



**2019-2021 Public Charter School Program Start-Up Grant (Subchapter C)  
COMPETITIVE GRANT Application Due 5:00 p.m. CT, April 30, 2019**

NOGA ID

Authorizing Legislation

**P.L. 107-110, ESEA, as amended by NCLB, Title V, Part B, Subpart 1; TEC, Chapter 12**

Applicants must submit one original copy of the application and two copies of the application (for a total of three copies of the application). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division

Texas Education Agency

1701 N. Congress Avenue

Austin, TX 78701-1494

Grant period from

**July 1, 2019 – February 28, 2021**

☒ Pre-award costs are not permitted.

Application stamp-in date and time

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**Required Attachments**

- |  |  |
|--|--|
| 1. Documentation of Authorization to Charter | 3. Narrative Description from Superintendent     |
| 2. Board of Trustees Approval                | 4. Federal Definition of a Public Charter School |

**Amendment Number**

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

**Applicant Information**

Organization **Premont Independent School District** CDN **125905** Vendor ID **74-6001943** ESC **2** DUNS **028765105**

Address **439 S.W. 4th Street** City **Premont** ZIP **78375** Phone **361.348.2882**

Primary Contact **Steve VanMatre** Email **svanmatre@premontisd.net** Phone **361.348.2882**

Secondary Contact **Mike Gonzalez** Email **mgonzalez@premontisd.net** Phone **361.348.2882**

**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)

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification      |
| <input checked="" type="checkbox"/> General Provisions and Assurances               | <input checked="" type="checkbox"/> Lobbying Certification                      |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances  | <input checked="" type="checkbox"/> NCLB Provisions and Assurances requirements |

Authorized Official Name **Steve VanMatre**

Title **Superintendent**

Email **svanmatre@premontisd.net**

Phone **361.348.2882**

Signature

Date

**4/30/19**

Grant Writer Name **Alyssa Schecter**

Signature

Date **4/30/19**

☒ Grant writer is an employee of the applicant organization.

☐ Grant writer is not an employee of the applicant organization.

701-19-103-017

**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
Premont Collegiate High School had low percentages of students who achieved a Meets or Masters grade level standards on STAAR - 25% in Reading; 22% in Math; 33% in Science; 24% in Social Studies	Transfer operations to the Rural Schools Innovation Zone (RSIZ) with other collaborating districts to improve student outcomes through multiple strategies including but not limited to: post-secondary pathways and student choice, high-quality instructional supports, teacher collaboration and talent pipelines, and strategic compensation.
Students and families have access to a limited number of program options within the district given its small size and rural geography	Partnering with the RSIZ will allow us to leverage resources to build out career and college academies (medical professions, engineering, architecture, construction) at each high school across the RSIZ districts. Students will have access to new coursework and be exposed to significantly more career options.
Given our size there is often only 1 teacher per content area resulting in limited opportunities for peer learning, mentoring, modeling, and professional development	The RSIZ structure will link teachers to colleagues in their field at other campuses to learn from and to work in PLCs. This structure allows for the creation of new leadership positions to enhance instructional quality and expertise as well as new mentoring and coaching opportunities to support beginning teachers.

**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 spring of 2020, 35 % of students will achieve a "meets" or "masters" score on the state accountability exam.

**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**

- 100% of students in grades 9-12 will be administered a benchmark assessment aligned to accountability standards
- 100% of students in grades 9-12 interested in a pathway at another school are actively enrolled and attending that program
- Career pathway coursework and information is clearly available to students and families
- 80% of students in grades 9-12 are aware of high-school pathway choices available as measured by a student survey
- 100% of staff members have been introduced to the professional development system and can articulate their role and purpose in the system
- 100% of instructional staff members are fully participating in formalized PLCs
- At least 65% of students in grades 9-12 are enrolled in dual credit with a higher education institution

**Measurable Progress (Cont.)****Second-Quarter Benchmark**

- 100% of students in grades 9-12 will be administered an interim assessment showing a 10% improvement over the benchmark
- Monthly, 100% of teachers will analyze students' data and make necessary adjustments to curriculum and instruction
- 100% of teachers will guide 100% of their students in the tracking of grades, TEKS, goals, and progress every 3 weeks
- 90% of students in grades 9-12 are aware of high-school pathway choices available to them as measured by a student survey
- At least 70% of students in grades 9-12 are enrolled in dual credit with a higher education institution

