2025–2026 Charter School Program Grant (Subchapter C & D)

COMPETITIVE GRANT Application Due 11:59 p.m. CT, September 22, 2025

Texas Education Agency

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: **November 17, 2025 – September 30, 2026** **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: Driscoll ISD

Campus name: Driscoll Brighton | CDN: 178905 | Vendor ID: I746000695 | ESC: 2 | UEI: 042614800

Address: 315 West Dragon Street | City: Driscoll | ZIP: 78351 | Phone: 361-387-7349

Primary Contact: Dr. Cynthia M. Garcia | Email: cgarcia@driscollisd.us | Phone: 361-387-7349

Secondary Contact: Dana Riley | Email: driley@driscollisd.us | Phone: 361-387-7349

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

Authorized Official Name: Dr.CynthiaMGarcia | Title: Sup't | Email: cgarcia@driscollisd.us

Phone: 361-387-7349 | Signature: Cynthia M. Garcia, Ed.D. Digitally signed by Cynthia M. Garcia, Ed.D. Date: 2025.09.22 14:57:56 -05'00' | Date: 09/22/2025

Grant Writer Name: Christi Martin | Signature: Christi Martin Digitally signed by Christi Martin Date: 2025.09.22 13:55:28 -05'00' | Date: 09/22/2025

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

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3. Shared Services Arrangements

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

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
Only 52% of prekindergarten of San Antonio ISD (students were proficient in all subjects as measured by on end-of-year assessments. Student achievement is undermined by the district's chronic absenteeism rate of 40.6 (double the state rate). Source: TEA.	Public School Partners (PSP) will operate Prekindergarten(PK) and Kindergarten at childcare centers serving a high percentage of Pre-K eligible as well as eco. dis. Kindergarten students. By offering accessible, high-quality PK and Kindergarten education directly within these childcare centers, PSP excepts to boost enrollment, reduce absenteeism, and enhance student readiness for first grade.
Fifteen elementary schools in San Antonio ISD received either D or F ratings for the 2024-2025 school year.	PSP will provide an option for student that significantly increases learning opportunities by supplementing excellent instruction during the regular school day with rich contextual and visual vocabulary support and high-dosage tutoring during before/after school programs and summer session.
The percent of San Antonio ISD 3rd graders who met the state standard in reading was 17 points lower than the state average in 2024. The percent of 3rd graders meeting math standards was 16b points lower than the state average.	Increasing the number of students who benefit from high-quality PK and Kinder education combined with coordinated before and after school learning will better prepare students in the region for success in elementary when they matriculate into traditional school districts in the region.

5. SMART Goals

1. Describe the summative SMART goal (a goal that is Specific, Measurable, Achievable, Relevant, and Timely) you have identified for this program related to student outcomes.

By 9/30/2026, 85% of participating PK students who were below the benchmark in rapid vocabulary naming on the beginning of the year (BOY) CIRCLE assessment, and 85% of Kindergartern students who were below benchmark in the rapid letter naming fluency on the BOY and mCLASS assessment will meet or exceed their respective benchmarks. The charter school will launch in mid-August 2026. Because the school will serve students at community childcare sites, the PSP team will have the opportunity to offer summer learning programs at each center. The PSP team will administer baseline CIRCLE and mCLASS assessments for students without prior assessment data. These summer goals were selected because they are fundamental to achieving full proficiency.

2. Describe 3-5 SMART goals related to project implementation. Ensure that these goals are aligned to the purpose of the grant.

#	Implementation SMART Goal	Progress Measure
1.	By 3 /31/26, at least 3 neighborhood events will be held to meet with families and gather feedback about school design.	Sign-in sheets demonstrating participation by families at events will be collected monthly between January and March 2026
2.	By 5/1 /26, 100% of staff will be hired and professional development needs assessed.	Hiring records/assessments demonstrating 50% are hired/ assessed by 2/28/26/, 75% by 3/31/26, and 100% by 4/30/26
3.	By 6/1/26, 90% parents and 100% child care staff will be prepared to use CIRCLE's Out-of-School Activity Resources	Sign-in sheets demonstrating parent and staff participation in training will be collected monthly between March and May 2026
4.	By 7/2/26, 6 summer learning sessions focused on rapid vocab. naming (PK) and letter naming fluency (K) will be completed.	Sign-in sheets demonstrating student participation in sessions will be collected monthly between May 1 and July 1
5.	By 8/1/26, 100% of students will be enrolled, meeting projected enrollment targets.	Enrollment records that 50% of students are enrolled by 5/31/26, 75% by 6/30/26, and 100% by 7/31/26

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6. Measurable Progress

Describe 3-5 quarterly benchmarks you will use throughout the grant period to measure progress toward your student outcome SMART goal. For this grant the quarters are as follows: 1st Quarter = Beginning of Grant to 2/02/2026, 2nd Quarter = 2/03/2026 to 4/21/2026; 3rd Quarter = 4/22/2026 to 7/08/2026; 4th Quarter = 7/09/2026 to 9/30/2026.

