TEA — Texas Education Agency

NOGA ID

| Authorizing Legislation | **P.L. 114-95, Section 1003 [20 U.S.C. 6303] School Improvement** |

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

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

Application stamp-in date and time

Grant period from **August 12, 2021 – July 31, 2023**

X Pre-award costs are not permitted.

Required Attachments

Applicants must submit the TEA-supplied attachment that corresponds to the selected school action. See pg. 15 of Program Guidelines.

Amendment Number

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

Applicant Information

| Organization | Floydada Collegiate I.S.D. | CDN | 077901 | Vendor ID | 17560015897 | ESC | 17 | DUNS | 037894656 |

| Address | 226 W. California | City | Floydada | ZIP | 79235 | Phone | 8069833498 |

| Primary Contact | Dr. Gilbert Trevino | Email | gtrevino@floydadaisd.esc17.net | Phone | 8069833498 |

| Secondary Contact | Shauna Lane | Email | slane@floydadaisd.esc17.net | Phone | 8069833498 |

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. Gilbert Trevino | Title | Superintendent |

| Email | gtrevino@floydadaisd.esc17.net | Phone | 8069833498 |

Signature _(signed)_ Date 5/12/21

Grant Writer Name Rachael McClain   Signature Rachael McClain _Digitally signed by Rachael McClain Date: 2021.05.12 14:30:22 -05'00'_   Date 05/12/2021

○ 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
33% of the students are performing at the Meets Grade Level with only 26% of students meeting grade level student performance in reading and 44% in math grade level performance ranking below state targets for all sub-populations resulting in a 2019 D rating.	Creation of a college-going P-20 model aligning the campus outcomes to district level goals through implementation of high-quality professional development for teachers, creation of data-tracking systems focused on academic growth, and develop comprehensive district focus on student outcomes which include college, career, and military readiness targets for all student sub-populations.
FCISD has 100% CCMR attainment status, and although 100% of the students earn TSI complete status only 24% of the HS graduates earn a 4 year degree and 3% earning a post-secondary certification.	Creation of P-TECH programs of study within a P-20 model with an emphasis on awareness (elementary), exploration (middle), and engagement (high school) leading to industry-based certifications, Level I and II certificates, associate degrees prior to HS graduation with options for 4-year degree attainment.
A significant disparity is occurring between White and Hispanic students in attainment of academic readiness in reading with only 22% Hispanic students achieving meets grade level compared to 52% White students.	Identification of a technical assistance provider to assist campus with ESF-aligned activities focused on high-quality curriculum & effective instruction including quality lesson planning & data-driven instruction with a focus on growth monitoring for all students with comparison to sub-population performance.

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 July 2022, student outcomes will have improved in alignment with the Lone Star Governance (LSG) established board goals with at least 75% of all students meeting growth expectations in reading and math, identification of additional programs of studies (POS) with aligned awareness activities at elementary level for addition of 2 new P-TECH pathways, continuation of best practices & processes in place to support strong instruction using TEKS-aligned curriculum & data-driven instruction with national-normed data sources. Professional development for stakeholders (board, leaders, staff) continue to occur each month to support P-20 System model leading to 80% of high school students on-track for AA/AAS/AS degrees or IBC. Measurement of implementation will be completed with a fidelity of implementation (FOI) instrument.

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.

First-Quarter Benchmark

By the end of the first quarter, the A B Duncan Elementary campus/Floydada ISD will meet the following benchmarks: >> Campus leader will complete year one of TAP leadership training>>Board of Trustees (BOT) will initiate Lone Star Governance training and commit to focus on student outcomes under the LSG model >>Community and stakeholder engagement activities will be planned and implemented with monthly communication to parents, students, and community members regarding P-20 system redesign >>In partnership with TAP, the school/district redesign plan with P-20 system elements will be evaluated with a BOY fidelity of implementation (FOI) tool & barriers identified with action plans created to address needs/barrier removal during 21-22 >> Campus leadership team & TAP will complete needs assessment based on 20-21 data & identify 2-3 levers for best practice implementation within a P-20 system model in improvement plan (IP) aligned to the ESF model.

Measurable Progress (Cont.)

Second-Quarter Benchmark

By the end of the second quarter, the campus/ISD will meet the following benchmarks: >>100% of the staff will be attending monthly professional development and engaging curriculum/resources adjustments for rigorous instructional practices designed to support low ECD and Hispanic populations in alignment to the ESF model/ identified levers for the campus/P-20 model implementation>> CLT complete quarterly review of IP >>Floydada BOT will complete Lone Star Governance training & establish long range board goals focusing on student outcomes in RLA, Math, ECE, and CCMR with the campus leadership team identifying progress measures to achieve the board goals & alignment to P-20 System model >>TAP and campus data tracking procedures will be in place with monthly reports to all stakeholders regarding student outcomes >>Teacher training & space allocation will begin for the identified additional programs of study to launch high-quality, career & college outcomes, >>P-TECH renewal applications submitted for the additional and identified POS.

