



2024–2025 Charter School Program Grant (Subchapter C & D)
COMPETITIVE GRANT Application Due 11:59 p.m. CT, May 06, 2024

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: **Pre-award costs:**

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

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
- General Provisions and Assurances
- Application-Specific Provisions and Assurances
- Debarment and Suspension Certification
- Lobbying Certification
- 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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CDN

Vendor ID

Amendment #

3. Shared Services Arrangements

Shared services arrangements (SSAs) **are/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
Academic Achievement Disparities: addresses disparities in academic achievement among at-risk students, particularly those who are not demonstrating proficiency on state academic standards. This could involve targeted academic interventions to close the achievement gap and improve student outcomes	Develop an Action Plan based on the Comprehensive Needs Assessment involving stakeholders like school leadership, teachers, parents, and specialists. The plan will include evidence-based targeted academic interventions tailored to the specific needs of students not meeting proficiency standard
Resource Inequities: identified through a review of budgeting processes at both the District and campus levels. Addressing these inequities may involve aligning and maximizing resource allocation to better meet student needs	Conducting a thorough review of budgeting processes at different levels (District and school-level) to identify gaps and ensure equitable distribution of resources. Strategies involve revising budget allocations, implementing changes in resource utilization, and monitoring the effectiveness of these adjustments in improving student outcomes
Improving Learning Opportunities: focus on enhancing learning opportunities for all students, especially those at risk of not meeting challenging state academic standards. This may include innovative teaching methods, expanded learning experiences, and additional support courses to provide a well-rounded education	Implementing innovative teaching methods, expanding learning experiences, and providing additional support courses as outlined in the school's SWP Plan. This involves engaging stakeholders like parents, community members, and staff in developing strategies that align with state academic standards and promote student success

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.

Specific: Improve academic achievement by reducing disparities in student outcomes, particularly focusing on students not meeting state proficiency standards.
 Measurable: Increase the percentage of students demonstrating proficiency on state academic standards by 12% within the academic year.
 Achievable: Implement targeted academic interventions and resource reallocation strategies to support student learning and close the achievement gap.
 Relevant: Addressing disparities in student outcomes is crucial for promoting equity and ensuring all students have access to quality education and opportunities for success.
 Timely: Achieve a 9% increase in student proficiency within the 2025-26 academic year, monitoring progress quarterly to make necessary adjustments and ensure timely achievement of the goal.

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.	Improve Student Academic Achievement: the goal would involve tracking the percentage of students demonstrating proficiency on state academic standards. progress towards the 10% improvement target.	Comparing the baseline percentage of proficient students to the target increase of 10% within the academic year.
2.	Enhance Learning Opportunities: The project measure for this goal would include monitoring the increase in student participation in expanded learning experiences.	Comparing the current participation rates to the 25% increase target set for the academic year.
3.	The project measure for this goal would involve assessing the reduction in the funding gap between the highest and lowest resourced schools within the district.	Comparing the initial funding gap to the 15% reduction target by the end of the fiscal year.
4.		
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CDN 101872

Vendor ID 1814291553

Amendment # **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 9/31/2024, 2nd Quarter = 10/01/2024 to 1/31/2025; 3rd Quarter = 2/01/2025 to 5/31/2025 and 4th Quarter = 6/01/2025 to 9/30/2025.

#	Benchmark Used	Goal
1.	Conduct a comprehensive needs assessment to identify specific academic achievement disparities among student subgroups. Establish baseline data on the percentage of students demonstrating proficiency on state academic standards.	Analyze student performance data from the previous academic year to determine the current proficiency rates across grade levels and student populations.
2.	Develop and begin implementing targeted academic interventions and support programs to address the identified achievement gaps	Monitor the progress of students receiving the interventions through interim assessments and track the percentage increase in proficiency rates compared to the baseline.
3.	Evaluate the effectiveness of the implemented academic interventions and make necessary adjustments to ensure maximum impact.	Analyze student performance data from the mid-year assessments and compare the proficiency rates to the previous quarter to determine the progress made towards the 10% improvement target.
4.	Finalize the implementation of the academic support programs and prepare for end-of-year assessments to measure the overall progress towards the SMART goal.	Analyze the summative assessment data and calculate the percentage increase in student proficiency rates compared to the baseline to determine if the 10% improvement target was achieved.
5.	Conduct a comprehensive review of the project's implementation and outcomes to identify areas for improvement and inform the planning for the next academic year.	Gather feedback from stakeholders, analyze performance data, and document lessons learned to guide the development of the next year's SMART goals and implementation strategies.

