



2025–2026 Charter School Program Grant (Subchapter C & D)
COMPETITIVE GRANT Application Due 11:59 p.m. CT, September 22, 2025

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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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
Increase the overall academic performance of the school from an F to an C by implementing a partner-managed restart plan aligned to the Accelerating Campus Excellence (ACE) model at Leonard Middle School for 600+ middle school students and 40 staff	Conduct a CNA and provide targeted campus support to implement the LAN Model; Talent Management: Reassign a new Leader and Assess the instructional staff - conduct targeted rehiring, hiring and assignment; Professional Growth: Design a PD plan to support teaching and instruction; Set Leadership Goals and implement a Leadership PLC
Increase the percentage of African American students at Meets Grade Level in both ELAR and Math	HQIM implementation; Quality Academics: Implement and monitor Strong Tier 1 and Small Group Instruction; Students First and Impactful Relationships: Creating opportunities for Support and Acceleration
Increase the percentage of Hispanic students at Meets Grade Level in both ELAR and Math	HQIM implementation; Quality Academics: Implement and monitor Strong Tier 1 and Small Group Instruction; Students First and Impactful Relationships: Creating opportunities for Support and Acceleration

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.

1#: By September 30, 2026, Leonard Middle School (LMS) will increase its state accountability score, demonstrating progress toward achieving a 2025-26 school year Domain 2A score of C or better and earn a higher overall score than 2024-25. This will be accomplished by schoolwide implementation of the ACE/ Leadership Academy Network (LAN) model to increase the percentage of students meeting proficiency standards in both reading and math as measured by the state assessment.

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.	1#: By February 28, 2026, 100% of LMS instructional staff will demonstrate schoolwide implementation	Based on TTESS observation and walk through data
2.	2#: By September 30, 2026, LMS will increase the percentage of students at Meets Grade Level in Math by +5%	Based on LAN common assessments and STAAR 3-8, EOC, and Alt 2 results
3.	#3 By September 30, 2026, LMS will retain 75% or more of its instructional staff.	Based on Position Control reports and Intent to Return Forms
4.		
5.		

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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.	Winter Benchmark growth & achievement	Earn at least 61% of possible growth in ELAR and Math. In Math, show improved percentages at Meets Grade Level by +2% points or more (from 24-25 STAAR levels).
2.	Spring Benchmark growth & achievement	Earn at least 61% of possible growth in ELAR and Math. In Math, show improved percentages at Meets Grade Level by +2% points or more (from 24-25 STAAR levels).
3.	STAAR (3-8, EOC, Alt 2)	Earn at least 61% of growth possible in ELAR and Math. In Math, show improved percentages at Meets Grade Level by +5% points or more (from 24-25 STAAR levels).
4.	Position Control Report and Intent to Return Forms	At least 75% of teachers will plan to return for the 26-27 school year, as indicated on the Intent to Return Forms. LAN Leadership will also meet with Employee Relations each quarter
5.	Accountability ratings	Earn a 25-26 Domain 2A score of C or better and earn a higher overall score than 24-25.

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.

The LAN will use the following processes to monitor the program data and make decisions about support and modifications: Organizational: LAN redesigned its organizational structure from one Director of Academics role to two. These Directors are focused on ELAR/SS and Math/Science. This restructuring will ensure vertical alignment and adoption of LAN's instructional components. Weekly: LAN Leadership Team: classroom inspection of HQIM, RBIS, and supports. Teachers will assess students mastery of the learning objectives from the day's lessons in real-time (i.e. exit tickets). These practices are done to ensure progress toward the schoolwide achievement and student group growth targets, while also identifying areas of need for modification (ex: re-teaching, coaching and/or supplemental programs). Teachers: Meet with their teams/PLCs and Coaches to review data and make decisions about the coming week's lessons, interventions, and acceleration lessons. Principals: Meet with LAN Leadership Team to review campus-wide data and determine areas of need for students and teachers, identify support services needed, and facilitate professional development. Quarterly: Teachers participate in expanded professional development and work with Academic Content Specialists. FWISD will conduct monitoring activities throughout the year to evaluate LAN's academic, financial, and organizational performance. Data gathered during monitoring activities will be rated quarterly using the Partner Evaluation Framework and the ratings will be shared in a quarterly meeting between Fort Worth ISD and the LAN. These meetings include desk audits (STAAR, NWEA MAP, etc.) and in-person site visits. Overall, these processes help both LAN and Fort Worth ISD monitor LMS's progress in real-time, and allow for adjustments in Academic programs and support, climate, and staff perception.