**Third-Quarter Benchmark**

- 100% of students will be administered an interim assessment showing a 15% improvement over the original benchmark
- 100% of Professional Development System components will be measured with student data and adjusted accordingly for continuous improvement in increasing the percentages of students achieving grade level standards in all subjects.
- 100% of students in grades 8-12 are aware of high-school pathway choices available to them as measured by a student survey
- At least 75% of students in grades 9-12 are enrolled in dual credit with a higher education institution

**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 summative SMART goal and benchmarks will be continuously monitored by the Rural Schools Innovation Zone staff (RSIZ), school leaders, district staff and the board. School leaders will have access to comprehensive data dashboards that enable the use of real-time data to inform campus decision making. Dashboards will incorporate information from all schools, collaborating institutions of higher education and certification partners and provide clear and up-to-date data on each student's progress throughout their experience to ensure they are on track. School leadership will have the autonomy, with support from RSIZ and district staff, to adjust school and classroom strategies as we work towards our goals. In addition to these school based supports, RSIZ staff will assume a project manager role to ensure that our professional development benchmarks remain on track and that principals and teachers are well supported throughout the process.

Premont ISD has reflected these and other goals in the performance contract giving operational authority to the Rural Schools Innovation Zone. Failure to meet the agreed upon goals in the agreed upon time-frame may lead to probation or revocation of the operating contract.

The RSIZ will continuously use evaluation data to ensure that each school in the zone complements one another in terms of programming and operations in order to reach the identified benchmarks.

**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 2019–2021 Public Charter School Program Start-Up Grant (Subchapter C) 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 provides assurance that their financial accounting system adheres to the following requirements:
  - a. accommodates the minimum 15-digit account code mandated by the FASRG;
  - b. generates information needed for PEIMS reporting; and
  - c. ensures adequate accountability of state and federal funds.

If the applicant's financial accounting system is not approved by TEA, the applicant assures that it will budget and acquire an acceptable accounting system and training with these grant funds. Additionally, the applicant will be required to submit proof of an acceptable accounting system prior to receiving continued and/or additional funding.
- ☒ 5. The applicant provides assurance that it will maintain clear documentation and data for the school and students served by the 2019–2021 Public Charter School Program Start-Up Grant (Subchapter C), will comply with any reporting and evaluation requirements that may be established by the TEA, and will submit the reports in the format and manner requested by TEA's Division of Financial Compliance. Grantees will be required to cooperate with the team that has been contracted to evaluate the use of the grant funds.
- ☒ 6. The applicant provides assurance that it has on file a certificate of occupancy or the equivalent, for the instructional facility. At any time, should the TEA Charter School Administration Division request a copy, the applicant will provide such copy immediately.
- ☒ 7. According to Title V, Part B, of NCLB, to receive federal grant funds of any type including U. S. Department of Education funds, the applicant must meet the federal definition of a charter school (See Attachment #1). By signing Attachment #1 and submitting the application, the authorized official of the applicant organization certifies that each of the statements in the definition is true and that the applicant is in compliance with this definition. An applicant is not eligible to receive any federal funds at any time, formula or discretionary, from TEA if it does not comply with this definition.
- ☒ 8. The applicant provides assurance that it will comply with the Individuals with Disabilities Education Act §1413(a)(5) and §1413(e)(1)(B).

**Statutory Requirements**

1. Describe the administrative relationship between the charter school and the authorizing and/or sponsoring agency (i.e. the local board of trustees, the commissioner of education, or the charter holder board).

Premont Independent School District has authorized The Rural Schools Innovation Zone to operate Premont Collegiate High School. The primary purpose of this Agreement is to improve student achievement for PISD students by operating the School within the Rural Schools Innovation Zone structure as an autonomous campus subject to transparent accountability requirements. The Board of Trustees of the District is empowered by Texas Education Code ("TEC"), §§ 11.157 and 11.174, to contract with a public or private entity for that entity to provide educational services for the District. The Rural School Innovation Zone (RSIZ) is an organization that is exempt from or is applying for exemption from taxation under Section 501(c)(3), Internal Revenue Code of 1986 (26 U.S.C. § 501(c)(3)), and is hereby contracted to operate a charter granted to the School under TEC Subchapter C, Chapter 12 and is eligible under TEC §§ 11.174 and 12.101(a) to operate the School. On the Commencement Date of the performance contract, the District hereby grants the School a charter in accordance with and under TEC Chapter 12, Subchapter C, specifically §12.0522. The District shall ensure that the charter is properly authorized under TEC Chapter 12, Subchapter C. Failure of the Texas Commissioner of Education to approve the Parties' relationship as an eligible partnership under TEC 11.174 shall render the Agreement null and void.

