



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: P.L 114-95, ESEA, as amended by ESSA, Title IV, Part C; TEC, Chapter 12; TAC, Chapter 100, Subch. AA

Grant period: April 01, 2023 – July 31, 2025 **Pre-award costs:** ARE NOT permitted for this grant

Required attachments: Refer to the program guidelines for a description of any 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 Riverwalk Education Foundation

Campus name SSTSugarLand College Prep CDN 015831 Vendor ID 144076457 ESC 20 UEI 010758906

Address 5300 Wurzbach Road Suite 800 City San Antonio ZIP 78238 Phone 2109571955

Primary Contact Muhammet Pakdil Email mpakdil@ssttx.org Phone 2109571955

Secondary Contact Denise Hutchinson-Bell Email dbell@ssttx.org Phone 2109571955

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 Muhammet Pakdil Title CFO Email mpakdil@ssttx.org

Phone 2109571955 Signature  Date 01/09/2023

Grant Writer Name Denise Hutchinson-Bell Signature Denise Hutchinson-Bell Digitally signed by Denise Hutchinson-Bell Date: 2023.01.09 14:39:42 -06'00' Date 01/09/2023

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

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Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

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
Maximize academic achievement of every child especially focusing on challenging math and science curriculum and other STEM areas on project-based learning (PBL)	The school will replicate/implement standards-focused project-based learning (PBL). Highlighting the STEM areas, the STT model emphasizes a cross-disciplinary, multi-secondary approach. This approach leads to higher levels of student engagement as a result of students having the opportunity to determine the focus of their intellectual exploration based on their own unique interest.
Focus on assessment and interventions with differentiation for ESL and special education students	Implementation of the core curriculum will be supported by the purposeful use of diagnostic, formative, benchmark, and summative assessments aligned to the standards. School’s comprehensive approach to assessments will give teachers the information they need to understand the specific abilities of each student.
Recruit, develop, and retain a talented workforce	To minimize the challenges, the new campus will enhance the salary scale with a compensation system that rewards all staff for performance. The school will design multiple career pathways for high performing teachers. Ongoing PD will be provided for administrators and teachers to ensure they have regular support.

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.

80% of all students assessed will achieve Satisfactory performance in Reading/ELA on 2025 STAAR 80% of all students assessed will achieve Satisfactory performance in Math on 2025 STAAR 70% of ELL/Sp.Ed. Students assessed will achieve Satisfactory performance in Reading/ELA on 2025 STAAR 70% of ELL/Sp.Ed. Students assessed will achieve Satisfactory performance in Math on 2025 STAAR SST Sugar Land College Prep will provide 30 hours of PD for teachers.

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

Fall Measures of Academic Progress® MAP® administered two times a year to assess academic goals and student growth. 70% or more students will pass STAAR practice 1 (Fall) Students identified will be enrolled in campus intervention programs ESL/Sp.Ed. 60% or more students will pass STAAR practice 1 (Fall) Students identified will be enrolled in campus intervention programs Students progress reports are mailed/hand delivered to parents Instructional staff will start receiving 30 hours or more of targeted PD in their content area.

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8. Measurable Progress (Cont.)

Second-Quarter Benchmark

Winter Measures of Academic Progress® MAP® administered two times a year to assess academic goals and student growth. 75% or more students will pass STAAR practice 2 (Winter) Students identified will be enrolled in campus intervention programs ESL/Sp.Ed. 60% or more students will pass STAAR practice 2 (Winter) Students identified will be enrolled in campus intervention programs Students progress reports are mailed/hand delivered to parents Instructional staff will start receiving 30 hours or more of targeted PD in their content area.

Third-Quarter Benchmark

Administered Spring parent-teacher conference Student progress reports are mailed/hand delivered to parents. Instructional staff will continue receiving 30 hours or more targeted PD in their content area.

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.

