



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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4/29/19

Required Attachments

1. Documentation of Authorization to Charter
2. Board of Trustees Approval
3. Narrative Description from Superintendent
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):

N/A

Applicant Information

Organization **Fort Worth ISD - John T White ES** CDN **220905** Vendor ID **1-756001613-5** ESC **11** DUNS **07317776**
Address **100 N University Dr. Ste. SW 204** City **Fort Worth** ZIP **76107** Phone **817-814-2281**
Primary Contact **Tracy Marshall** Email **tracy.marshall@fwisd.org** Phone **817-814-2281**
Secondary Contact **Stephanie Pollard** Email **stephanie.pollard@fwisd.org** Phone **817-814-2281**

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 **Elsie Schiro**

Title **Chief Financial Officer**

Email **elsie.schiro@fwisd.org**

Phone **817-814-2281**

Signature

Date

4/17/19

Grant Writer Name **Stephanie Pollard**

Signature

Date

4/17/19

☒ Grant writer is an employee of the applicant organization.

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

RFA # **701-19-103** SAS # **423-19**

2019-2021 PCSP Start-Up Grant (Subchapter C)

Page 1 of 12

2019-019580

701-19-103-005

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
54.4% of teachers had less than 5 years' teaching experience. Attract and retain teachers and leaders with a demonstrated ability to grow student academic performance in a large, urban school setting.	Recruit teachers using Zero Risk and Principal/Teacher match; Increase number of highly qualified bilingual teachers; Provide recruitment / sign-on incentives Use of T-TESS and T-PSS for evaluation; Instructional coaches & new teacher mentors; Relay Teaching Residencies (or similar partner); Implement a Master Teacher track
Improve student achievement for all students with a focus on improving literacy rates and math performance (School Performance Framework from C to A)	Student Leadership Curriculum Alternative Scheduling-Extended Day Differentiated instruction Student incentives/rewards
Increase opportunities for professional development and sustainable implementation (stakeholder survey)	Professional learning plan per teacher/staff; Extra duty pay for professional development; Restorative Practices & De-Escalation Training (new teachers); Budgeting & Personnel Management training (Administrators); Trust Based Relational Intervention (TBRI); Schoolwide discipline plan aligned to PBIS

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 Fall 2020, FWISD will re-establish the Leadership Academy at John T. White as a charter school in partnership with Texas Wesleyan University; the school will serve an expected 604 students and progress toward the goal of improving student outcomes (from C to A on the School Performance Framework).

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

Develop, execute, and secure any remaining MOUs, data sharing agreements, and District School Board approvals to ensure timely charter conversation; Draft evaluation instruments, forms, and reporting schedule; Re-assess needs and determine final purchasing needs and acquisition schedule; Begin the RFP and/or bid process to procure necessary equipment, and program materials in compliance with EDGAR purchasing regulations; Instructional Calendar, Start Times & Master Schedule Set; Campus specific teacher recruitment event(s); Update branding and visual marketing campaign; 100% of zero-year teachers assigned a mentor; Schedule Campus-based PD with implementation plans; Schedules for observation, data collection, coaching & adjustment

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

Technology updates purchased based on needs assessment; Campus staffed at 95%; Develop/launch student incentive/reward program; Baseline reading levels collected; 85% of new teachers have met with mentor; Campus-based PD continues; Fall learning walks & observations (TTess); Benchmark testing (Reading & Math); 50% of Student leadership curriculum purchased & implemented; (Re)assess campus needs, outstanding purchase orders and RFP; Continue to engage advisory council members as necessary (monthly,)

Third-Quarter Benchmark**Third-Quarter Benchmark**

- Campus-based PD continues
- Begin budget closeout, 65% of purchases allocated and received
- Solicit stakeholder feedback regarding campus climate– Students, Parents, Teachers, Admin
- XX% of teachers will show growth of Dimension 2 on TTess Evaluation (Fall to Spring) (Percent to be determined after first administration)
- Finalize planning/logistics for summer professional development

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.

Program evaluation for the newly developed charter schools will be coordinated through a partnership between Texas Wesleyan University and the Fort Worth ISD Grant Compliance and Monitoring Department.