#	Benchmark Used	Goal
1.	Ql: By 12/15/25, 100% of parents of children currently served by the childcare centers will complete data-sharing permission forms.	By 2/02/26, 100% of the childcare centers will share records of children ages 2-5, including child development information, with PSP staff to inform school and summer learning design.
2.	Q2: By 3/1/26, 100% of parents of children at the childcare centers will complete student profile and permission forms for participation in summer learning program.	By 4/21/26, all children at the childcare centers will be registered to participate in a summer learning program focused on rapid vocabulary naming (PK) and letter naming fluency(K).
3.	Q3: By 6/1 /26, 85% or more of PK and K student who were below below CIRCLE/mCLASS benchmarks are actively participating in summer learning sessions.	By 7/8/26, 80% of targeted PK and K students will show growth of 10% or more, thus moving toward benchmark.
4.	Q4: By 8/31/2026, 80% of the targeted PK and K students will show growth of 50% or more, continuing to move closer to benchmark.	By 9/30/26, 85% of PK and K students who participated in summer learning and were previously below benchmarks will meet their respective benchmarks.
5.		

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 evaluation data will be systematically collected and analyzed to facilitate continuous improvement and inform necessary program modifications across the following domains: ACADEMIC ACHIEVEMENT: The Executive Director will collect and compare performance data from beginning-of-year (BOY) CIRCLE (PK) and mCLASS (K) assessments, to the "on-track" standard. The Executive Director (ED) will supplement with reviews of student artifacts and daily observation notes focused on teacher efficacy in supporting initiative, curiosity, fine and visual motor skills, speech production, motivation to read, and early writing. If the performance patterns demonstrate that the program is not effectively supporting student progress, the ED will meet with the faculty and PSP leadership team to determine root causes, coordinate targeted professional development (PD), and intensify tiered interventions for lagging students. The principal will monitor student progress data will be monitored to determine the impact of these actions; if progress isn't sufficient, additional program modifications such as adjusting the allocation of instructional time will be instituted. This process will be repeated until the program is producing expected outcomes.

TEACHER EFFECTIVENESS: The ED will conduct regular observations and provide feedback based on the observation data at least twice per semester. If teacher performance is not meeting expectations in response to feedback, PD targeting deficient areas will be provided by the ED and contracted experts as needed. The observation cycle will be accelerated to assess the impact of the PD.

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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 assurances, Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the 2025–2026 Charter School Program Grant (Subchapter C & 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.

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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 district awarded a charter and approved a performance contract with academic and financial goals and consequences. The district administration will follow TEA's Authorizer Handbook, ensuring that the autonomies are upheld. The district's CFO will manage the grant budget and meet with PSP's Executive Director and CFO weekly to review upcoming expenditures and ensure alignment with the grant budget. The District's CFO will ensure that expense documentation meets TEA requirements prior to submitting expenses to TEA for reimbursement. PSP's Executive Director will provide quarterly updates to the district's superintendent regarding progress toward SMART goals and benchmarks and plans for program modifications to address deficiencies. The PSP executive will propose budget revisions as necessary for program modifications for approval by the superintendent and TEA. PSP responsible for daily operations and retains initial, final, and sole authority over staffing, budget management, academic programming, and scheduling. PSP's leadership is highly qualified for these responsibilities. The organization's Chief Executive, Juan Cabrera, is a former superintendent of El Paso ISD. The board is composed of Dr. Richard Carranza, Dr. Linda Mora, and Henry Yzaguirre. Leadership staff also include the former Director of Special Populations at Elgin ISD and former Chief of Staff at El Paso ISD.

2. Describe the quality controls agreed to between the eligible applicant and the authorized public chartering agency involved (TEA or the school district authorizer), 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 or the school district authorizer) 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.

The District has entered into a charter performance contract with the charter operator, Public School Partners (PSP), that establishes the academic and financial performance expectations. Academic expectations are anchored in student achievement on the state's approved assessments: CIRCLE (PK) and mCLASS (K). The contract further defines financial and operational standards. The Agreement can be terminated and the charter revoked if academic, financial, or operational goals are not achieved for three consecutive years. Further, the District may terminate the agreement on the basis of a material breach. PSP will report academic, financial, and operational data to the District in accordance with a reporting calendar agreed to by the parties. The Agreement can be terminated and the charter revoked if academic or financial goals are not achieved for three consecutive years. The District's ELA (Local) policy also provides for probation, at the District's discretion, for failure to meet performance expectations or other violation.

