



2023–2025 Charter School Program Grant (Subchapter C and D)
COMPETITIVE GRANT Application Due 11:59 p.m. CT, January 13, 2023

NOGA ID

Application stamp-in date and time

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

Authorizing legislation:

Grant period: **Pre-award costs:**

Required attachments:

Amendment Number

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

1. Applicant Information

Name of organization

Campus name CDN Vendor ID ESC UEI

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

2. 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
- Debarment and Suspension Certification
- General Provisions and Assurances
- Lobbying Certification
- Application-Specific Provisions and Assurances
- ESSA Provisions and Assurances requirements

Authorized Official Name Title Email

Phone Signature Date

Grant Writer Name Signature Date

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

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- ESSA Provisions and Assurances requirements

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Grant Writer Name Signature Date

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3. Shared Services Arrangements

Shared services arrangements (SSAs) **are/are not** permitted for this grant.

Check the box below if applying as fiscal agent.

- The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing the fiscal agent and SSA member responsibilities. All participants understand that the “Shared Services Arrangement Attachment” must be completed and signed by all SSA members, and submitted to TEA before the 80% reserve on the NOGA is lifted.

4. 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
RYSS analyzed data from 4 neighboring middle and high schools and determined that English learners (EL) in those schools were averaging 13 points lower on STAAR Reading/ELA tests at passing when compared to current ELs in other RYSS secondary schools.	RYSS will implement our rigorous reading program to close the gaps for EL students. We currently serve a student population that is 64% EL and have seen success with our current reading program, SAVVAS. We embrace a STEM-based education where teaching and learning are personalized and hands-on. Our teachers are trained in implementing blended learning.
RYSS analyzed data from the same schools and determined that English learners in those schools were averaging at least 3 points lower on STAAR Math tests at passing compared to ELs in RYSS secondary schools.	RYSS will implement Carnegie to close the gaps for EL students. We have seen success with our current math program. RYSS integrates the Texas STEM Education Framework at all grade levels and teachers are trained to plan integrated units that are STEM themed.
RYSS has identified a growing need for education services via a community school model that integrates rigorous academics, health, and social services. Covid disrupted students' academic trajectories and has impacted college plans for low income students.	RYSS will expand the community schools model it currently implements for students in grades PK-8 to students in high school to provide continuity of wrap-around services already started for students and their families and expand to other students and families in need in the area. Students also participate in social emotional education through Lovescaping.

5. 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.

In spring 2025, 75% of all students assessed will pass the English I/II STAAR End-of-Course exams.
 In spring 2025, 75% of all students assessed will pass the Algebra I STAAR End-of-Course exam.

6. 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 December 2023, RYSS will recruit the administrative staff necessary to prepare to open the new campus. A marketing plan and a construction plan will be in place. Recruitment of students will have begun.

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8. Measurable Progress (Cont.)

Second-Quarter Benchmark

By June 2024, RYSS will continue recruiting students for the 2024-2025 school year. All applications received to date will have been processed for enrollment and all students scheduled for all required diagnostic assessments (special education, English learner, and dyslexia). All instructional materials, supplies, equipment, and furniture needed for school start will have been ordered. 90% of all staffing positions will be filled.

Third-Quarter Benchmark

By January 2025, 38% of all students assessed will pass the district benchmark 1 on English I/II.

7. Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

BYRSS Early College High School data will be reviewed using beginning of year, middle of year, and end of year Renaissance 360 STAR assessments, district benchmarks in semester one and semester two, and TELPAS data along with unit assessments and midterms. Data will be share with teachers and administrators and reviewed in PLCs to address individual student needs. This process has been successful as implemented in our other campuses to achieve high outcomes for students. If students are not meeting quarterly benchmarks, teachers and administrators will prescribe individualized learning plans with interventions targeted to address each student's specific learning gaps. District interventions available include Progress Learning in both reading and math, the state-adopted Language Enrichment, pull outs with leveled readers, Reflex Math, Forde & Ferrier, I-Ready, and IXL Math. These programs and materials have been found to be successful in our current campuses, and specifically with English learners. Additionally, instructional walks in classrooms by district and campus leadership will ensure curriculum is being implemented with fidelity and identify any teacher support and professional development that may be needed to support instruction.