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.

Utilizing Project Evaluation Data for Program Modification:

Regular Monitoring and Analysis: Regularly monitor and analyze project evaluation data against established benchmarks and SMART goals to track progress towards desired outcomes. This ongoing evaluation process helps identify areas where the program may be falling short of expectations.

Identifying Areas of Improvement: Use evaluation data to pinpoint specific areas within the program that are not meeting targets or showing progress as expected. This could involve analyzing performance metrics related to student outcomes, resource allocation, or stakeholder engagement.

Root Cause Analysis: Conduct a thorough root cause analysis based on evaluation data to understand why certain benchmarks or goals are not being met. This analysis can help uncover underlying issues that need to be addressed for program improvement.

Stakeholder Feedback: Gather feedback from stakeholders involved in the program based on evaluation data findings. Stakeholder input can provide valuable insights into potential modifications needed to enhance program effectiveness and sustainability.

Adapting Strategies: Based on the evaluation data and analysis, adapt program strategies, interventions, or resource allocations to address identified gaps and improve performance. This may involve revising action plans, implementing new initiatives, or reallocating resources to better align with project goals.

Modifying the Program for Sustainability:

If benchmarks or SMART goals do not show progress, use evaluation data to inform strategic decisions on modifying the program for sustainability. Consider revisiting the project logic model and theory of change based on evaluation findings to ensure alignment with desired outcomes. Engage key stakeholders in a collaborative process to review evaluation data, identify areas for improvement, and co-create solutions for enhancing program sustainability. Implement changes based on evaluation insights, focusing on enhancing impact, addressing challenges, and optimizing resources to drive sustainable outcomes over time.

By leveraging project evaluation data effectively and using it as a guide for decision-making, programs can proactively identify areas needing improvement, make informed modifications, and enhance overall sustainability and impact in achieving their goals

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CDN 101872

Vendor ID 1814291553

Amendment # **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 2024–2025 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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RFA/SAS # 701-24-111/577-25

2024-2025 Charter School Program Grant (Subchapter C & D)

Page 4 of 13

CDN 101872

Vendor ID 1814291553

Amendment #

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.

Eligible Applicant:

The eligible applicant is typically the organization or group that is applying to establish the charter school.

The applicant is responsible for developing the comprehensive charter school plan, including the educational program, governance structure, and operational strategies

The applicant must justify any requests for waivers of federal or state regulations necessary for the successful operation of the charter school

The applicant is accountable for ensuring the charter school's financial sustainability, including maintaining accurate financial records and undergoing annual independent audits.

Partner Organizations:

If the eligible applicant has partnered with an external entity, such as a non-profit organization or university, the roles and responsibilities of that partner must be clearly defined.

Partner organizations may provide support in areas like curriculum development, professional development, or facilities management.

The contractual relationship between the applicant and partner organization should be transparent, outlining the specific services, resources, and decision-making authority each party will have.

Charter Management Organizations (CMOs):

If the eligible applicant is replicating a high-quality charter school model, the applicant must provide the name of the CMO and demonstrate that the model meets the definition of a high-quality charter school.

The CMO would be responsible for providing the educational program, operational support, and other services to the new charter school campus.

The applicant must describe how the CMO will monitor the new campus in areas like student recruitment, enrollment, and meeting the needs of all students, including those with disabilities and English learners

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.