Program administration meetings will be held to discuss documentation, data collection, and any challenges/unforeseen aspects to implementing project components. Recommendations and modification will be reported and discussed during all meetings to ensure both formative and summative feedback are provided. The following points of information will be assessed as part of the proposed project: Planning and implementation: Curriculum development and collaboration between partners will be monitored through meeting minutes, agendas, and documentation of curriculum development. Patterns and trends will be reported to the advisory teams quarterly to identify successes as well as possible modifications to the process or implementation of product. Participatory involvement and Professional development activities will be reported quarterly to identify areas of success and challenge. Classroom Observations: Observations will be conducted to determine the extent to which grant activities are being implemented at the classroom level. Observations will be conducted by trained observers using a rubric and protocol with 85% or better inter-rater reliability. Randomly selected classrooms will be observed with the intent of getting a snapshot of best practices. Feedback will be reported quarterly to the advisory committee as data are available. Staff Focus Groups: Focus groups will be conducted to determine the link between data (student and campus level), its interpretation at the leadership level, and differentiation at the classroom level. These data will provide indicators for other data collections such as surveys. Student Academic Measures: STAAR, benchmark testing data will be collected to assess student academic achievement and growth, respectively.

Surveys: Principal, teacher, and student surveys will be administered to assess perceptions of grant implementation, campus climate, professional development, and engagement. District Data: Student and teacher attendance, teacher experience and credentialing, student discipline referrals, and action steps will be collected and reported quarterly to the advisory committee as data is available.

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).

The Texas Wesleyan University (TXWES) board will serve as the governing board for John. T White Elementary. TXWES is an independent, non-profit institution. TXWES will operate as an independent contractor to the district and be responsible for delivering services in alignment with the expected performance targets and with the autonomies outlined in the performance agreement. Fort Worth ISD (FWISD) will serve as the fiscal agent and will have the authority to revoke the agreement should the contractor not deliver services in alignment with the agreement. The relationship between the district and partner are described in Article IV (p.3-4) of the attached performance agreement, as well as pages 30-32 of the attached Local Campus Partner application (LCPA). In addition, Article VI and VIII (p.5-7) in the performance agreement addresses the governing structures and governing board. "TXWES will operate as an independent contractor to the District and will be responsible for delivering the services required by this Agreement." 4.04: "The Partner's (TXWES) governing body and any individual or body delegated authority by Partner consistent with applicable law shall remain independent of the District." P.31 LCPA: "The leadership staff at TXWES, including the Dean of the School of Education, the Provost, and the President will provide oversight for the Innovative Schools Initiative (ISI). Recommendations from the ISI Advisory Board will first be vetted by the TXWES board for consideration. The TXWES board may choose to delegate some decision-making authority related to issues like vendor contracts or staffing decisions to TXWES leadership staff. The principals and campus staff of the leadership academies are responsible for implementing the educational model. Campuses will conduct annual needs assessments and planning cycles to determine proposed budgets, hiring plans, etc."

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 proposed grants funds are focused on expenses that are start-up in nature. As outlined in Article XII (p. 13-17) of the attached performance agreement, the District will provide all state and federal funds received by the district for which students at the schools are eligible under a student-based budgeting framework, based on average daily attendance. This includes Title I, Foundation School program (FSP) and other funds. These funding sources will be sufficient to operate the school after this grant expires. The Fort Worth community also appreciates strong support from the local philanthropic community. FWISD has been successful in identifying funding sources to support the initial phases of the reform process. State and Federal grant funds have been key, and plans to continue to aggressively seek additional grant awards, as detailed in the comprehensive sustainability plan. The PCSP management committee, facilitated by the Senior Officer of Grants and Development, will lead the search for funding to support aspects of the project that require ongoing funding. The US Department of Labor delineates the steps to develop a Comprehensive Sustainability Plan, which will help ensure the goals will continue to be met: "Have a clear vision; Determine what should be sustained; Build collaboration; Choose sustainability strategies and methods; Develop action steps for sustainability; and Document and communicate your sustainability successes."

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.

There are no plans to apply for waivers.

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.

