grant. Considerations include items such as: successful completion of specific training, evidence of implementation of training, production of specific products (HQ lesson-plans or data analysis driven tutorial plans) and participation in after school or community components.

The interview process to screen and select t, new teachers will be altered to include a deeper look into candidates understanding and analysis of quality lesson plans and assessment results. Evidence of implementation of high quality strategies will be included. Other factors that align with the grant such as positive behavior strategies and behavioral techniques may be included as well.

Region 4 will be utilized to assist with multiple exemplars and measures.

**Statutory Requirements (Cont'd)**

4. Describe how the LEA will align other Federal, State, and local resources to carry out the activities supported with funds received through this grant.

The Innovation Officer, Superintendent and District Leadership managing the Federal, State and local resources and programs will work collaboratively to coordinate the budget and resources to eliminate overlap. Meetings will be established each quarter to discuss status, review the budget and resolve any issues.

Schedules for meetings and trainings will be coordinated together to ensure timelines are clear. A review of existing resources that could be reallocated or utilized will occur during these meetings.

The Grant Supervisor, Superintendent and District Leadership will meet with campus instructional leaders to align the grant funds and goals with district actions to ensure elimination of duplication of programs or training and reduce fragmentation of instructional programs.

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

Ensure all stakeholders understand the scope, sequence, and expectations of the grant and the need to modify existing practices and policies and operations on the campus and possibly in the district in order to implement school action and improvement.

Ensure there is clear and frequent communication prioritizing the grant and establishing an open communication channel with stakeholders to:

1. Set in place explicit and rigorous standards for student learning,
2. Work through issues or provide clarification by meeting with groups or individuals as needed,
3. Review progress and barriers with district administrations and adjust resources or goals,
4. Provide regular updates and status reports to the Board and ensure their support.

The district will allow the campus principal and grant coordinator flexibility with how to implement actions outlined in the plan.

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

In order for the campus to implement the ACE restart in 2023, training has to begin immediately. The campus leader has already been ESF and TIL trained, other Campus Leadership have had ESF, Action Coaching and have started Data Driven Instructional training. During this planning year phase, an additional 50% of the campus will complete the training and implement the practices to guide high quality instructional practices through Action Coaching and instructional excellence focused on data-driven instructional practices.

Through the ESF process and evaluation, the campus has completed the Lever 1 actions with establishing the job responsibilities, performance expectations, the campus calendar with weekly meetings and professional development for staff and leadership. They have an improvement plan in place with few focused priorities, clear timelines, milestones, metrics. Leaders monitor plan implementation, data and other evidence to track progress towards intended outcomes.

**Program Requirements**

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

- Restart a struggling school as an ACE campus (PLANNING)
- Restart a struggling school as a district-managed Resource campus
- Create a new school as a district-managed campus
- Create a new school as a partner-managed Early Childhood Education (ECE)
- Redesign a campus with a blended learning model
- Redesign a rural campus with a district-designed P-20 system model
- Restart a struggling campus as an ACE model (IMPLEMENTATION)

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. (Note: If a specific campus has not yet been identified, please describe the evaluation process, criteria, and timeline for identifying the campus for school action, including the rationale for naming a specific campus during the planning year.)

Barrow Elementary is an F campus and has been working through the process of the SIP and has been involved with the ESF planning process and TIL. The SIP Coordinator has met regularly and coached campus leaders, assisted with action steps and discussed progress status on ESF and TIL actions outlined in the SIP. District leadership has met with campus leadership and Innovation Officer to review progress.

In 2019, the district reset the leadership team and campus student support team due to needs assessment and lack of progress. The priority for this new team was to implement ESF Lever 1 to provide clear roles and responsibilities for leadership, set in place scheduled meetings, and establish a culture of positive mindset and focus on student needs. This process have been set in place. Progress has been made with implementation on a smaller scale of steps in Action Coaching and Data-Driven Instruction (Levers 4 & 5). About 10% of the staff have either attended training or been involved in the coaching process.