Contract or Performance Agreement: The agreement between the eligible applicant and the authorized public chartering agency establishes clear expectations, responsibilities, and performance metrics that the charter school must meet. It outlines specific targets related to student achievement, academic growth, financial management, operational efficiency, and compliance with regulations. Focus on School

Performance: The school's performance in the state's accountability system and its impact on student achievement, including academic growth, are central factors for determining charter renewal or revocation. The agreement specifies that meeting predefined academic benchmarks and demonstrating positive outcomes for students are critical for maintaining the school's charter status.

Renewal or Revocation Criteria: The authorized public chartering agency reserves the right to revoke or not renew a school's charter based on various factors. These may include financial stability, structural integrity, operational effectiveness, adherence to legal requirements, and overall management of the school. Non-compliance with these criteria could lead to serious consequences such as charter non-renewal or revocation.

Monitoring and Oversight: The authorized public chartering agency plays a key role in monitoring the school's performance against the agreed-upon quality controls. Regular evaluations, data analysis, site visits, and compliance checks are conducted to ensure that the school is meeting its obligations and delivering quality education to students.

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.

Autonomy Over Budget and Operations: Charter schools are granted a high degree of autonomy over budget and operations, allowing them to make independent financial decisions and manage day-to-day operations without direct district control. This autonomy enables charter schools to allocate resources efficiently based on their specific needs and priorities.

Personnel Decisions: Charter schools have the authority to make personnel decisions autonomously, including hiring, evaluating, and dismissing staff members. This flexibility allows charter schools to build a team that aligns with their educational vision and goals, fostering a culture of innovation and accountability.

Governance Autonomy: The proposed charter school or high-quality charter school campus will have day-to-day decision-makers who play a crucial role in governing the school autonomously. These decision-makers have input into key aspects such as curriculum design, academic calendar, budget allocation, and daily operational decisions.

Curriculum Development: Charter schools have the freedom to design and implement their own curriculum tailored to the needs of their students. This autonomy allows them to innovate in teaching methods, instructional approaches, and educational programs to best serve their student population.

Calendar Flexibility: Charter schools can establish academic calendars that differ from traditional public schools, providing flexibility in scheduling instructional days, breaks, and enrichment activities. This autonomy enables charter schools to customize their academic calendar to optimize student learning outcomes.

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CDN 101872

Vendor ID 1814291553

Amendment # **9. Statutory Requirements (Cont.)****4. Describe how the planned academic program will support improved academic outcomes for educationally disadvantaged students.**

Targeted Interventions and Supplemental Support:The program will provide targeted academic interventions and supplemental support services to address the specific needs of educationally disadvantaged students. This might include tutoring, mentoring, and additional instruction in core subjects like reading and math. The goal is to help these students meet state and local academic standards by offering personalized support to close achievement gaps

Enrichment Activities: In addition to core academic support, the program will offer a broad array of enrichment activities that complement the regular curriculum. This might include hands-on learning experiences, exposure to diverse subjects, and opportunities for personal and social development

Enrichment activities can help engage educationally disadvantaged students, broaden their horizons, and foster a love of learning

Family and Community Engagement: The program will allow involve families and the broader community to support the academic and personal growth of educationally disadvantaged students. This could include providing educational services and resources to families, as well as collaborating with community organizations. Engaging families and the community can help create a supportive network and reinforce the importance of education for these students

Competency-Based Approach: The program will adopt a competency-based approach to learning, where students are assessed and advanced based on their mastery of skills and knowledge, rather than just seat time. This approach can be particularly beneficial for educationally disadvantaged students, as it allows them to progress at their own pace and demonstrate their abilities in a more meaningful way

Caring Adult Mentors: The program will connect educationally disadvantaged students with caring adult mentors who can serve as teachers, guides, and role models. These mentors can provide academic support, social-emotional guidance, and encouragement to help students overcome challenges and achieve their full potential

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.

Community Meetings and Forums: organize community meetings, forums, or town hall sessions to engage with parents and community members. These gatherings provide a platform for open dialogue, feedback, and collaboration on key aspects of the charter school's implementation and operation.

Surveys and Questionnaires:Conduct surveys and distributing questionnaires to parents and community members can gather valuable insights and preferences regarding the charter school's programs, services, and overall vision. Feedback collected through surveys can inform decision-making processes.