SEE ADDITIONAL TEXT IN SECTIONS 1-5 AND 9 OF THE ATTACHED PERFORMANCE CONTRACT.

2. Describe how the authorized public chartering agency will provide for continued operation of the school once the grant has expired. Provide reference to relevant program-related attachment, including page numbers, where necessary.

The operation of Premont Collegiate High School by the RSIZ is not dependent upon receiving the CSP Start-up Grant which ensures that once the grant period ends the public chartering agency will be able to provide for the continued operation of the school. RSIZ shall have the beneficial use of all of the funding generated by students enrolled at the School from all funders. This Agreement entitles RSIZ to direct expenditure of funds generated by enrollment of District students attending the School, including federal Title 1 and other categorical funds, all funds directed specifically to the School, and other funds generated from the State's Foundation School Program ("FSP Funds") attributable to students within the District and attending the School. Addition funds generated through the states district-charter partnership incentives will also be directly allocated to the school. As a growing district we will be able to sustain and improve our programing along with our continued growth.

SEE ADDITIONAL TEXT IN SECTION 14 OF THE ATTACHED PERFORMANCE CONTRACT.

3. Describe and justify any requests for waivers of any federal statutory or regulatory provisions that the eligible applicant believes are necessary for the successful operation of the charter school, and a description of any state or local rules, generally applicable to public schools, that the applicant proposes to be waived or otherwise not apply to the school.

Pursuant to 19 TAC § 97.1075(d)(6), the School is exempt from laws and rules to the fullest extent allowed by TEC, Chapter 12, Subchapter C, and is exempt from all District policies except for laws, rules, and policies that are specifically identified as applicable to the School in this Agreement and/or incorporated by reference herein. The Parties will collaborate in applying for waivers from any restrictions imposed by Applicable Law when it is jointly determined that such waiver would expand opportunities for students enrolled in the School. If the District is relieved from compliance from certain state or federal law or regulation through a waiver, adoption, or amendment of a local innovation plan under Chapter 12A, Texas Education Code, the School is automatically relieved from compliance regardless of whether such relief is addressed in this Agreement. Further, if a waiver from a local policy, procedure, protocol, or other requirement is granted to another school in the District that serves students at the same grade levels offered at the School, and the policy is not waived by this Agreement, the waiver applies to the School unless the District notifies the School otherwise in writing within 60 calendar days of the waiver's application to the other school(s). SEE ADDITIONAL TEXT IN SECTION 7 OF THE ATTACHED PERFORMANCE CONTRACT.

**Statutory Requirements**

4. Describe how the grant funds will be used to accomplish the purpose, address the Quantifiable Needs, and achieve the SMART goal of the grant. Describe how the items and activities are necessary for initial implementation and the anticipated outcome for using grant funds for the purpose. Include a description of how such funds will be used in conjunction with other federal programs administered by the U.S. Secretary of Education.

Grant funds will be used to facilitate the transition of the school to the new model in the RSIZ. Through the purchase of supplies and materials related to new course offerings, grant funds will enable implementation of the career pathway academy. Planned activities using these funds include, but are not limited to, Maintaining and implementing an aligned and comprehensive high school curriculum that provides relevant, rigorous, and meaningful learning opportunities. Creating a system to ensure differentiated instruction/high yield strategies are relevant, engaging, and incorporate 21st century learning skills, and meet the academic needs of ALL students. Designing and implementing a Professional Development system with an active Professional Learning Community that aligns curricular and instructional learning among staff, especially in the area of content standards, and will lead to an increase in transfer of learning from knowledge to application. These materials and activities are necessary for the successful initial implementation of the new program model and will allow the district to address the quantifiable needs and achieve the SMART goal of the grant. We will also be able to expand balanced literacy programming through PD for teachers at the school. Funds will support the launch of a STEM discovery zone - STEM careers and robotics - and grant funds will be used to improve core instruction throughout the whole school. Funds will also support career experiences for students and a continued strategic collaboration with Texas A&M University Kingsville.