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8. 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 2023–2025 Charter School Program Grant (Subchapter C and D) 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 they accept and will comply with [Every Student Succeeds Act Provisions and Assurances](#) requirements.
5. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.
6. The applicant provides assurance that their financial accounting system adheres to the following requirements:
- accommodates the minimum 15-digit account code mandated by the FASRG;
 - generates information needed for PEIMS reporting; and
 - 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.
7. The applicant provides assurance that it will maintain clear documentation and data for the school and students served by this grant program, 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.
8. 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.
9. According to Title IV, Part C of ESSA, to receive federal grant funds of any type, including U. S. Department of Education funds, the charter school must meet the following definition. By signing Attachment #1 and submitting the application, the authorized official of the public charter school certifies that each of the statements in the definition is true and that the school is in compliance with this definition. A charter school is not eligible to receive any federal funds at any time, formula or discretionary, from TEA if it does not comply with this definition.

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8. Statutory/Program Assurances (Cont.)

- 10. **Open-enrollment charter holders applying on behalf of a high-quality campus approved by the commissioner of education must comply with the following:** The applicant provides assurance that the existing charter, as approved by the applicable state authorizer (the State Board of Education or the commissioner of education), and the Application for High-Quality Campus Designation, under which the new charter school campus was approved by the commissioner of education, are incorporated by reference into this grant application and address statutory requirements in compliance with PL 114-95, Title IV, Part C, ESSA.

- 11. Charters established under TEC Chapter 12, Subchapter C: The applicant provides assurance that the campus charter school will:
 - a. Maintain documentation which clearly demonstrates the supplementary nature of these funds;
 - b. be established according to and in compliance with TEC, Chapter 12, Subchapter C, Sections 12.051-12.065;
 - c. be designated as a campus charter in the Texas Education Agency (TEA) organizational database, AskTED, prior to operating as a campus charter, and
 - d. be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus charter school and their input with regard to the school's curriculum, calendar, budget, and daily operations. This autonomy will be above and beyond the degree of flexibility and autonomy afforded to traditional campuses within the district.

- 12. Charters established under TEC Chapter 12, Subchapter C, must also comply with the following: As per Title V, Part B, Subpart 1, Section 5204(f)(4)(B), a LEA may not deduct funds for administrative fees or expenses from a subgrant awarded to an eligible applicant, unless the eligible applicant enters voluntarily into a mutually agreed upon arrangement for administrative services with the relevant LEA. Absent such approval, the LEA shall distribute all subgrant funds to the eligible applicant without delay.

- 13. Charters established under TEC Chapter 12, Subchapter C, for the purpose of replicating an existing high-quality charter school, must also comply with the following: The applicant provides assurance that the school district will:
 - a. participate in the Texas Authorizer Leadership Academy (TALA) program;
 - b. review and adopt the Texas Education Agency's model Chapter 12, Subchapter C authorizer policies and charter application (Model District Authorizing Policy and Model Local Campus Partner Application can be found at <https://txpartnerships.org/tools/>);
 - c. annually publish its authorizer policies;
 - d. submit its updated authorizer policies and charter application to TEA, along with the exact web address where this information is posted on the district's website, by October 1, 2023;
 - e. work with a high-quality charter management organization (CMO) or create an innovation management organization (IMO) that will have its own independent board, separate and apart from the school district's board of trustees, to oversee management of the originating campus and its replication; and
 - f. work with a high-quality charter management organization (CMO) or create an innovation management organization (IMO) that will have an Executive Director/Chief Executive Officer (CMO) who is responsible for management of the originating campus and its replication.