Focus Groups:Hosting focus groups with parents, local residents, and community stakeholders allows for in-depth discussions on specific topics related to the charter school's development. Focus groups provide a more intimate setting for sharing ideas, concerns, and suggestions.

Parent Advisory Committees:Establish a parent advisory committee comprising representatives from diverse backgrounds can ensure ongoing communication and collaboration between the school leadership and parents. This committee can serve as a sounding board for ideas and initiatives.

Online Platforms:

Utilizing online platforms such as dedicated websites, social media channels, or virtual town halls can reach a broader audience and facilitate continuous engagement with parents and community members. These platforms enable real-time feedback and interaction.

To solicit input from parents and the community on the proposed charter school campus, the eligible applicant could host a series of community engagement workshops. These workshops would invite parents, local residents, educators, and other stakeholders to participate in discussions about curriculum preferences, extracurricular activities, school culture, and support services needed for educationally disadvantaged students. Through these workshops, participants can provide feedback on what they believe will best support student success at the charter school. Additionally, an online survey could be distributed to gather input from those unable to attend in person, ensuring a diverse range of perspectives are considered in shaping the charter school's implementation plan.

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

Community Meetings and Workshops:Hosting regular community meetings, workshops, or forums where parents and community members can provide input, ask questions, and engage in discussions about the charter school's programs, initiatives, and overall operation.

Surveys and Feedback Mechanisms:Implementing surveys, feedback forms, or suggestion boxes to gather input from parents and community members on key decisions, policies, and areas of improvement. This allows for continuous feedback loops and ensures voices are heard.

Parent Advisory Committees:Establishing parent advisory committees that meet regularly to discuss school-related matters, share perspectives, and collaborate on initiatives that impact students' educational experiences. These committees serve as a direct channel for parent involvement.

Communication Channels:Utilizing multiple communication channels such as newsletters, emails, social media platforms, and school websites to keep parents and the community informed about school events, updates, achievements, and opportunities for engagement.

Community Partnerships:Building partnerships with local organizations, businesses, and community groups to create opportunities for joint projects, volunteer programs, and shared resources that benefit both the school and the broader community.

Ongoing parent and community engagement plan includes establishing a Parent-Teacher Association (PTA) that meets monthly to discuss school initiatives, upcoming events, and ways to enhance the educational experience for students. Additionally, the school conducts bi-annual surveys to gather feedback from parents on curriculum preferences, extracurricular activities, and areas for improvement. Through a dedicated section on the school website, parents can access resources, event calendars, and contact information for school staff. Furthermore, the school collaborates with local businesses to provide internship opportunities for students and hosts community service projects that involve both students and residents. This multifaceted approach ensures continuous communication, active involvement, and meaningful partnerships between the school, parents, and the community to support student success and strengthen the overall school environment

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CDN 101872

Vendor ID 1814291553

Amendment # **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.

Assess Student Transportation Needs: conduct a comprehensive assessment to determine the transportation needs of the student population, taking into account factors such as student demographics, geographic distribution, and accessibility to the charter school campus.

Develop a Transportation Plan: Using the insights from the needs assessment, we will develop a detailed transportation plan that outlines strategies to ensure students can reliably and safely travel to and from the charter school campus.

Coordinate with Local Authorities: collaborate with local transportation authorities, such as the school district or municipal transit agencies, to explore options for coordinating and leveraging existing transportation services. This could involve utilizing school buses, public transportation, or a combination of both.

Provide Direct Transportation Services: provide direct transportation services, such as contracting with a transportation provider. This ensures that students, especially those from disadvantaged backgrounds, have access to reliable transportation to the charter school.