In conjunction with other federal funds, these grant funds will supplement not supplant. We will make a concerted effort to analyze the allowable uses and life span of all funds to ensure that all money is allocated and expended strategically in support of reaching the SMART goal.

5. Describe how the charter school that is considered a local educational agency (LEA) under state law, or a LEA in which a charter school is located, will comply with the Individuals with Disabilities Education Act §1413(a)(5) and §1413(e)(1)(B). ***Failure to respond appropriately to this requirement will deem the applicant ineligible for funding as meeting the needs of special education students is a statutory requirement for this federal program.***

Compliance with the Individuals with Disabilities Education Act is a codified requirement in the executed performance contract between PISD and RSIZ. RSIZ will implement the education plan described in its proposal to operate the School, attached as Addendum A-1. RSIZ will ensure that curriculum satisfies the minimum requirements outlined in TEC § 29.1532. RSIZ agrees to notify the District of any significant alteration of this plan. The Partner will ensure that the School's special education program and 504 plans comply with state and federal laws, including but not limited to the Individuals with Disabilities Education Act ("IDEA") and Section 504 of the Rehabilitation Act of 1973. Failure of the district to meet this requirement will result in repercussions up to, and including, revocation of the campus charter.

SEE ADDITIONAL TEXT IN SECTIONS 6 AND 12 OF THE ATTACHED PERFORMANCE CONTRACT

6. Describe the educational program to be implemented by the proposed charter school, including how the program will enable all students to meet challenging state student academic achievement standards, the grade levels or ages of children to be served, and the curriculum and instructional practices to be used. Provide reference to relevant program-related attachments, including page numbers, where necessary.

The charter program and partnership with the RSIZ will enable all students to meet challenging state student academic achievement standards through early college high school status, career pathway opportunities at three different high schools accessible to all students, and significantly enhanced professional development opportunities and professional learning communities through a collaboration of the three RSIZ districts. Premont Collegiate High School will serve students in grades 6 through 12. The High School will utilize the TEKS resource system. Premont Collegiate High School will build a comprehensive academic program around its chosen career pathway of engineering, robotics, and STEM. These pathways will lead to industry certification for students. Specific curriculum materials are being evaluated by the school leadership team and will be chosen in collaboration with the RSIZ leadership. SEE ATTACHED CONTRACT ADDENDA 1

**Statutory Requirements**

7. Describe how the charter school will be managed and governed. Include a detailed description of the ways in which the campus charter school will be permitted to manage autonomously, as evidenced by the day-to-day decision makers at the campus and their input with regard to the school's curriculum, calendar, budget, and daily operations. Describe how this autonomy is above and beyond the degree of flexibility and autonomy afforded to traditional campuses within the district. Provide reference to relevant program-related attachments, including page numbers, where necessary.

RSIZ will be governed by an independent governing board and managed by an executive director hired by said board. RSIZ shall have full authority and autonomy to manage the school's curriculum, calendar, budget, staff, and daily operations. RSIZ shall have the final decision in adopting policies applicable to the School, other than the policies agreed to in the performance contract. RSIZ shall have full authority to employ and manage its employees, including the Campus Chief Operating Officer, and contractors and shall have initial and final non-delegable authority to supervise, manage, assign, evaluate, develop, advance, compensate, continue assignment, and establish any other terms of employment of any employee assigned to the Schools, regardless of whether employed by the District or RSIZ.

SEE THE ENTIRETY OF THE ATTACHED PERFORMANCE CONTRACT FOR EXPLICIT LANGUAGE GUARANTEEING THE OPERATIONAL AUTONOMY OF THE SCHOOL TO THE RSIZ

8. Describe the performance measures and methods by which the charter school will determine its progress toward achieving those objectives. For each objective include a description of what is going to change as a result of this grant project, who will achieve the change, how much change will occur, and when will the change occur. Provide reference to relevant program-related attachments, including page numbers, where necessary.

Premont Collegiate High School will improve its state accountability rating both through improved performance on STAAR and through CCMR metrics. Expanded early college high school and academy programming, especially through the STEM career academy, will increase dual credit attainment and industry certifications earned in high school. Network-level educator supports and retention efforts will improve the quality of standards-aligned core instruction, resulting in improvements on EOC exams.