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9. Statutory Requirements

1. Describe the roles and responsibilities of the eligible applicant, any partner organizations, and charter management organizations, as applicable, including the administrative and contractual roles and responsibilities of such partners.

The Tejano Center for Community Concerns (TCCC) is the chartering organization for the Raul Yzaguirre Schools for Success (RYSS) Texas public charter district which will include this new campus. The CEO of the TCCC is also the Superintendent of Schools for RYSS and is responsible for overseeing fiscal and management compliance of the schools with all state and federal regulations. In addition, the CEO/Superintendent assures that programs offered through the TCCC are available for all students and families of RYSS as wrap-around services through the Community School model. Senior leadership of the TCCC and RYSS, including the Chief Financial Officer, Chief Strategy and External Affairs Officer, Director of Human Resources, and Chief of Schools, all work in collaboration for the success of RYSS by focusing on four Strategic Priorities: Infrastructure and Planning, Strong Teams, Excellent Instruction, and Thriving Students. RYSS is part of the portfolio in the Charter School Growth Fund network. As a partner with RYSS for this school expansion, CSGF is providing financial support and expertise as RYSS expands its quality programming into more communities. Region 4 Educational Service Center supports RYSS with technology through the student information system (Ascender) and professional development for staff as needed.

2. Describe the quality controls agreed to between the eligible applicant and the authorized public chartering agency involved (TEA), such as a contract or performance agreement, how a school’s performance in the state’s accountability system and impact on student achievement (which may include student academic growth) will be one of the most important factors for renewal or revocation of the school’s charter, and how the authorized public chartering agency involved (TEA) will reserve the right to revoke or not renew a school’s charter based on financial, structural, or operational factors involving the management of the school.

In receiving approval from the TEA for its expansion application for the BRYSS Early College HS, RYSS understands that the school will be rated under the state's A-F accountability system. RYSS understands the importance of maintaining high student performance as measured by the current 3 domains of Student Achievement, School Progress, and Closing the Gaps and that inadequate performance could cause non-renewal or revocation of the school's charter. RYSS is currently an A district with A and B rated campuses and maintains instructional systems and data reviews on an ongoing basis with teachers and administrators so that no current or future campus will receive ratings lower than a B. Additionally, RYSS understands the state's Charter FIRST financial accountability system and has maintained a rating of Meets Standard or above for the last 4 years and expects to maintain or improve that rating in the future. Financial monitoring and procedures are maintained to assure compliance with state and federal laws. Audits are regularly conducted and any outstanding issues are addressed immediately when discovered.

3. Describe how the autonomy and flexibility granted to the proposed charter school or high-quality charter school campus is consistent with the definition of a charter school in Section 4310, including how the proposed charter school campus will have a high degree of autonomy over budget and operations and personnel decisions. Include a detailed description of the ways in which the proposed charter school or high-quality charter school campus will be permitted to govern 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. For a charter school campus authorized by the local board of trustees pursuant to TEC, Chapter 12, Subchapter C, describe how this autonomy is above and beyond the degree of flexibility and autonomy afforded to traditional campuses within the school district.

As a charter district, all campuses, including this new early college high school campus, operate with longer school days, longer school years, and longer teacher contracts than what is required by the state. All students in this new campus will attend school for 180 days and 85,000 minutes. The typical school day will be from 8am-4pm with the typical teacher day being from 7:45am-4:15pm. The standard teacher contract is for 195 days which includes 15 professional development/teacher work days. As part of this campus's charter, RYSS will also apply to the TEA to receive Early College status for the campus to replicate our successful early college high school in Houston. All principals have discretion over budget decisions that relate to professional development for staff, daily campus operations, and the campus calendar in collaboration with their campus-based Shared Decision-Making Committee (SDMC). Once a campus receives an A rating on the state accountability system, principals also have decision-making authority on supplemental curriculum materials, supplemental instructional programs, and additional extracurricular activities.