Third-Quarter Benchmark

By the end of the 3rd qtr, the campus/ISD will meet the following benchmarks >>100% of staff will complete prescribed professional development aligned to support ESF plan >>Board will receive detailed monthly student-outcomes curriculum reports >>P-20 system model elements supported with creation of summer professional development to continue staff orientation to P-20 implementation with high-quality instructional resources identified, strong planning processes, defined rigor level under ESF model >>Space and instructional materials in place for new P-TECH POS cohort launch >>Additional P-TECH elements est including IHE MOUs, active advisory committee & leadership planning meetings, & crosswalks for all POS in place & published on district's sites, >>Work-based learning experiences planned for all grade levels with focus on awareness, exploration, & engagement for all students for 80% post-secondary model attainment >>22-23 budgets reflect P-20 model continued implementation >>Completion of EOY FOI Tool with needed adjustments in action plan.

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.

Progress monitoring and modification of the program will be possible because (a) the time intervals for benchmarks are programmatically meaningful; and (b) all the benchmarks are quantifiable. The benchmark indicators are designed to produce a strong program of study focused on student outcomes. Evaluation data that will be used to determine adjustments needed in four critical areas. >> P-20 system model planning and element implementation: The P-20 System Model is a systemic redesign which uses best-practices from CEN rural school districts in Cohorts 1 as well as 12 years of implementation experience from Roscoe Collegiate ISD. With defined benchmarks for implementation in years one, two, and three, monthly support from the TAP will measure progress towards the model implementation. Qualitative and quantitative data collection as prescribed by CEN will continue in order to measure program efficacy. Needed modifications to implementation can be made through comparison to previous cohort implementation. The TAP will provide resources and technical support for district and campus staff to maintain timeline and provide adjustments as needed. >>Staff, BOT, and leadership development: With TAP support, the district leadership's support of qualified staff will be monitored and a year-long calendar of professional development with monthly reports to stakeholders monitoring implementation will allow for leading indicators and barriers to be identified and addressed. Surveys, campus-based walk-throughs, national-normed data, and observations will be used to identify adjustments >>Additional POS creation/ alignment: Through the best practices timelines and existing relationships between CEN PD, IHE, and Texas Workforce, the implementation of additional POS can be monitored for timely implementation. Expert support from TAP will guide conversations with IHEs to allow for the expansion of partnerships as well as support of the P-TECH model establishment. >>P-20 infrastructure development: Using best practices from previous cohorts, TAP and district staff will monitor monthly progress measures for procurement/creation of P-20 elements. Additionally quarterly leadership team meetings will monitor the ESF improvement plan to identify action steps needed to be complete for authentic change for the campus and district. Modifications to the school action model will need to focus on creation of milestones to measure the efficacy of the research component at the elementary level and the adjustment to instructional processes in the elementary classrooms.

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 2021–2023 School Action Fund-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 budget 15% of the total award as "Matched School Action Technical Assistance Provider" on schedule 6200 (part 2 of the application) and any other items identified in the budget guidance. This amount 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. 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 must commit to TEA-identified board training.

☒ 13. The applicant assures enrollment at a new school must prioritize students attending or zoned to a 2018-2019 Comprehensive and/or Targeted School (2019 Ratings).

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 identified as a 2018-2019 Comprehensive or D- and F- rated Targeted Schools (2019 ratings).

The district DCSI will work with the campus leadership team to review the ESF Self-Assessment and vendor-conducted diagnostic and determine year two needs for ESF essential action focus including alignment with TIL Year 2. TAP support will be available during the process to continue to align P-20 system elements to the ESF process. Two to three essential actions will be identified for the campus based on the self-assessment/diagnostic outcomes and needs assessment from 20-21 outcomes. The improvement plan will be created to specifically address student outcomes in the following areas: Student RLA performance especially designed to address the gap in performance between sub-populations of within the student body, improvement of academic achievement to support college-readiness for students of color and low ECD students, and improvement in academic achievement to support overall achievement of post-secondary credentials within the students including Associates degrees and continuation of students to attainment of four-year degrees. The improvement plans will be developed with targeted quarterly student outcomes identified and monitored through common assessments and national-norm student growth monitoring tools. Campus and district barriers will be identified for each quarter with action plans assigned to specific district and/or campus staff with timelines and measurable outcomes established for each action. The DCSI along with TAP staff will meet with campus leaders and the leadership teams to monitor the improvement plan quarterly. Adjustments will be identified to address missed student outcomes and/or action plans. The ESF tools for best practices will be actively incorporated in the improvement efforts and aligned to P-20 System Model elements.