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.*

These activities typically include:

Developing a Comprehensive Charter School Plan: Applicants will outline a detailed plan that encompasses the school's mission, educational program, governance structure, and operational strategies to ensure the school's success

Engaging Stakeholders: The applicant will involve key stakeholders such as parents, teachers, community members, and educational experts in the planning process to gather diverse perspectives and ensure alignment with community needs

Conducting Needs Assessments: Assessing the educational needs of the target student population and the community to tailor the school's programs and services accordingly

Creating a Budget and Financial Plan: Develop a detailed budget that outlines how grant funds will be allocated for various aspects of school development, including facilities, staffing, curriculum development, and operational expenses

Designing Curriculum and Instructional Strategies: Planning the academic curriculum, teaching methodologies, assessment practices, and extracurricular activities to meet the educational goals of the charter school

Establishing Governance Structures: Defining the governance model, leadership roles, decision-making processes, and accountability mechanisms within the charter school to ensure effective management and compliance with regulations

Developing Partnerships: Identifying potential partners, such as community organizations, businesses, or educational institutions, to support the school's mission and enhance its programs

Creating a Timeline for Implementation: Setting clear timelines and milestones for each phase of planning activities to ensure timely execution of the charter school development process

These planned activities are crucial for laying the foundation of a successful charter school by ensuring thorough preparation, community engagement, financial sustainability, academic excellence, and effective governance.

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.*

The planned activities and expenditures of grant funds for implementation activities related to the implementation of a charter school and its educational program typically include:

Facility Development: Allocating funds for the construction, renovation, or lease of facilities to establish the physical infrastructure necessary for the charter school

Staffing Costs: Budgeting for hiring qualified teachers, administrators, and support staff to ensure the smooth operation of the school

Curriculum Development: Investing in the creation and enhancement of educational programs, materials, and resources tailored to meet the academic needs and goals of the charter school

Professional Development: Setting aside funds for training and professional development opportunities for staff to enhance their skills and expertise in delivering quality education

Technology Integration: Allocating resources for acquiring educational technology, software, and hardware to support teaching, learning, and administrative functions within the school

Student Services: Budgeting for student support services such as counseling, special education programs, extracurricular activities, and other initiatives aimed at enhancing student learning experiences

Operational Expenses: Covering day-to-day operational costs such as utilities, insurance, maintenance, transportation, and other essential expenses required for running the charter school efficiently

Community Engagement: Setting aside funds for community outreach programs, parent involvement initiatives, and partnerships with local organizations to foster a strong connection between the school and its community

These planned activities and expenditures are crucial for successfully transitioning from the planning phase to the implementation phase of a charter school, ensuring that resources are strategically allocated to support the effective operation and growth of the educational institution.

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RFA/SAS # 701-24-111/577-25

2024-2025 Charter School Program Grant (Subchapter C & D)

Page 7 of 13

CDN 101872

Vendor ID 1814291553

Amendment #

9. Statutory Requirements (Cont.)

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

Fundraising Events: Organizing events to raise funds from donors, sponsors, and the community.

Individual Donations: Encouraging individual donors to contribute to the organization.

Corporate Partnerships: Establishing partnerships with businesses for sponsorships or donations.

Grants from Other Sources: Applying for grants from different foundations, government agencies, or organizations.

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.

Flexibility in Curriculum Design: Requesting waivers to tailor the curriculum to better meet the needs of the student population or align with the Etoile Academy's educational philosophy.

Alternative Assessment Methods: Seeking waivers to use alternative assessment methods that better reflect student learning and growth.

Extended School Hours or Days: Requesting waivers to extend school hours or days to provide additional instructional time for students.

Specialized Programs: Seeking waivers to implement specialized programs or initiatives that require flexibility beyond traditional regulations.

Teacher Certification Requirements: Requesting waivers to hire teachers with specialized expertise who may not hold traditional teaching credentials.

Class Size Limits: Seeking waivers to adjust class sizes based on Etoile Academy's instructional model or student needs.

Budget Allocation Restrictions: Requesting flexibility in budget allocations to meet the unique financial needs of our charter school.

Calendar and Scheduling: Proposing waivers for calendar scheduling to accommodate unique educational programs or community needs.

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.

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Amendment #

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.

[Empty response box for question 11]

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.

[Empty response box for question 12]

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).

[Empty response box for question 13]

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.