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9. Statutory Requirements (Cont.)

4. Describe how the eligible applicant will solicit and consider input from parents and other members of the community on the implementation and operation of the proposed charter school campus.

Engaging our community stakeholders is an essential part of our expansion plan. RYSS leadership has and will continue to collaborate with community leaders and elected public officials in the community. The support of these individuals is essential in rallying community support for this new high school campus. We also will engage our current PK-8 school families, as this new campus will be the connected high school. RYSS will provide multiple opportunities and various modes of communication to engage the community in the expansion process such as virtual town halls, social media (Facebook, Twitter, and Instagram), district and campus websites, flyers, and business outreach. The Chief Strategy and External Affairs Officer and the Director of Family and Community Engagement are working in alignment to recruit students and families for this expansion and to engage the community in the development and implementation of this new campus. The District Advisory Committee, which includes parents and community members, has been and will continue to be included in the expansion discussions. Input from parents was solicited during Parent Empowerment sessions held district wide. The community liaison will work alongside the principal to engage and recruit students and families from the community. [do they have one or will one be hired?]

5. Describe the eligible applicant’s planned activities and expenditures of grant funds to open and prepare for the operation of the proposed charter school or high-quality charter school campus, and how the eligible applicant will maintain financial sustainability after the end of the grant period.

RYSS will use grant funds in 2023 and the first two quarters of 2024 for planning, marketing, equipment purchasing, and hiring to prepare to open for the 2024-2025 school year. The administrative team (not grant funded) including principal will be hired by December 2023. By this same time, a construction plan (not funded under the grant) and marketing plan will have been developed. By June 2024, the counselor, nurse, and at least 90% of teachers will be hired. The grant funds will be used to cover payroll costs through the first 30 days of the 2024-2025 school year. Additional staff will be hired using district expansion funds. During spring 2024, the administrative team will implement the marketing plan, recruit students and families, process applications and assess incoming students for diagnostic and placement purposes (EB/EL, Special education, dyslexia). The leader will participate in a leadership academy, and all teachers hired for the new school will participate in training on district curriculum, effective strategies, and assessments: SAVVAS Learning, Amplify, Eureka Math, STEMscopes, I-Ready, and Renaissance 360. They will also participate in the district’s New Teacher Institute prior to school start. By June 2024, all instructional materials, educational programs, supplies, facilities equipment, and technology infrastructure hardware and software will be ordered for delivery prior to school start. All instructional materials and professional development will be focused on implementing a rigorous, high quality, STEM-based education. Once initial purchases and start up costs covered by the grant are completed, RYSS will continue to support the needs of this expansion campus with funds raised from being in the funding portfolio of the Charter School Growth Fund, Good Reason Houston, and several potential other foundations, plus increased district budget due to increased enrollment.

6. Describe how the eligible applicant will support the use of effective parent, family, and community engagement strategies to operate the proposed charter school campus.

The RYSS instructional model incorporates student-centered elements in developing a local STEM program affiliated with the state’s high-quality STEM Education Framework while embracing partnerships with our parents and community stakeholders. All Title 1 parents (which is expected to include most if not all of our families) enter into a Parent Compact with the campus understanding both their rights and responsibilities as partners in their child's education. Parental involvement is a critical factor in ensuring an educational investment that leads to student success and a culture of inclusiveness. The community liaison position is instrumental in connecting parents and families to the school community and connecting community services to meet the needs of the parents and families. Through the Tejano Center for Community Concerns, our Community School Model responds to family and community needs via our affiliation with programs in serving the area.

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9. Statutory Requirements (Cont.)

7. Describe the eligible applicant’s plan for meeting the transportation needs of the students at the proposed charter school campus.

Requested through this grant will be funds to purchase one bus to be used to transport students in cases of emergency, field trips, and other school related activities. The bus will also be used to provide daily transportation to and from school as requested by parents. Transportation is an issue for this community and our charter district responds to the needs of our families.

8. 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.