SEE ADDITIONAL TEXT IN ADDENDUM 3 OF THE PERFORMANCE CONTRACT

9. Describe how parents and other members of the community will be involved in the planning, program design, and implementation of the charter school.

Premont ISD and RSIZ stakeholders have, throughout the authorizing process, engaged families and community members through public forums and school board meeting discussions with public comment. Before the beginning of the 2019-20 school year, the RSIZ Executive Director will work with the campus principal to engage families to solicit input, raise awareness, and build relationships among the participating stakeholders, including the families of junior high school students who may be entering the high school next year. The RSIZ plans to conduct ongoing family and community engagement in partnership with PISD throughout its operations.

10. Describe how students in the community will be informed about the charter school and given an equal opportunity to attend the charter school.

The RSIZ in collaboration with Premont, Freer, and Brooks County ISDs will engage in coordinated marketing efforts to ensure that all students in the three districts are aware of all program and school options available to them in the new network. Strategies will include, but are not limited to, outdoor signage, direct mailings, community forums, school-based announcements, and commercial advertising. The process to attend the school is a simple transfer process with no application. RSIZ is prohibited from discriminatory admission, suspension, or expulsion of a student on the basis of a student's national origin, ethnicity, race, religion, disability, gender, or academic achievement.

SEE ADDITIONAL TEXT IN SECTION 10 OF THE ATTACHED PERFORMANCE CONTRACT



**Statutory Requirements**

11. Provide a description of the campus charter's process to become a charter school, including a) the district's general process for approval of campus charter schools and the steps the campus took to become a charter; b) the premise in which the school board approved the campus for which a charter was granted to operate; c) what the campus will be doing differently, above and beyond that of a regular district campus that merits charter status and charter school start-up funds; and d) if the campus is converting from a regular district campus to a campus charter, what the campus charter will be doing above and beyond that which was done when it operated as a district campus. Provide reference to relevant program-related attachments, including page numbers, where necessary.

a/b) The district has adopted TEA's model ELA local authorizing policy. The steps for Premont Collegiate to become a charter included but was not limited to: several public information sessions, sight visits to see successful autonomous networks, monthly meetings with RSIZ districts to design the network, drafting of a performance contract, several board presentations, and a final board vote approving the charter authorization.

c) By granting charter status to the school and formally including it in the network of the Rural Schools Innovation Zone, the campus will be able to go above and beyond that which was offered as a regular district campus. With a simple process, students will be able to access career pathways that would never have existed before this partnership and teachers will participate in a much more thoughtful PLC process with teachers across all three RSIZ districts. This partnership truly represents endless opportunities that were not possible before.

d) As a campus charter students and teachers will be afforded a much wider range of services and supports than had previously been available to them as a district campus. This includes a significantly increased selection of programming through the career academies and course options and the ability to provide teachers with more thoughtful and intentional development opportunities. Students will now be able to achieve industry certifications in engineering and science pathways.

12. Describe the periodic review and evaluation process for the charter school. Specify any basis, in addition to a basis specified by Subchapter C, on which the campus charter may be placed on probation or revoked. Describe how the district authorizer will use increases in student academic achievement as one of the most important factors when determining whether to renew or revoke a school's charter. Provide reference to relevant program-related attachments, including page numbers, where necessary.

The Parties agree to specific consequences in the event that the RSIZ does or does not meet the annual academic or financial performance expectations and goals described in Addendum A-4, with performance consequence detailed in Addendum A-5. The partnership agreement will automatically renew for 3 years so long as the charter campus is meeting all established goals. SEE ADDITIONAL TEXT IN SECTIONS 2 AND 8 OF THE PERFORMANCE CONTRACT

13. Describe the manner in which an annual independent financial audit of the campus is to be conducted. The campus charter must have a plan for an audit separate and apart from the district audit. Describe the manner in which the campus will provide information necessary for the school district in which it is located to participate, as required by TEC, Chapter 12, Subchapter C, or by SBOE rule, in PEIMS. Provide reference to relevant program-related attachments, including page numbers, where necessary.