Project Director will be responsible to monitor the attainment of goals and objectives of the CSP program. Implementation committee (Project Director, Federal Programs Director, Instructional Director and Principal) will be established. 1) Review of criterion-referenced student achievement data (MOY/EOY); benchmark tests and review of criterion-referenced student achievement data of ESL and special education students (TELPAS & MAP): All teachers will have access to the most recent criterion-referenced student academic data within two weeks of school opening each year. All teachers will attend and participate in 6 hours of more Professional Development (PD) related to data interpretation and application annually. 2) Review of criterion-referenced advanced performance data (MOY/EOY); benchmark tests: All teachers will have access to most recent criterion-referenced student academic data within two weeks of school opening each year. All teachers will attend and participate in 6 hours of more Professional Development (PD) related to data interpretation and application annually. 3) Review of quality teacher and administrator professional development (PD): All teachers will have access to most recent criterion-referenced student academic data within two weeks of school opening each year. All teachers will attend and participate in 6 hours of more PD related to data interpretation and application annually. 4) Review of criterion-referenced student achievement data of ESL and special education students (TELPAS&MAP): Parental Involvement meeting and parent evaluations will be tracked. Interviews with parents, teachers/staff and students will be conducted.

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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. 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 Board of Directors is responsible for governing the charter school, ensuring the school is executing on its mission in all aspects. The primary purpose of the Board is to provide oversight which delegating day-to-day management of the school to the Superintendent. The Board will set compensation for hire, oversee, and evaluate the Superintendent. The Superintendent reports to the Board. The Superintendent will hire and evaluate all members of the school's staff and will be accountable to the Board for the school's organizational and academic success. The Board will ensure that School of Science and Technology Sugar Land College Prep successfully executes on its mission to prepare all students for admission to, success in, and graduation from college. It will also ensure the school is fiscally responsible, that it adheres to the school's charter agreement with the authorizer, and that it complies with All applicable local, state, and federal law.

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.

SST Sugar Land has a written performance contract with the authorized public chartering agency in the State that includes a description of how student performance will be measured in charter schools pursuant to State assessments that are required of others schools and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the charter school. The new campus will set the following student performance standards as goals other than currently operated campuses. 1) By July 2025, 80% of all students assessed in STAAR will achieve satisfactory performance on the Reading/ELA. 2) By July 2025, 80% of all students assessed in STAAR will achieve satisfactory performance on the Mathematic. 3) By July 2025, 62% of all SpEd and ESL students assessed in STAAR will achieve satisfactory performance on the Reading/ELA. 4) By July 2025, 62% of all SpEd and ESL students assessed in STAAR will achieve satisfactory performance on the Mathematic. The SST Board of Trustees may place a charter campus or charter program on probation or revoke a charter if it finds that the charter campus or program: a. Violates a provision of applicable local, state, and federal law.

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.

The campus principal will be the primary steward of instruction, responsible for ensuring that it is aligned to the charter's mission and goals. In addition, the Principal will monitor student achievement outcomes on an interim and yearly basis and be held accountable for student achievement targets that are set by the charter. The principal will make day-to-day decisions regarding instruction. The charter district policy regarding the school calendar, administrative requirements, and student school calendar were specifically assigned to the principal and approved by the Board of Trustees in an effort to provide the campus with flexibility needed to accomplish the goals of the campus. Additionally, the grant budget was created to reflect the needs of the campus utilizing the Needs Assessment outlined on page 7 # 5. The principal served a key contributor to providing input throughout the process. The budget has been reviewed and approved by the campus principal as meeting the current and future needs of the newly created High-Quality Replicated Charter campus. Flexibility will be afforded to the campus principal in selecting.

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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.

Build strong parent involvement and Public/Community Support STT Sugar Land College Prep will have a Parent website that provides information on academic achievement and has various resources that enhances child learning beyond school hours. Various parent events and communication tools (academic performance nights, parent teacher conferences, parent newsletters) will be utilized to inform parents. In order to boost public support and increase college/career readiness, the school will cultivate partnerships with area business, educational, and civic organizations. Perspective families will receive a preview and workshop of the new High-Quality Replicated charter school once it is completed. Parents will have the opportunity to hear the principal which perspective students will receive a tour of the classrooms and also meet and greet some of the hired teachers and staff. As part of the workshop, parents will be encouraged to discuss the new school and what they want for their children’s education. SST Sugar Land will assimilate this critical feedback into the school’s format and resources. Parental Outreach an indispensable element of SST Sugar Land success will be parental involvement. We believe that when parents, communities, and the school work together, children succeed and that when families take part in their children’s education, children do better at school. For this reason, SST created a Parent Connect website, both English and Spanish, to provide information on the concept taught for each subject, list of resources for each courses.