RYSS does not intend to request any waivers that are not already afforded to it by rule.

9. Statutory Requirements, Subchapter C Applicants ONLY

In addition to the eight requirements listed above, campus charters established under TEC, Subchapter C, Campus Charter Schools, must also address each of the following requirements (numbers 9-13):

9. Describe the educational program* at the proposed charter school campus, including: a. how the program will enable all students to meet challenging state student academic achievement standards; b. the grade levels or ages of children to be served; and c. the curriculum and instructional practices to be used. *If the district has partnered with an entity to replicate a high-quality charter school model, the description of the educational program should include the name of the high-quality charter school that is being replicated, along with additional pertinent information to demonstrate that the charter school meets the definition of a high-quality charter school.

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9. Statutory Requirements Subchapter C Applicants ONLY (Cont.)

10. Describe how the district authorizer will monitor the proposed charter school campus in recruiting, enrolling, retaining, and meeting the needs of all students, including children with disabilities and English learners.

[Empty response box for question 10]

11. 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 that is separate and apart from the district's annual financial audit.

[Empty response box for question 11]

12. 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 public education information systems (PEIMS).

[Empty response box for question 12]

13. Describe the manner in which the district will flow other federal and state funds to the proposed charter school campus. Describe the timelines for flowing the federal and state funds to the campus that will ensure students are promptly receiving the benefit of services that appropriate federal and state funds can provide.

[Empty response box for question 13]

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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 2023–2024.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Replicating State-Authorized															

Not Applicable - No students will be served during the 2023–2024 school year.

Total Staff **Total Parents** **Total Families** **Total Campuses**

2. Provide the number of students in each grade, by type of school, projected to be served under the grant program in 2024–2025.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Replicating State-Authorized											80	80			160

Total Staff **Total Parents** **Total Families** **Total Campuses**

3. Provide the number of students to be served in 2023 -2024 who would otherwise attend an F-rated 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](#) for more information.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total

Not Applicable - No students will be served during the 2023–2024 school year.

Total Staff **Total Parents** **Total Families** **Total Campuses**

4. Provide the names and nine-digit county/district/campus numbers of the F-rated campuses (from the most recent accountability ratings) that serve 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 for more information.

#	District Name	Campus Name	9 Digit CDC Number
1.			
2.			
3.			
4.			
5.			
6.			

Not Applicable - No students will be served during the 2023–2024 school year.

5. Qualified Opportunity Zone: Provide the census tract number if the proposed campus will be located in a [Qualified Opportunity Zone](#).

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10. Equitable Access and Participation

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

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

Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

11. PNP Equitable Services

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

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12. 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.

Payroll Costs

1.	Instructional support (nurse and counselor) up to first 30 days of school 2024-2025	\$25,000
2.	Teachers up to first 30 days of school 2024-2025	\$50,000
3.		
4.		
Payroll Subtotal:		\$75,000

Professional and Contracted Services

6.	Teacher PD on SAVVAS, Amplify, Eureka, Renaissance, STEMScopes, I-Ready, Lead4Ward	\$24,500
7.		
8.		
9.		
Professional and Contracted Services Subtotal:		\$24,500

Supplies and Materials

11.	Curriculum (four core areas NON CONSUMABLE ONLY)	\$8,500
12.	Library	\$39,000
13.		
Supplies and Materials Subtotal:		\$47,500

Other Operating Costs

15.	Marketing (staff & student recruitment)	\$50,000
16.	IT-computers, drops, wiring,	\$300,000
Other Operating Costs Subtotal:		\$350,000

Capital Outlay

18.	1 bus	\$100,000
19.	10 classrooms, lunchroom, and office furniture and equipment	\$303,000
Capital Outlay Subtotal:		\$403,000

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

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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.

For amendments, choose the section you wish to amend from the drop down menu on the left. In the text box on the right, 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.

Section Being Negotiated or Amended	Negotiated Change or Amendment
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	

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