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 charter operator will have initial, final, and sole authority over all aspects of staffing, the campus budget, the academic program, and calendars and schedules. These autonomies are spelled out in the charter performance contract in alignment with TEA's performance contract rubric. The contract does not require the charter operator to comply with any policies for which the campuses would otherwise be exempt. Autonomy includes initial, final and sole authority over curriculum, instructional strategies, instructional materials, lesson plans, assessments not required by the state, and services for students with special needs including students with disabilities, emergent bilingual students, and gifted students. Partner's autonomy also includes authority over the calendar and daily schedule as well as autonomy to determine and approve the entire budget, including any and all federal, state, and local funds due the campus and authority to amend the budget. These autonomies are not afforded at other campuses in the district.

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9. Statutory Requirements (Cont.)

4. Describe how the planned academic program will support improved academic outcomes for educationally disadvantaged students.

The school model has been carefully designed to address the needs of educationally disadvantaged students. Given that a significant proportion of PK students qualify as educationally disadvantaged and that the region in which we operate has high poverty rates, our decision to situate PK and Kindergarten programs within childcare centers is informed by several key objectives: 1) Integrating High-Quality Learning: By embedding educational experiences within a full-day, full-year schedule (including before/after school and summer programs), PSP aims to leverage the extended time for foundational knowledge and skill development. This approach is intended to bridge the vocabulary gap between low-income and affluent children.
2)Optimizing Instructional Time: Minimizing transitions between before and after school programs will help maximize regular school day instructional time. 3)Increasing Enrollment: Integrating PK and Kindergarten programs with trusted childcare partners will facilitate increased enrollment by improving accessibility and building trust with parents.
4)Mitigating Summer Learning Loss: Implementing summer learning series will address educational gaps and prevent summer slide. Furthermore, PSP will focus on training and supporting childcare center staff to facilitate play that supports holistic child development across cognitive, social, physical, and emotional domains.

5. 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.

Public School Partners (PSP) is committed to engaging families and community stakeholders throughout the school's design, launch, and implementation phases. Building trust and ensuring confidence from the onset is crucial; therefore, PSP will ensure that stakeholder input is sought out and meaningfully incorporated into the school design. Input will be gathered through the following strategies: stakeholder meetings at times convenient for families; focus groups with families; parent surveys; and individual parent conferences. All input opportunities will be accessible in Spanish and English. Following input opportunities, PSP will provide feedback to stakeholders on how their contributions have influenced the design process. In addition, staff will receive training and support to encourage and value parental input regarding student progress and broader school operations. During the second semester, once parents have become more acquainted with the school model, PSP will organize focus groups to facilitate discussions among parents and co-create recommendations for school improvements. School leaders will report back to parents at least twice annually on how their feedback has been integrated into school practices. All communications will be provided in both English and Spanish to ensure accessibility and inclusivity. All communication will occur in English and Spanish.

6. Describe the eligible applicant's plans for ongoing, effective parent and community engagement.

In Fall 2025 and Spring 2026, families will be invited to participate in a series of orientations that will introduce them to the school and the summer learning sessions focusing on literacy skills. PSP will also introduce the CIRCLE Progress Monitoring Family Observation forms, enabling parents to provide valuable insights on their child's development at home. This feedback will facilitate targeted discussions on how the school can best support each child in areas such as initiative, curiosity, fine and visual motor skills, speech production, motivation to read, and early writing. Routine meetings will be scheduled with parents to review student progress, and extended meetings will be held following the administration of CIRCLE and mCLASS assessments to analyze assessment data. Staff will be trained to ensure that parents feel comfortable sharing their thoughts openly. Additionally, anonymous surveys will provide further opportunities for parents and community members to offer feedback. To further engage stakeholders, PSP will host community meetings to evaluate needs and inform decisions regarding the expansion to additional childcare sites preferred by families. All communications will be conducted in both English and Spanish to ensure inclusivity and accessibility.

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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.

The charter operator, Public School Partners (PSP), will ensure that transportation for students with special needs is provided in compliance with state and federal regulations. PSP will contract with a qualified transportation services company for students for whom transportation is required and will ensure that all vehicles and drivers meet the requisite standards for public school transportation. Given that the campus sites are situated within neighborhood childcare centers where parents are already accustomed to bringing children of various ages, PSP will actively solicit feedback from parents to identify any transportation challenges they may encounter. Additionally, PSP will continuously monitor and assess the need for transportation support to address any issues promptly.