Discussions have been ongoing to determine what are the next steps for continued improvement. ACE restart contains many of the aspects the team discussed and adds additional structure to steps considered. This process matches the trajectory and mindset of the leadership and is aligned with the goals of the district.

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

In 2017, the district reallocated resources to support the literacy initiative by selected high-quality reading teachers to provide support to classroom reading teachers. The following year resources were reallocated to provide coaching support for math teachers. In 2019 with the increased focus on Barrow Elementary as a Comprehensive campus, the campus was allocated 2 of the coaches to work exclusively with the teachers and students. TIL, ESF and additional training (Action Coaching, Data-Driven Instruction and High-Quality Lesson Planning) was provided to the coaches. District leadership was also involved in the training in order to provide support to the coaches and campus leaders. In addition to this, the leadership at Barrow was "reset" in order to provide leaders with a growth mindset and vision of improvement. These steps show the focus on improved instructional practices, focus on supporting teachers and providing quality staff to areas in highest need.

The district has a process for intra-district transfers between the elementary campuses due to parent desires and needs. The goal is to provide high- quality programs, staff and instruction to both campuses. Collaborative lesson planning has been set in place, and the campuses share plans and resources. District training is provided to both elementary campuses in order to equalize access to high-quality strategies and materials. Monthly meeting are held for leadership to work through issues and concerns with district leadership and frequent visits to campuses by district leadership provide on-going support to the campuses. Campuses provide opportunities for teachers to visit classrooms and observe excellent instruction. Coaches collaborate and train together to provide support for practices equitably.

**Program Requirements (Cont'd)**

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

The District Leadership reviewed information brought forward from the Innovation Officer and the principal of the campus selected about the SAF Grant and they matched the campus needs and actions to the ACE Restart. The Superintendent met with the Board to discuss implications of the grant and to get buy-in. Collaboration with leadership was done throughout the grant writing process to ensure alignment and commitment to the grant requirements.

2(d). Describe how the LEA has worked or will work with members of the school community (staff, families, community leaders) to communicate plans and solicit input into the school action planning and implementation process.

At Barrow, parents are invited to participate in the SIP process through various communication avenues such as Twitter, Facebook, newsletter and digital notices. The SIP committee does consist of community members. There is a PTO at Barrow. Barrow conducts regular parent and community events in the evenings to bring high-quality instructional practices to families to utilize and to stay abreast of Barrow projects and progress. Food is often served and families are invited to come together. Activities are provided for the children and Spanish translation is available. There are typically 2 in the fall and 2 in the spring.

A digital monthly letter is sent out to parents letting them know of upcoming events, progress and seeking input. Notices are sent home with students in their weekly packet. A parent survey is conducted to seek areas of "glows and grows". These avenues of communication have been very well accepted. Parent participation in the events on the campus are have increased greatly since re-opening from pandemic. Parents access the website and other digital communication avenues regularly.

This process will be repeated for this grant and for the development of the SIP.

At the district level, the Superintendent stays in constant communication with the Board about events, activities, issues and concerns. The district website and Twitter provide notices about special events, recognitions and other items of parental or community interest. The District is committed to and partnered with multiple community agencies such as the the Brazoria and West Columbia Chambers of Commerce and have been past presidents or officers for these agencies. They have a partnership with Brazosport Community College, Head Start, Gulf Coast Mental Health, BACH (birth to 3 services), Coalition of Pastors for the communities of West Columbia, Brazoria, Wild Peach and Sweeny, Communities in Schools and several other groups such as Heritage Societies, Lions Club, Veterans of Foreign Wars, retired teachers groups, Church outreach groups, etc. Most of the administration team either is a member or is actively involved with these agencies and community groups. Since CBISD is a small community, direct communication with interested members about events, activities, and needs is the most effective way to solicit input and give information. The district also provides an informational insert in the local paper about specific projects or grants. Local reporters also attend Board meetings and key information is frequently followed up with an interview with the Superintendent.