2. Describe how the LEA will monitor schools receiving Title I, Part A funds, 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.

Under the Lone Star Governance Model, the Board of Trustees will monitor student outcomes on a monthly basis as part of the academic report. Overall academic outcomes for each of the sub-populations will be shared for RLA, Math, early childhood, and CCMR progress measures. As part of the academic update for the campus, the project director/campus leader will share quantitative data with the BOT and relevant stakeholders regarding the continued implementation of the P-20 System Model and report needed adjustments to the implementation process. In coordination with the TAP, monthly and quarterly implementation targets will be reviewed and adjustments plans created for stakeholder review. Additionally, data tracking support from TAP will generate monthly and quarterly reports to monitor planning implementation and efficacy of the element implementation including staff and leader training, infrastructure implementation, and procurement of P-20 elements. Based upon identified barriers to on-going SAF implementation, the ISD leadership may request additional support from TAP or resources as needed to insure a successful planning year in preparation for a high-quality P-20 System implementation in 21-22 and 22-23 school years. EOY data will be collected to measure student outcomes against the CEN model benchmarks.

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 Comprehensive or Targeted school.

External organizations must demonstrate successful experience in addressing similar needs and in a similar context to Floydada ISD. External organizations and resources must be research-based and in support the grade-level readiness of all students in TEKS-aligned content. In order to recruit, screen, and select a TAP, Floydada has conducted multiple on-site visits in CEN districts, participated in board and leadership trainings, offered community presentations for stakeholder input, and vetted the potential CEN partnership by review of model school outcomes. Recognizing school action is challenging work, the BOT and the district leadership commit to creating well-defined expectations of performance for the board, the administrative staff, and instructional staff under the LSG model. The continual use of data and monitoring efforts will provide monthly progress towards implementation and annually the BOT will conduct an analysis of the progress towards the goals.

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 under this subsection.

In order the implement a P-20 Systems model with a high level of efficacy, the district has planned to use a variety of federal, state, and local funding in alignment with the district redesign. All campuses in the district, except DAEP, receive Title I Funds which are used for teacher salaries, a school resource officer, IXL Learning (intervention and targeted learning blended learning resource), and the District and Campus Leadership contract with ESC17. The district has applied and received the 2021-2023 P-TECH Planning Grant to support creation and implementation of identified POS based on workforce needs and student interest. The district is currently applying for additional grant opportunities to fund innovative programs of study design with access to school-based enterprises to provide opportunities for authentic engagement for students in work-based learning environments. Local Funds are currently budgeted and will continue to be budgeted to supplement the P-20 program model and utilizes the additional funding available for CCMR bonus outcomes and P-TECH designated students under the HB3 guidelines. Comprehensive Funds have been used to conduct an ESF campus diagnostic visit and implement Texas Instructional Leader development and coaching in School Cultures and Routines, Lesson Planning with Formative Assessment, and Data-Driven Instruction for A.B. Duncan Collegiate Elementary.

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.

The district has modified or committed to the following policies and practices in order to prepare for the effective implementation of school action work:

>>Modified daily calendar to include daily PLC for vertical and grade level planning, data evaluation, and embedded PD.
>>Extended school day to include in-day remediation and extension to impact individual student growth.
>>Board and district leadership willingness to participate in LSG.
>>Master schedule adjustments to fit students needs for core instruction and RTI and best utilize staff.
>>Staffing assignments evaluated and adjusted based on strengths of teachers and needs of students in reading and math.
>>Weighted GPA policy revised to include dual credit courses aligned with P-20 pathways.
>>School year calendar adjusted to include an embedded staff development day each six weeks for planning, data review, and embedded professional development.

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

The P-20 System Model is based on research-based strategies which the stakeholders are engaged in professional development designed to understand and effectively implement including: >>Creation of a common instructional framework that aligns to national research for best practices in a highly engaged classroom, >>Incorporation of a research-based college preparation and rigorous student peer tutoring process to develop strong study skills needed for college success, >>Use of Harvard Instructional Rounds to corporately monitor and improve instruction to directly impact student outcomes, >>Intense support for rural students while in the public school system to remove barriers for post-secondary access including finances, assessment access, and dual credit alignment, >>Access for all students to authentic instruction to increase engagement and knowledge retention as proven by educational research especially for at-risk students, >>Student research expectations to create life-long learning skills to address acquisition of needed soft-skills for adult success. The aspects of the model will be supported during the implementation phase of the rural school action.