8a. Describe the eligible applicant's planned activities and expenditures of grant funds for planning activities. *Planning activities are related to the planning and program design of the charter school.*

Contracted Services during planning period include (1) marketing, student recruitment, website updates, design of marketing materials; (2)staff recruitment (including publishing postings and attending job fairs), professional development focused on early literacy and multi-tiered systems of support, and onboarding (including orientation sessions addressing school policies and procedures, the structure of the partnership, and differences between school and childcare regulations); (3) updating and integrating compliance procedures; (4) training on PEIMS procedures, attendance reporting requirements, process supporting services to special populations, expense categorization and reporting; child nutrition requirements; procurement processes; (5) sepcial ed diagonistic and related services; (6) legal support for lease negotiation, SPED compliance, prek/childcare compliance; (7) facility lease. Executive Director will develop school calendars, master schedules staffing structures, job descriptions, staff and student handbooks, and select instructional materials, assessments, and evaluation tools. The chief operations officer will prepare operational systems; set up communication and workflow processes; and manage contractors. PSP staff and contractors will travel to the campus to provide PD, conduct observations, and oversee compliance.
School staff will travel to a PD conference to learn about the curriculum that will be used. Curriculum & Instructional and Assessment Technology refer to laptops and iPads that will be used to deliver curriculum and assess student progress.

8b. Describe the eligible applicant's planned activities and expenditures of grant funds for implementation activities. *Implementation activities are related to the implementation of the charter school and its educational program.*

Planned implementation expenditures will consist of purchases of classroom supplies (posters, manipulatives, markers, storage, etc); administrative supplies (printer ink and paper, desks and accessories, etc); curriculum; supplemental, non-consumable instructional materials; playground equipment; and awnings.

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9. Statutory Requirements (Cont.)

8c. Describe how the eligible applicant will maintain financial sustainability after the end of the grant period.

The innovative school model integrates two key funding sources: (1) the Foundation School Program, local property tax revenues, and federal Title funding and (2) funding from the Texas Workforce Commission that supports high-quality childcare for low-income students. This financial structure supports the facility as well as before/after school and summer programming, allowing for extended learning opportunities without reallocating resources from core school-day activities. This model enhances service delivery for students and families and enables the blending of public education and childcare funds to provide comprehensive, extended-day learning experiences for economically disadvantaged children. PSP will employ the following strategies to maintain financial sustainability: regular expense reviews, real time budget tracking, accumulating financial reserves, avoidance of automatic salary escalators, avoiding debt, and maintaining realistic enrollment projections.

9. 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.

No waivers are being sought.

9. Statutory Requirements Subchapter C Applicants ONLY

In addition to the requirements listed above, campus charters established under TEC, Subchapter C, Campus Charter Schools, must also address each of the following requirements (numbers 10-14):

10. 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.

The PK program will adhere to the requirements of high-quality prekindergarten as outlined in Texas statute and attain Exemplary status according to the Texas Education Agency (TEA) Pre-K Self-Assessment. Similarly, the Kindergarten program will achieve Exemplary status through TEA's Early Childhood Program Self-Assessment for Kindergarten. Both programs will incorporate commissioner-recommended curricula and formative assessments (Frog Street and Bluebonnet Reading and Math), employ data-driven instructional practices, enhance teachers' instructional capabilities through continuous coaching and a robust Professional Learning Community (PLC) framework, and actively engage families as partners in the learning process. The school will optimize the learning environment to support children's social and academic readiness for traditional schooling, emphasizing developing foundational skills in mathematics, language, and social interactions for students from economically disadvantaged backgrounds and those with limited English proficiency. Additionally, the school will increase access to high-quality, age-appropriate reading materials in both classroom and home settings and provide family literacy workshops to support reading development at home.

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

11. 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.

Academic Performance: The superintendent of the district will review CIRCLE and mCLASS reports three times per year; and General Compliance: The superintendent will conduct on-site reviews of student assessment records, service records, teacher cert. records, and criminal background check documentation annually; Schedule: The superintendentt will review the schedule and calendar by April 15th. Special Populations: The superintendent will monitor recruitment and enrollment, of students with disabilities and English learners by reviewing application materials & interview protocols to ensure there are no impermissible screening questions and that all students are welcome and comparing percentages of such students enrolled with regional percentages. Quality of services will be monitored by tracking the academic growth of students with disabilities and emergent bilingual learners.

12. 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.