[Empty response box for question 14]

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CDN

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 2024–2025.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
<input type="text"/>	0	178	156	165	80	46	153	153	142	90	0	0	0	0	

Not Applicable - No students will be served during the 2024–2025 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 2025–2026.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Replicating State-Authoriz	0	245	230	180	180	80	215	215	165	142	83	0	0	0	

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

3. Provide the number of students to be served in 2024 -2025 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 District-Author															

Not Applicable - No students will be served during the 2024–2025 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.	Etoile Academy Charter School	Etoile Academy Charter School Hornwood	101872001
2.	Etoile Academy Charter School	Etoile Academy Charter School-Bissonnet	101872002
3.	Etoile Academy Charter School	Etoile Academy Charter School-Beechnut	101872003
4.			
5.			
6.			

Not Applicable - No students will be served during the 2024–2025 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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CDN 101872

Vendor ID 1814291553

Amendment #

9. TEA Program Requirements (Cont.)

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

In the event that more students apply to our charter school campus than it can accommodate, the school would typically implement a lottery system to determine student enrollment fairly and transparently. Here is an overview of the lottery procedures commonly used by charter schools:
Lottery Enrollment Period: The charter school would establish an enrollment period during which parents can register their children for admission. If the number of applicants exceeds the available seats, a lottery would be conducted to select students randomly.
Random Drawing Process: The lottery process may involve manually drawing names from a pool of applicants or using a computer program for random selection. This random selection ensures that every student who applies has an equal chance of being admitted.
Notification and Acceptance: Once the lottery is completed, selected students and their families would be notified of their acceptance. Families would then have the option to either accept or decline the offer of admission.
Waitlist: Students who are not selected through the lottery process would be placed on a waitlist in case seats become available due to withdrawals or other factors.
Preference Criteria: Charter schools may give preference to certain groups, such as returning students, siblings of current students, or students from specific at-risk populations. This preference criteria aims to support diversity and equity in enrollment.
For instance, if our proposed site, Etoile Academy-Bissonnet receives more applications than available spots, they would conduct a lottery following these procedures. During the enrollment period, parents would register their children for admission. In cases where demand exceeds capacity, the school would use a random drawing process, either manually or electronically, to select students for enrollment. Once selected, families would receive notifications allowing them to accept or decline the offer. Students not chosen through the lottery would be placed on a waitlist. The school may give preference to returning students, siblings of current attendees, or other specified groups as part of our enrollment policy to ensure fair access to all applicants.

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.

CDN 101872

Vendor ID 1814291553

Amendment #

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. Staff stipends for high quality academic coaching, incentivizing professional development and certifications, etc. \$210,000
2. [] []
3. [] []
4. [] []

Payroll Subtotal: \$210,000

Implementation Professional and Contracted Services

- 5. Professional development & training for staff and teachers \$90,000
6. Costs associated with marketing to prospective students and families \$18,000
7. Costs associated with providing transportation support to students \$172,000
8. [] []

Professional & Contracted Subtotal: \$280,000

Implementation Supplies and Materials Costs

- 9. One-Time Start-Up Equipment Purchases for new educational spaces \$360,000
10. Curriculum Materials & Educational Supplies \$50,000
11. [] []

Supplies and Materials Subtotal: \$410,000

Implementation Other Operating Costs

- 12. [] []
13. [] []
14. [] []

Other Operating Costs Subtotal: []

Implementation Capital Outlay

- 15. [] []
16. [] []

Outlay Subtotal: []

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 _____.

CDN 101872

Vendor ID 1814291553

Amendment #

Appendix I: Negotiation and Amendments

Leave this section blank when completing the initial application for funding.

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page of the TEA website and may be emailed to competitivegrants@tea.texas.gov. Include all sections pertinent to the amendment (including budget attachments), along with a completed and signed copy of page 1 of the application. More detailed amendment instructions can be found on the last page of the budget template.

You may duplicate this page.

For amendments, choose the section you wish to amend from the drop down menu on the left. In the text box on the right, describe the changes you are making and the reason for them.

Always work with the most recent negotiated or amended application. If you are requesting a revised budget, please include the budget attachments with your amendment.

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

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