One of the goals of this grant is to provide financial assistance for the implementation of charter schools, to expand the number of high quality charter schools available to students. Grant funds for this campus will enable the following key actions towards this end:

- (1) Launch student leadership track: Purchase of curriculum and coats for students who have reached standards, as well as other first year implementation costs, will support building opportunities for students to build confidence and develop communication skills.
- (2) Implement flexible seating: Research indicates that African American students perform better in an environment that provides ample of opportunities for movement during the day, which this seating will allow.
- (3) Create and implement new branding: Branding to support the new charter campus name is needed to establish and enhance the campus culture.
- (4) Purchase necessary Technology and teaching kit purchases to enhance classroom instruction
- (5) Provide professional development and extra duty pay for staff to equip staff with additional skills to carry out high quality instruction and build campus culture.

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.***

JTW will remain a FWISD campus and will be subject to the same policies regarding Individuals with Disabilities Education as any other traditional FWISD campus.

§1413(a)(5) of the Individuals with Disabilities Education Act refers to the treatment of charter schools and their students in carrying out this subchapter with respect to charter schools that are public schools of the local education agency- A. serves children with disabilities attending those charter schools in the same manner as the local education agency has a policy or practice of providing such services on the site to its other public schools; and B. provides funds under the subchapter to those charter schools-- (i) on the same basis as the local education agency provides funds to the local education agency's other public schools, including proportional distribution based on relative enrollment of children with disabilities; and (ii) at the same time as the agency distributes other Federal funds to the agency's other public schools, consistent with the State's charter school law.

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 school follows the Accelerated Campus Excellence (ACE model). This school is a neighborhood elementary school, serving Pre-K to 5th grade. Please see details in the attached Partnership application (School Overview and Educational Program, p. 16-29) for more details, as well as Article VIII and Addendum 5 in the attached performance agreement. ACE utilizes effective instruction, additional class time, and social and academic skill-building, within a culture of high expectations to guide students toward graduation and college readiness. The five components of FWISD Leadership Academies under ACE are: Effective principals and teachers; Instructional excellence (First Instruction, Teaching for Mastery, Data-driven planning/PLCs. Professional Individualized Growth Opportunities); Extended learning (Extra hr each Reading/ LA and Math); Social Emotional Support; and Parent and community partnerships.

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.

The relationship between the district and partner are described in Article IV of the attached performance agreement. FWISD will serve as the fiscal agent for the school, while Texas Wesleyan will be responsible for operating the schools in alignment with the expected performance targets and with the autonomies outlined in the performance agreement. These include autonomy over hiring and supervision, meetings and professional development, operating hours, curriculum, academic plan, as well as authority to determine the budget and select service providers and enter into service agreements. For more details about autonomies for operating the schools, please see the attached Performance Agreement, as well as Addendum 1 and 8. Autonomies within the Academic Plan can be found in Article X in the performance agreement. In contrast, traditional district schools must comply with district procedures for school calendar, curriculum, and operations. They are also expected to comply with mandatory professional development decisions and accept forced staffing placements as necessary during times of transition.

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.

FWISD will use a School Performance Framework (SPF) to evaluate the performance of all schools, including in district charter schools. The SPF is composed of data points that address academic excellence, mission and learning environment, and includes Domains 1, 2a, and 3a for State of Texas Accountability, as well as growth in math and literacy. This campus will be expected to score at least a B in 2019-2020, and achieve a score of A within 5 years. Please see Addendum 3 of the performance agreement for more information about performance measures. The Partner will be meeting with the FWISD on a quarterly basis to measure progress and to determine if data indicates that the campus is on track to meet performance targets at the end of the year. Finally, as a result of this grant project, the campus will be able to utilize research based resources specifically for African American students.

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

We plan to conduct community listening sessions with families, churches and other stakeholders to explain the organizations changes and provide a forum for constructive conversations. Campus staff will participate in community walks to help promote enrollment and active family participation in the life of the schools. The Innovative Schools Initiative Advisory Board may also consider working with the campuses to form a Family & Community Council (similar to the Campus Council) as a formal channel to elevate community voices and input regarding ongoing school operations. The grant project would also allow branding for the campus to enhance school marketing through social media, websites, and creating innovative and more robust strategies to reach families and communities. The grant project would also help fund the Leadership Track which would allow the campus to specifically identify and develop African American and Hispanic student leaders to serve as voices of change in their communities.

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

We will work in partnership with FWISD to share enrollment opportunities with the community, and we will continue our efforts to build community relationships, particularly within the geographic boundaries of these schools. We will have clear communications online and in other formats regarding enrollment procedures.