PSP will engage a qualified independent auditor to conduct the Annual Independent Year-End Audit of the Campus. PSP's CF0 will direct PSP's independent auditor to provide the annual independent audit to the superintendent along with the following annual reports for review : Financial Report, Budget, and the Cash Flow Statement. The review will also include the operator's business operations manual and fiscal policies applicable to the district.

13. 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).

The charter operator will utilize the district's student information system, Ascender, and coordinate the submission of PEIMS data. During the planning phase, all staff members will receive training in attendance accounting and other reporting systems required for accurate data submission to the district.

14. 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.

The performance contract stipulates that the charter operator will receive the Cumulative Campus Funding Allocation, which encompasses all funds allocated to the district specifically attributable to students enrolled at the school, based on their eligibility for the funding source. This allocation includes funding from all sources, such as grants from public and private entities designated exclusively for the benefit of students at the school. The allocation includes federal Title I and other categorical funds, all funds specifically directed to the school, and all other funds generated through the State's Foundation School Program (FSP) funds, including the Early Education Allotment, Instructional Materials and Technology Allotment, and other special allotments or funds designated for the benefit of students enrolled in the district and attending the school. The contract requires the district to disburse the allocation to the charter partner monthly within seven days of receiving an invoice.

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CDN 178905 Amendment #

9. 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 2026–2027.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
New District-Authorized	40	5													45

Total Staff 8 **Total Parents** 70 **Total Families** 35 **Total Campuses** 1

2. Provide the number of students to be served in 2026 -2027 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
New District-Authorized	20	3													23

Total Staff 8 **Total Parents** 35 **Total Families** 17 **Total Campuses** 1

3. 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.	San Antonio ISD	Bowden Academy	15-907-147
2.	San Antonio ISD	Carvajal Elementary	15-907-241
3.	San Antonio ISD	Charles Graebner Elementary	15-907-129
4.	San Antonio ISD	Herff Elementary	15-907-132
5.	San Antonio ISD	Highland Hills Elementary	15-907-134
6.	San Antonio ISD	Kelly Academy	15-907-143

4. Qualified Opportunity Zone: Provide the census tract number if the proposed campus will be located in a Qualified Opportunity Zone. 130800

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9. TEA Program Requirements (Cont.)

5. If more students apply than the campus is able to accommodate, describe the lottery procedures to admit students.

The charter school's admission and enrollment policy establishes a defined annual admission window with specified opening and closing dates. At the end of this window, if the number of applicants exceeds the available capacity (over-subscription), the school will allocate spaces through a lottery process. Applicants not selected for an available position will be placed on a waiting list. Students who submit applications after the admission window has closed will either be offered a position if space is available or placed on the waiting list if the school remains oversubscribed. Information considered in enrollment is limited to eligibility for prekindergarten or kindergarten under state law. No lottery exemptions will be permitted.
Students will be served at the following sites: 3030 East Commerce, San Antonio, 78220; 265 East Lullwood Ave, San Antonio, 78212; 14207 Higgins Rd, San Antonio 78217; 6756 Montgomery Drive, San Antonio, 78239.

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		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

11. PNP Equitable Services

[X] 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.

Planning Payroll Costs

1.	PSP Executive Director	$65,000
2.	PSP Chief Ops Officer	$45,000
3.	PSP SpecialPops Coordinator	$25,000
4.		

Payroll Subtotal: $135,000

Implementation Payroll Costs

1.		
2.		
3.		
4.		

Payroll Subtotal:

Planning Professional and Contracted Services

5.	Student/Staff recruitment+PD	$150,000
6.	C0mpliance/Training/Legal	$166,529
7.	Facility Lease	$8,000
8.		

Professional & Contracted Subtotal: $324,529

Implementation Professional and Contracted Services

5.		
6.		
7.		
8.		

Professional & Contracted Subtotal:

Planning Supplies and Materials Costs

9.		
10.		
11.		

Supplies and Materials Subtotal:

Implementation Supplies and Materials Costs

9.	Laptops/iPads	$9,600
10.	Curriculum and Supplies	$195,871
11.		

Supplies and Materials Subtotal: $205,471

Planning Other Operating Costs

12.	Travel to school sites/conf.	$85,000
13.		
14.		

Other Operating Costs Subtotal: $85,000

Implementation Other Operating Costs

12.		
13.		
14.		

Other Operating Costs Subtotal:

Planning Capital Outlay

15.		
16.		

Capital Outlay Subtotal:

Implementation Capital Outlay

15.	Playground and Equipment	$90,000
16.	Movable Awnings	$60,000

Outlay Subtotal: $150,000

TOTAL GRANT AWARD REQUESTED: $900,000

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

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

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