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.

In developing a budget for this grant program, the campus principal and the school design team, consisting of industry, SST Central Office Leadership Team and the Board were tasked with reviewing the charter components and developing a budget on how grant fund would best be used. Five category needs were identified and used to determine budget parameters: lab supplies/computers, 3 months’ salary for school leaders/extra duty pay, recruitment materials, project evaluator and professional development/training. Speaking with industry professionals, classroom teachers and professional consultants derived information for the budget. District quotes were used to inform decision-making concerning technology and curriculum software costs, which serve as a large component of the requests for this STEM driven school. Since the curriculum will be driven by industry-let projects, the designed team felt that allocating money to the curriculum and project-based learning materials would serve the school need as industry forms projects. Professional development funds, according to the group, should be used for project-based learning training, blended learning, and personalized learning. All purchases were deemed allowable activities and use of funds as per the grant purpose and TEA guidelines related to specific costs. SST Central Office Leadership team will integrate, share resources from other existing programs and assist the SST Sugar Land College Prep High-Quality Replication campus to implement the grant objectives after the Charter School Program grant funds expire. Our Development team is currently reaching out to philanthropic community in San Antonio area to cultivate relationships.

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.

We believe that when parents, communities and the school work together, children succeed and that when families take part in their children’s education, children do better at school. For this reason, SST created a Parent Connect website, both English and Spanish, to provide information on the concept taught for each subject, list of resources for each course including online access for curriculum materials as well as other online resources that enhance learning beyond school hours. Various parent events and communication tools (academic performance nights, parent teacher conferences, parent newsletters) will be utilized to inform parents. In order to boost public support and increase college/career readiness, the school will cultivate partnerships with area business, educational, and civic organizations. Perspective families will have the opportunity to meet the principal, perspective students will receive a tour of the classrooms and also meet and greet some of the hired teachers and sta. As part of the workshop, parents will be encouraged to discuss the new school and what they want for their children’s education. SST Sugar Land College Prep will assimilate this critical feedback into the school’s format and resources.

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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.

SST Sugar Land College Prep will only provide transportation for all educational field trips including college trips. The school will contract services to third parties. SST Sugar Land College Prep will not provide student daily pick-up/drop off transportation services.

SST Sugar Land College Prep will only provide transportation if stated in the services outlined in a special education student’s IEP through a contract service to third parties.

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.

School of Science and Technology has not requested any waivers.

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.

School of Science and Technology Sugar Land College Prep is not a Subchapter C Campus 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.

School of Science and Technology Sugar Land College Prep is not a Subchapter C Campus Charter School.

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.

School of Science and Technology Sugar Land College Prep is not a Subchapter C Campus Charter School.

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).

School of Science and Technology Sugar Land College Prep is not a Subchapter C Campus Charter School.

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.

School of Science and Technology Sugar Land College Prep is not a Subchapter C Campus Charter School.

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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															

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
Replicating State-Authorized															

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.	Program Management and Administration: Project Director: 20% all year	\$24,500
2.	Employee Positions:(Prin.first 3 months),(Asst. Prin.first 3 months), Admin. Asst. first 3 month	\$68,500
3.	Substitute, Extra Duty Pay, Benefits Costs	\$33,000
4.		
Payroll Subtotal:		\$126,000

Professional and Contracted Services

6.	Teacher, Administrator and Board Training	\$13,000
7.	Advertisement for student/teacher recruitment (brochure design, print, mailing, radio/TV ad	\$125,500
8.	Project Evaluator	\$5,000
9.		
Professional and Contracted Services Subtotal:		\$143,500

Supplies and Materials

11.	Computers and Technology Supplies: Technology S.	\$213,350
12.	Classroom and Office Furniture: Classroom	\$112,950
13.	Science Lab Supplies, Fuse Lab, Curriculum software	\$301,200
Supplies and Materials Subtotal:		\$627,500

Other Operating Costs

15.	Planning Activity Cost	\$3,000
16.		
Other Operating Costs Subtotal:		\$3,000

Capital Outlay

18.		
19.		
Capital Outlay Subtotal:		

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

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