In addition to any audits required by Applicable Law, RSIZ shall submit to the District within 180 days following the end of each fiscal year during the Term of this Agreement, financial statements audited by an independent certified public accountant. The District shall also retain the right to conduct its own campus audit of the School and annual audit of RSIZ as it deems necessary. SEE ADDITIONAL TEXT IN SECTION 14 OF THE ATTACHED PERFORMANCE CONTRACT

14. Explain the manner in which the district will flow other federal funds to the campus charter. Describe the timelines for flowing the federal funds to the campus charter that ensure students are promptly receiving the benefit of services that appropriate federal funds can provide. Provide reference to relevant program-related attachments, including page numbers, where necessary.

In addition to the per pupil funding agreed to in the performance contract, RSIZ may also be eligible for Federal entitlement grants, such as Title I, as approved by the Federal granting agencies and the State. These funds will be delivered to the RSIZ during the regular monthly funding distribution immediately following receipt of the funds by PISD. SEE ADDITIONAL TEXT IN SECTIONS 14 AND 15 OF THE ATTACHED PERFORMANCE CONTRACT



CDN  Vendor ID 74-6001943Amendment # **TEA Program Requirements**

1. Provide the number of students in each grade, by type of school, projected to be served under the grant program in 2019–2020.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	
Subchapter C								41	61	32	57	47	22	23	283	
Not Applicable - No students will be served during the 2019–2020 school year. <input type="checkbox"/>																
Total Staff	30	Total Parents	450	Total Families	215	Total Campuses										1

2. Provide the number of students in each grade, by type of school, projected to be served under the grant program in 2020–2021.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	
Subchapter C								50	50	61	35	60	50	25	331	
Total Staff	30	Total Parents	450	Total Families	215	Total Campuses										

3. Provide the number of students to be served in 2019–2020 who would otherwise attend a school identified as an *Improvement Required* campus (from the most recent accountability ratings) that serves the same grade levels as the proposed charter school. Please click on the *All Campuses by Rating* link available at <https://tea.texas.gov/2018accountability.aspx> for more information.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	
Subchapter C								11	11	12	8	13	11	6		
Not Applicable - No students will be served during the 2019–2020 school year. <input type="checkbox"/>																
Total Staff		Total Parents		Total Families		Total Campuses										

4. Provide the names and nine-digit county/district/campus numbers of the campuses identified as an *Improvement Required* campus (from the most recent accountability ratings) that serves the same grade levels as the proposed charter school that you will be impacting as described above. Please click on the *All Campuses by Rating* link available at <https://tea.texas.gov/2018accountability.aspx> for more information.

#	District Name	Campus Name	9 Digit CDC Number
1.	Kingsville ISD	HM King HS	137901001
2.	Kingsville ISD	Gillet Int	137901041
3.	Robstown ISD	Salazar Crossroads Academy	178909005
4.			
5.			
6.			
7.			
8.			
Not Applicable - No students will be served during the 2019–2020 school year. <input type="checkbox"/>			

CDN  Vendor ID

Amendment #

### 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

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

CDN  Vendor ID Amendment # **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.

**Total Planning Activity Costs** (refinement of the desired educational results and the methods for measuring progress toward achieving those results and professional development of teachers and other staff who will work in the charter school)

**Total Implementation Activity Costs** (informing the community about the school, acquiring necessary equipment and educational materials and supplies, acquiring or developing curriculum materials, and other initial operational costs that cannot be met from state or local sources)

**Total Planning Activity Costs + Total Implementation Activity Costs**  
(This amount should match TOTAL BUDGET REQUEST)

**PAYROLL COSTS (6100)****BUDGET**

PISD Admin	<input type="text" value="\$75,000"/>
Retention and recruitment	<input type="text" value="\$200,000"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

**PROFESSIONAL AND CONTRACTED SERVICES (6200)**

RSIZ funds for planning and implementation	<input type="text" value="\$200,000"/>
Instructional support	<input type="text" value="\$200,000"/>
<input type="text"/>	<input type="text"/>

**SUPPLIES AND MATERIALS (6300)**

supplies and materials	<input type="text" value="\$25,000"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

**OTHER OPERATING COSTS (6400)**

Other operating costs	<input type="text" value="\$25,000"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

**CAPITAL OUTLAY (6600)**

Capital outlay	<input type="text" value="\$75,000"/>
<input type="text"/>	<input type="text"/>

**TOTAL BUDGET REQUEST**