Program Requirements

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

○ Restart a struggling school as a partner-managed campus   ○ Create a new school as a district-managed campus

○ Restart a struggling school as a district-managed, ACE campus   ⦿ Redesign a rural school with 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.

> The district has engaged in a strong evaluation process in identification of the most appropriate school action model for both the campus and the district. The process has involved the following actions:
>
> \>>The district engaged in the process with a community evaluation and TEA to ensure CEN was a viable model and service provider to support FCISD in becoming a P-20, collegiate district/campus.
> \>>To date, CEN has provided monthly on site district/campus support in regards to instruction and model best practice for P-20 implementation.
> \>>Communication between CEN and district/campus leadership occurs weekly to help ensure elements of the P-20 model are in planning, launch, and/or expansion/improvement stages as outlined in the CEN matriculation guide.
> \>>Engagement with CEN has been instrumental in our P-20 planning in regards to expanding dual credit, planning pathways.
>
> Additionally, the campus and district staff have participated in model school visits in order to see outcomes of the CEN model when fully implemented. The BOT has participated in CEN P-20 System Model presentations and have had multiple opportunities to question and clarify the model.

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.

> The effective implementation of a P-20 System model by nature must involve all schools in a feeder pattern within the district. The overall district has currently focused on implementation of three CEN visions: (1)College and Career Focus to break the cycle of generational poverty, (2) Educational Attainment to provide affordable access to a relevant, rigorous education that leads concurrently to 90% attainment of students earning a high school diploma/associate degree and industry-certifications, 80% continuing earning a bachelor's degree, and 70% of that group continuing by earning postgraduate degrees and certifications, and (3) Transformative Educator Development that strengthens innovation to transform and extend educational best practices. The school action of a rural school redesign is a strategic alignment to these guiding principles.
> The district is committed to the effective implementation of the ESF framework to provide intervention for low-performing schools. The choice of the school action of the P-20 System model redesign has been a strategic decision due to the alignment of the P-20 model to the ESF framework. The elements of the planned school action are aligned to the school improvement efforts: >>STRONG SCHOOL LEADERSHIP & PLANNING: Regular professional development for leaders and leadership teams under the P-20 model by TAP. >>EFFECTIVE, WELL-SUPPORTED TEACHERS: High-quality teacher professional development to implement a inquiry-based model featuring research and PBL and monitored through Harvard Instructional Rounds >>POSITIVE SCHOOL CULTURE: The P-20 model establishes an unwavering commitment to high expectations and college/career outcomes for ALL students. >>HIGH QUALITY CURRICULUM: The P-20 model supports instructional practices beyond the textbook, aligns instruction to TEKS, and identifies curriculum materials and resources to teach grade level readiness for all students. >>EFFECTIVE INSTRUCTION: Through nationally normed data tools and high-quality, student-centered instructional design, the P-20 System model supports strong planning, observed instruction, and data-driven instructional adjustments to improve student outcomes for all students.

Program Requirements (Cont'd)

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

The senior district leaders have actively led the actions to date for the P-20 System model implementation. The following actions have been completed as part of the planning and beginning implementation work:

>>Superintendent, Dean of Academics, CEN leadership, and campus leadership have met monthly to discuss and plan elements of the P-20 model and needs for implementation.
>>The Board is updated monthly on state of Academic Affairs concerning P-TECH programming and development.
>>Through engagement with CEN and the P-20 planning process, the Superintendent has participated in the TALA Cohort II to reflect and learn about systems to support a P-20 model and create programs connected to student choice.
>>Parent meetings were held in April 2021 to discuss P-20 (PTECH) model components and opportunity for students to pursue postsecondary credentials while in high school at no cost to the student and family.

The decision to engage in school action work is an action to implement a plan to improve student outcomes at the elementary level. To complement the ESF school improvement efforts, the P-20 System Model directly supports the identified levers of school improvement for the campus.

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 implementation process.