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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 applicant organization, LAN was authorized via an SB1882 partnership between the FWISD (Authorizer) and Texas Wesleyan University (IHE Partner). In alignment with the autonomies outlined in its most recent performance contract: LAN: Is responsible for managing the Network campuses, with an urgent focus on (related to this application) Leonard Middle School, the newest campus in the Network. This includes implementing all activities outlined in this application and, where appropriate, adjusting/amending activities to ensure the outcomes are met. LAN will report outcomes to both its non-profit partnership governing body (LAN Steering Committee), as well as the Texas Wesleyan Board of Trustees, and the FWISD Board of Trustees.

Texas Wesleyan University: Supports the governance of LAN and will provide guidance during its publicly scheduled Steering Committee meetings as a part of the agenda during program updates. The Steering Committee includes the Chair of Texas Wesleyan University’s School of Education along with local philanthropy representatives, faculty, and retired FWISD/K-12 administrators.

FWISD: The Office of School Choice and Enrollment will lead the partnership monitoring of LMS in accordance with the performance contract, and will support LAN in the implementation of the resources within this application.

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.

In 2019, through a “Call for Great Schools” and SB1882, FWISD selected TXWES to formalize, sustain, and support 5 (now 6 with the addition of LMS) schools with historically low performance, resulting in consistent performance and maintained positive results. The LAN was renewed in March 2025 due to the results of the existing campuses. All of these campuses recently rated “C” or better by the most recent state assessment results. Included in the 5 year renewal of the performance contract, FWISD and LAN agreed to add LMS to its portfolio beginning in August of 2025, for the 2025-26 School Year. This year’s outcome data and these decisions are supported by FWISD’s monitoring activities throughout the year. Additionally, Article VII of the new performance agreement outlines The Performance Requirements of this partnership, as well as a differentiated system of benefits and consequences (outlined in Addendum 3). Specifically, the penalties outline the scale of consequences if targets are consistently missed. FWISD’s monitoring system is managed by the Office of School Choice and Enrollment, who help to ensure that the partner is accountable to the work and achieving the results.

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.

LAN’s authority includes: Curriculum and Instruction: LAN has autonomy in curriculum decisions, HQIM’s, etc. Schedule: LAN School days are extended 1 hour beyond the traditional district schedule to allow for class interventions, reteaching, small groups, and high impact tutoring. Everybody Grows: The LAN schedule includes weekly, community based enrichment services and activities during the day while teachers have extended time to review data and design lessons for the coming weeks. Culture: LAN schools focus intensively on creating welcoming campus environments and a positive culture. Every school has a house system modeled after Ron Clark Academy, which promotes a sense of teamwork among students and builds relationships. Teachers: Content experts and Lead Support Teachers, serve in a peer-based mentoring relationship with colleagues, creating expedited learning and enhanced peer-to-peer PD. These Lead Support Teachers observe and provide feedback, model teaching practices, and assist new teachers with lesson planning. Leadership: LAN Principals and AP’s participate in ongoing PLC’s in a peer-to-peer environment to collectively plan, share best practices, review data at a campus and Network level.

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9. Statutory Requirements (Cont.)

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

LAN student success results from data-driven observation and assessments coupled with the strategic alignment of resources to support student learning outcomes and address teacher needs. To meet goals, LMS: Will receive PD in the ACE campus model along with support in implementing components. LMS will have support from the LAN leadership team continually evaluating multi-tiered growth and achievement data ranging from classroom observation to network-wide assessments to make real-time decisions aligning curriculum and pedagogical strategies with student needs. LAN utilizes formal assessment tools designed to capture student growth, progress, and achievement, which include beginning, middle, and end of year screeners. Students will also have access to materials needed to extend their learning. LMS will have support from Academic Content Specialists who will extend data collection into daily classroom practice. Each classroom will have a Demonstration of Learning (DOL) chart, to determine academic interventions for students. Administrators (Principal, AP, and Deans of Instruction) will also assume an active role in data management and review, through daily classroom observations, reviews of DOL charts to ensure fidelity of the HQIM and curriculum. They'll also meet weekly with the LAN Leadership Team to review campus-wide data and determine areas of need for students and teachers.

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.