**Program Requirements (Cont'd)**

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

The Innovation Officer hired to collaborate and manage the Barrow SIP/ESF process is a part time contract with the recently retired Assistant Superintendent for Special Programs, Lynn Grell-Boethel. Mrs. Grell-Boethel has worked in Columbia-Brazoria ISD since 2001 as either the Executive Director for Federal and Special Programs or as the Assistant Superintendent and retired in June of 2020. She has been working with Barrow since August of 2020 with the ESF and SIP process. Prior to CBISD, she was an Assistant Director for Special Education in Fort Bend ISD and a teacher, Coordinator, Supervisor and Director for Special Education in Houston ISD. She taught for 11 years in Louisiana, California and Houston as a teacher in the capacity of: General Ed. Kindergarten, 1st ,2nd , a 3/4 Bilingual split class and a Special Education behavior and self-contained class. Her education includes: Master's in Special Education and Bachelors of Science in Education and Texas certification of Gen Ed teacher, Early Childhood teacher, Special Education teacher, Special Ed Supervisor and Principal and Supervisor certification. She was a trainer for CPI, CLASS, Differentiated Instruction, conducted sessions at conferences and provided in-district training. She was a member of, attended conferences and presented at TASA, ACET, TCASE and IMAT. The responsibilities as the Assistant Superintendent in CBISD included oversight and supervision of: Title programs, Special Education, 504, Counselors, Nurses, CTE, Compensatory Ed., Pre-K program, Elementary principals and curriculum, instructional materials allotment, staff development, behavioral program, contract staff, community partnerships (Community In School, Head Start , Greater Gulf Coast Mental Health, BACH, Brazosport College), district improvement plan, federal budgets and numerous local budgets. Mrs. Grell-Boethel was instrumental in securing and administering a number of community based grants, emergency grants, and the Grow-Your Own TEA Grant as well as managed the federal grant process. She served on the Boards of the: ARC of Brazoria County, Head Start of Brazoria County, CIS of Brazoria County, and IMCAT (Instructional Materials Association). She also supervised a central office staff of 6 people and the 3 elementary principals.

2(f). Describe how selecting, adopting, and implementing high-quality instructional materials will be integrated into the design of the chosen action.

A process will be developed to select and compensate high-quality staff. Identification of high-quality staff allows for the process of vetting and selection of high-quality instructional materials to be implemented. These staff members will be tasked with alignment of high quality materials to lesson plans. Their responsibilities will be to review and amend lesson-plans to ensure alignment with TEKS, ensure formative assessments are aligned and provide data to promote data-driven instruction and targeted tutorial processes and to vet, select and align high-quality materials to the lesson plans and instruction. These teachers will then work with their grade level peers and campus coaches to instruct and coach teachers on the lesson plans and materials implementation. They will model, observe and provide input on how to fully implement the process.

A "Materials Recommendation Timeline" will be developed to provide adequate time to order materials and to allow for training if needed.

Budget funds will be allocated from the grant, however, the district leaders and Innovation Officer will review to ensure other resources are not already dedicated for that purpose.

**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"/>
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**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 16-18, for detailed instructions on use of grant funds.

**PAYROLL COSTS (6100)**

**BUDGET**

Principals stipends (2)	\$20,000
Teacher & Counselor stipends/ extra duty pay (up to 26)	\$90,000
Extra duty pay	\$10,000

**PROFESSIONAL AND CONTRACTED SERVICES (6200)**

Innovation Officer	\$15,000
Region 4 ESF/Data-Driven Instruction Training	\$30,000

**SUPPLIES AND MATERIALS (6300)**

HQIM	\$30,000

**OTHER OPERATING COSTS (6400)**

Travel/ registration for training	\$5,000

**CAPITAL OUTLAY (6600)**


**ADMINISTRATIVE COSTS**

**Total Direct Costs**

**Indirect Costs**

**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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