The district has worked with the stakeholders in the community to clearly communicate the plans and solicit input for the school action work. The following actions have been completed or are on-going through the implementation process:

>>ESF-aligned student, parent, staff, teacher, and climate surveys have been conducted to solicit baseline data on professional development, school climate, expectations, school leadership, and coaching and feedback.
>>Student interest surveys were administered in Fall 2020 to gauge pathway interest.
>>Career exploration sessions were held in Fall of 2020 to inform students of different career pathways options for consideration.
>>In April 2021, parent meetings were held to discuss P-TECH opportunities and pathway selections for incoming secondary students.
>>In April 2021, the FCISD Superintendent, Dean of Academic Affairs, and campus principals presented to Floydada Rotary Club in regards to the P-20 model planning and implementation.
>>Monthly administration meetings are on-going to gather input for school action work and to communicate updates on school action planning. The implementation status for all departments of the district is shared with staff.
>>In Fall 2020, a public meeting was held to review and receive feedback on AB Duncan Targeted Improvement Plan.
>>2020-2021 and 2021-2022 Campus and District Improvement Plans are being revised or created to align with P-20 goals and needs assessment data
>>Initial meetings with Floydada Chamber of Commerce, Floydada Economic Development, South Plains College, and West Texas A&m have been held to identify areas of need and possible pathways/IHE partnerships.
>>The Board is updated monthly on state of Academic Affairs concerning P-TECH programming, development, and implementation.
>>A community survey has been collected with of the respondents ranking a collaborative environment and a learning environment designed to impact long-term success as the top two choices for instructional change.

Program Requirements (Cont'd)

2(e). Describe what specific technical assistance support from outside provider organizations the LEA expects to need in order to effectively implement the selected school action.

The district continues to focus on the P-20 System Model Vision implementation and continued support is needed to fully attain the educational environment and processes to achieve the CEN vision:

>> College and Career Focus- Break the cycle of generational poverty by creating a sense of high aspirations and expectations for college and career success among students, families, and communities, especially in STEM-based workforce shortage areas critical to solving global challenges. Student research on community-based problems and community-based internships and entrepreneurial activities/opportunities lead to lifelong learning and community economic development—all with a focus on college and career success.

>>Educational Attainment - Provide affordable access to a relevant, rigorous education that leads concurrently to 90% attainment of students earning a high school diploma/associate degree and industry-certifications, 80% continuing earning a bachelor's degree, and 70% of that group continuing by earning postgraduate degrees and certifications. Defining community core values and social forces and creating the vision, mission, timelines, access, engagement, and business plans while remaining responsive to workforce-career needs.

>>Transformative Educator Development - Strengthen a spirit of innovation to transform and extend educational best practice, advance rural school research, and promote P-20 faculty preparation, reward, and professional development. These efforts will focus on all stakeholders from the board of trustees to district and campus leaders to classroom teachers.

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

Shauna Lane, Dean of Academic Affairs will serve as grant manager. Shauna has served 24 years in public education as a CTE teacher in Business and Technology, High School Counselor, Campus and District Administration implementing curriculum, school improvement initiatives, state and federal programs, and PEIMS.

For the past 7 years, Ms. Lane served as a School Improvement, Federal Programs, State and Federal Accountability and TIL specialist at ESC 17. She has been trained in AEL, TPESS and TTESS, and served as a TIL coach and project leader (School Culture/Routines, Objective-Driven Daily Lesson Planning with Formative Assessment, Data-Driven Instruction, and Action Coaching). Shauna is well versed in the Effective School Framework and has organized and conducted multiple ESF visits and feedback/planning sessions with campus leadership teams. Shauna joined FCISD in July 2020 to serve as Dean of Academic Affairs to facilitate the implementation of a P-20 model. Ms. Lane, through her role at ESC 17, worked closely with school improvement processes, TEA, and campus/district leadership to develop and support systems that directly result in improved student outcomes at struggling campuses/districts. Ms. Lane will work closely with the Superintendent, Business Manager, Federal Programs Director, and other campus and district leadership in all aspects of grant implementation.

Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- ⦿ The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- ○ Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

PNP Equitable Services

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

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. See Program Guidelines, pages 9-10, for detailed instructions on the use of 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.

PAYROLL COSTS (6100)

	BUDGET
Campus Instructional Leader	$200,000
PBL Coordinator Stipend	$10,000

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Technical Assistance Provider	$150,000
Texas Instructional Leaders (TIL) Training/Support	$16,000
Professional Development	$20,000

SUPPLIES AND MATERIALS (6300)

TEKS-Aligned Instructional Materials	$78,000
Pathway of Study Supplies	$20,000
Stakeholder Engagement/Culture Branding	$6,000

OTHER OPERATING COSTS (6400)

CAPITAL OUTLAY (6600)

TOTAL BUDGET REQUEST $500,000

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

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

You may duplicate this page

Negotiated/Amended Section
For amendments: Choose the section you wish to amend from the drop down menu.

Negotiated Change/Amendment
For amendments: Describe the changes you are making and the reason for them. Always work with the most recent negotiated or amended application. If you are requesting a revised budget, please include the budget attachments with your amendment.

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

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