During the beginning stages of the ACE model implementation, LAN focuses on making strong connections with the local community, with communication and activities built on both trust and mutual respect. With LMS, LAN focused on creating spaces for parents to ask questions, learn about the LAN model and meet the team and new campus staff. LAN is also engaging with local agencies (ex: LVT Rise, Tarrant Area Food Bank, and Parent Shield) to explain both how they will support the students and local community, but also offering ways those organizations can help in return. We want to make sure that parents understand the context of the partnership and that LAN be accountable for aggressive outcomes, and be supported by both Texas Wesleyan University and FWISD, and there will be increased opportunities for students to be successful both inside and outside of the classroom
LAN values family input as the school is transformed from a traditional campus into a partnership campus. Families have already been invited on multiple occasions to learn about LAN, academic goals, and have open dialogue through information sessions that included: Parent/Teacher Conference Day where families could stop by to learn about the LAN, ask questions, and provide feedback to both LAN and FWISD staff; Virtual Parent Information Meeting; and Three (3) In-Person Parent Information Meetings in the Leonard Middle School auditorium. These sessions provided an opportunity to ask questions, share feedback, and better understand how the proposed changes will benefit students and families, providing an opportunity for the public to feel confident in enrolling and maintaining enrollment in KMS.

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

LAN is committed to building relationships with students and families and is focused on the following strategies for on-going parent engagement: Coordinating Student Success Meetings where every student's parent/guardian is invited to attend meetings with content teachers to discuss student academic progress and goals for the upcoming six-week period; School community events designed to create connections between families and LAN; As part of its monitoring protocol, LAN conducts focus groups with families and provides the feedback to LAN so that it is able to make adjustments, as needed, to meet the needs of families; Designing culturally and linguistically responsive communications related to academic initiatives and student progress.

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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.

PPC§12.07- the District will continue to provide home-to-school and school-to-home transportation for the campus. For extended day or extra curricular services that are in addition to the district's calendar, the Fort Worth ISD published a Menu of Services with pricing (PPC§12.08) from which the LAN can opt to purchase. This would include High Impact Tutoring that LAN plans for days outside of the normal calendar (Saturdays and after hours leading up to STAAR).

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.*

The LAN administrative team will implement the following activities related to the planning and program design: Restart Action: Supports restarting a campus with a new leader, 60%+ new teachers, and the LAN model as the new academic program. Redesigning specific roles and staffing models to align with the LAN model. Needs assessment of current instructional materials to guide curriculum adoption Training & Skill-Building: Professional development to build staff understanding of the curriculum, strengthen skills, and set up schoolwide systems (Planning Phase). Professional Development: training staff to understand the ACE Model, the HQIM and set up schoolwide systems.

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.*

In order to address the systemic challenges that have resulted in poor student proficiency at LMS, LAN intends to use the funds in this grant to implement the following to obtain the outcomes outlined in this proposal: Provide a High Impact Tutoring and Saturday Academy Program for students in multiple grades. Supplemental supplies and materials for classroom instruction to support the effective implementation of the ELAR and Math programs at the middle school levels and support High Impact Tutoring and LAN Saturday Academy. Transportation and Food: The LAN is budgeting costs related to transporting and feeding students during the LAN Saturday Academy and High Impact Tutoring program. LMS serves a population where over 92% of the students qualify for free and reduced priced meals. Transporting students to a Saturday Academy and ensuring there is food and necessities for a successful program, quality tutoring sessions, and HQIM to best support academic initiatives. Targeted Professional Development for Leonard Middle School staff to implement the Ron Clark Academy House System effectively. Classroom supplies and student academic essentials will be purchased.

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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.

Since its creation, the LAN has been a good steward of both public (TEA and Federal) and private (Philanthropy) resources. As it has done with previous time sensitive resources (ex: ESSER 2 and ESSER 3 funds, 21st Century CCLC, etc.), Salaries for staff: Prior to becoming a LAN campus, families sought choice options due to the school's performance. Bond projects to refurbish the physical building of the campus (new class spaces, A/C, etc.) are currently in progress, LAN anticipates continued growth in enrollment, thus creating additional revenue to maintain current roles/programs. Also, the LAN would seek support from philanthropic and community partners; Supplies: The material purchases will be one time and any replacements or new purchases will be considered when building future school year budgets; PD and PD Travel: The Professional Development for staff is intended to create a cadre of educators at Leonard Middle School who will sustain the house system and the anticipated academic results. Future training for new staff can be conducted by the school leadership, or sponsored through community and/or philanthropic partners; High Impact Tutoring and Extra Duty: The LAN has a need for intensive, high impact tutoring for LMS.