The school will be an open-enrollment school that does not charge tuition and do not administer entrance examinations. We will adhere to the admissions policies of FWISD (see Partner Application, Attachment 2). The school will not discriminate in admissions based on sex/gender, national origin, ethnicity, religion, disability, academic ability, athletic ability, or artistic ability. In accordance with the original intent of these schools, we will continue to seek every opportunity to enroll a diverse student body. See Partner Application, Supplement p. 24-25 for more details.

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) TXWES responded to the inaugural Fort Worth ISD Call for Great Schools in Fall 2018. This process involved submission of a detailed application outlining information about the proposed plan for operating the school, expected outcomes and challenges, and the team's capacity to successfully operate a high quality school. Applications were reviewed by a voluntary evaluation committee that scored and interviewed applicant teams, and made recommendations to approve or deny each applicant to leaders at FWISD. These recommendations were then presented to the school board, who approved this application, and a performance agreement was then negotiated and executed. See the attached district charter authorization policy for more details about the process.

(b) FWISD has articulated a priority to expand great school options by developing partnerships to solidify high leverage, educational initiatives, in alignment with its participation in the System of Great Schools (SGS) work.

(c/d) The campus will be operating with the previously identified autonomies and school model that make it distinct from traditional district schools. The 2019-2020 school year will involve implementation of new initiatives, including the student leadership program described elsewhere in this application, flexible seating in math classrooms to engage students, blended learning by providing each child with technology, and enhanced branding and communication. In addition, six Master teachers will be identified to serve as instructional lead teachers on the campus to help implement initiatives and development of aligned curriculum and lesson plans.

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 performance agreement indicates that improvement of student outcomes is the primary purpose of the agreement (see Agreement, p 2) and specifies that partner is responsible for achieving student performance goals. These goals are listed in Agreement Addendum 3, and Addendum 4 addresses the consequences of not meeting the specific student outcome improvements. It states that campus performance results will determine renewal status.

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.

PPC §12.15: "In addition to any audits required by Applicable Law, Partner shall submit to District, within 180 days following the end of each fiscal year, financial statements audited by an independent certified public accountant. The District shall also retain the right to conduct its own annual audit of Partner as it deems necessary. Partner agrees to comply with all rules, regulations, ordinances, statutes, and other laws, whether local, state, or federal under the Single Audit Act of 1984."

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.

PPC §12.01 "The District will allocation to Partner all state and federal funds received by the District for which students at the Schools are eligible under a student-based budgeting framework irrespective of the District's prior allocation practices with specific amounts confirmed through a process as mutually agreed upon annually in writing by the Parties." This includes federal, funds available under TEX §11.17 and all other funds attributable to FWISD students.

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	88	73	94	92	88	98	71								604
Not Applicable - No students will be served during the 2019–2020 school year. <input type="checkbox"/>															
Total Staff	32	Total Parents		604	Total Families		400	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	81	96	102	101	91	107	84								662
Total Staff	32	Total Parents		662	Total Families		420	Total Campuses		1					

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
	0	0	0	0	0	0	0								0
Not Applicable - No students will be served during the 2019–2020 school year. <input checked="" type="checkbox"/>															
Total Staff	0	Total Parents		0	Total Families		0	Total Campuses		0					

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.	NA		
2.			
3.			
4.			
5.			
6.			
7.			
8.			
Not Applicable - No students will be served during the 2019–2020 school year. <input checked="" type="checkbox"/>			

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.

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)

0

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)

\$800,000

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

\$800,000

PAYROLL COSTS (6100)**BUDGET**

Intensive Professional Development for teachers, principals, and APs (Year Round)

\$40,000

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Contract for Partner Services and Sustained Campus-wide Professional Development

\$80,000

Consultants for School Branding and Culture

\$40,000

Consulting to Build a Leadership Track for Students (Curriculum, Speakers, Materials, etc.)

\$100,000

SUPPLIES AND MATERIALS (6300)

Flexible seating for classrooms

\$200,000

Technology 1:1 student devices, Blended Learning, Interactive Tables

\$210,000

Instructional Kits and Materials and Other Start-Up Supplies

\$35,000

OTHER OPERATING COSTS (6400)

PD Travel for Teachers (Includes Registration)

\$15,000

CAPITAL OUTLAY (6600)

Interactive Tables

\$80,000

TOTAL BUDGET REQUEST \$800,000