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.

The Partner will not require any waivers to operate the school.

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.

LAN's mission is to accelerate student achievement through service and a relentless pursuit of excellence. LAN is an innovative partnership between FWISD and Texas Wesleyan University (TXWES) and is designed to continue improving learning outcomes at the district's six PK-8 Leadership Academies. LAN's educational program was the ACE model. This was to address the need for additional support for schools struggling with student growth and campus underperformance. Within a year of implementing the model, all schools improved from an F to a B in terms of student growth. Through TXWES and its School of Education, LAN draws on the university's expertise in instruction, curriculum, and administration to provide professional development to LAN teachers, and support student achievement. The partnership ensures that LAN students receive the high-quality education and support. The ACE model is a component of the LAN blueprint, which includes the following: CULTURE & ENVIRONMENT: Equity Framework; Social-Emotional Support; Everybody Grows; CAMPUS SUPPORT: LAN Leadership Visits; Learning Communities; Targeted Growth Walks; PD; INSTRUCTIONAL SUPPORT: Master Teacher Model; Extended Learning; Teacher Residency; Campus Data Review; LAN leadership manages the day-to-day operations of the Network including curriculum, assessment, strategic planning, budget, staffing, and PD.

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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.

Fort Worth ISD's Office of School Choice and Enrollment will implement quarterly monitoring during the grant period. This will include:
Onsite campus visits to each grade level and to specific content areas (ELAR, Math required) to observe the model in action, this includes: Classroom observations; Student, teacher, principal and family interviews; Discussion with the LAN Leadership Attendance at the LAN Steering Committee governance meetings; Reports on progress to the Fort Worth ISD Cabinet and, as needed, the Board of Trustees.

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.

PPC§12.15 (Accounting and Audits) The "Partner shall comply with generally accepted fiscal management and accounting principles. In addition to any audits required by Applicable Law, Partner shall submit to District, within one hundred and eighty (180) days following the end of each fiscal year during the Term of this Agreement, an annual financial report meeting the expectations of 19 TAC Section 109.23 and audited by an independent certified public accountant resulting in an unqualified audit opinion, limited to matters directly related to the management or operation of the campus or campuses. The District shall also retain the right to conduct its own annual audit of Partner as it deems necessary." This governs the manner in which the annual independent financial audit of the partnership, including the campus, is to be conducted.

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).

Leonard MS will continue to have access to PEIMS and report relevant data for PEIMS through a legal service agreement with FWISD.

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.

PPC§12.01 "The District will allocate to Partner all state and federal funds received by the District for which students at the School are eligible under a student-based budgeting framework irrespective of the District's prior allocation practices with specific amounts confirmed through a process as mutually agreed upon annually in writing by the Parties." This includes federal funds available under TEX§11.17 and all other funds attributable to FWISD students. Upon receipt of the NOGA, LAN Leadership will meet with Fort Worth ISD to discuss the grant budget, develop, and execute a timeline to implement the grant.

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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								199	161	164					524		
Total Staff	92		Total Parents			650			Total Families			450			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								199	161	164					524		
Total Staff	92		Total Parents			650			Total Families			450			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.	Fort Worth ISD	Leonard MS	220-905-061
2.			
3.			
4.			
5.			
6.			

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

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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 campus is currently and will remain a neighborhood school and does not have a lottery system for open-enrollment.

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.

Planning Payroll Costs

- 1.
- 2.
- 3.
- 4.

Payroll Subtotal:

Planning Professional and Contracted Services

- 5.
- 6.
- 7.
- 8.

Professional & Contracted Subtotal:

Planning Supplies and Materials Costs

- 9.
- 10.
- 11.

Supplies and Materials Subtotal:

Planning Other Operating Costs

- 12.
- 13.
- 14.

Other Operating Costs Subtotal:

Planning Capital Outlay

- 15.
- 16.

Capital Outlay Subtotal:

Implementation Payroll Costs

- 1.
- 2.
- 3.
- 4.

Payroll Subtotal:

Implementation Professional and Contracted Services

- 5.
- 6.
- 7.
- 8.

Professional & Contracted Subtotal:

Implementation Supplies and Materials Costs

- 9.
- 10.
- 11.

Supplies and Materials Subtotal:

Implementation Other Operating Costs

- 12.
- 13.
- 14.

Other Operating Costs Subtotal:

Implementation Capital Outlay

- 15.
- 16.

Outlay Subtotal:

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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