



**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](mailto: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
- 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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**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
Need: High ED Students. The proposed campus will open in Brownsville, Texas, which currently faces economic hardships. In fact, Brownsville ISD, where most students will come from, has an ED rate is 89.1% (State avg: 62.1%).	To ensure these Economically Disadvantaged (ED) students receive the assistance they need, Horizon Montessori (HM) will open "HM V STEM Academy" in Brownsville Texas. This campus will mimic the same model and structure as HM I STEM Academy, which currently is "A" rated by TEA.
Need: Distressed Area: Opportunity Zones are areas recognized as "economically distressed communities". Brownsville, Texas, where the campus will be located, is part of such a zone (census number 48061014001).	This new Brownsville campus will be opened in an Opportunity Zone (10 pts) and assist by: 1) Creating jobs, injecting money into the local economy; 2) Increasing property values through the addition of a brand-new facility; & 3) Supporting local businesses by generating increased foot traffic.
Need: High Minority. Brownsville ISD has a 98.3% Hispanic rate, with nearly 40% of its student population identified as EB/EL. This EB/EL percentage is nearly double the state's average of just over 23%. (Source: 22-23 TAPR)	To ensure there is no language barrier, Horizon Montessori will employ Hispanic staff that share the same cultural values, ethnicity, and background as the students it proposes to enroll. As of now, 84.4% of the charter's staff come from Hispanic heritage, significantly higher than the state average of 29.6%.

**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.

The developed SMART Goal is: SPECIFIC: Plan, design, and implement a charter school supporting high-quality charter school growth and improved academic outcomes. MEASURABLE: Academic progress will be measured through report cards, benchmarks, and state assessments. Enrollment and attendance data will be tracked via PEIMS. ACHIEVEABLE: Opening this campus is feasible, given the Charter's past experience in opening four (4) separate campuses. RELEVANT: Increasing high-quality charter schools is relevant, as it offers families more educational choices, improves student outcomes, and fosters innovation/accountability. TIMELY: The campus aims to open to over 250 students by September 3, 2025 (over 50 students will be between grades 3-11 - 10 pts.).

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 Fall 2024, a location to house the new campus will be selected.	Fully executed rental/purchase agreement.
2.	During the Winter of 2025, any necessary building renovations will be made.	Purchase Orders/before- and after pictures.
3.	By Spring 2025, all job positions will be posted.	Number of job descriptions created/posted
4.	By Summer 2025, all furniture, curriculum, and technology needed will be bought.	Inventory lists of acquired furniture/technology and Purchase Orders (POs) with vendors.
5.	By Summer 2025, the Charter will hire all campus administration, faculty, and support staff and open for instruction.	Timesheets and pay stubs.

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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 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.	1st Quarter: 1) Campus administration will tour potential facilities; 2) Recommendations for a facility will be presented to the school board; & 3) A rental/purchase agreement will be finalized.	Have a signed rental agreement or a facility purchased by November 2024.
2.	2nd Quarter: 1) Hire contractors to determine needed renovations; 2) Complete bidding process to hire a contractor for renovations; & 3) Ensure building meets ADA compliance.	Ensure renovations pass city approval by January 2025.
3.	3rd Quarter: 1) Campus admin and the HR dept. will review staffing projections; 2) HR will create job descriptions based on total projections; & 3) Job flyers will be distributed.	100% of the needed jobs will be posted/distributed by no later than May 2025.
4.	3rd Quarter: 1) IT will source necessary student technology; 2) Admin will source curriculum; 3) Maintenance will source furniture; & 4) Stakeholders will ensure all items are set up for use.	All furniture, curriculum, and technology will be in place and ready for use by May 2025.
5.	4th Quarter: 1) HR will screen job applications; 2) Eligible applicants will be presented to admin; & 3) Interviews will be held and contracts will be offered to successful interviewees.	Have 100% of the needed job openings filled by September 30, 2025.

**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:** Key stakeholders such as the Charter’s Interim Superintendent, newly appointed Campus Principal, Business Manager, and Human Resource Coordinator will be involved in receiving evaluation data regarding the 2024-2025 Charter School Program Grant. These key stakeholders will work collaboratively to evaluate project data and determine needs for modification. In order to do so, the team will meet with campus administration, teachers, counselors, and other personnel initially monthly, then a minimum of four times per project year to evaluate benchmark progress metrics and guide their decision-making process. These team members will be responsible for reviewing key pertinent information such as: marketing materials and timelines; inventorying furniture, equipment, and supplies needed to open the charter to students, and the strategies and activities being conducted by teachers once the implementation phase of the grant commences, just to name a few.

**WHEN AND HOW TO MODIFY PROGRAM:** This data will be consolidated and reviewed during the stakeholder meetings. During these meetings, members will discuss the outcomes of the data and determine if the strategies being utilized are effective. If it is determined that the strategies proposed are not enabling the campus to meet the grant objectives and goals, modifications will be discussed. **IF PROGRESS IS NOT SHOWN, HOW WILL EVALUATION DATA BE USED FOR SUSTAINABILITY:** If other, more effective, strategies must be implemented and cause a change in the grant, the charter will send out letters to the community, administrators, and board members. If needed, an amendment will be submitted to TEA to receive authorization to modify the program. By keeping stakeholders abreast of grant progress and receiving their buy in to make grant modifications, the data and modifications made will be able to ensure program sustainability once grant funding has concluded.

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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 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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**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.

ROLES/RESPONSIBILITIES OF ELIGIBLE APPLICANT: The Charter will assign specific grant-related duties to the following staff members: Superintendent: Will serve as the authorized official responsible for ensuring the Charter's compliance with all grant-related activities, finances, and reporting. Principal: Will compile a comprehensive list of instructional materials, equipment, and resources essential for replicating the A-rated campus. Math/Science Coordinator and the ELAR & Social Studies Curriculum Coordinator: Will ensure adherence to grade-level curriculum and instructional strategies. Business Manager: Will procure grant-approved materials and oversee payment for contracted services. Human Resource Coordinator: Will verify that all hired staff meet the qualifications required. CHARTER MANAGEMENT ORGANIZATION (CMO) AND CONTRACTUAL ROLES AND RESPONSIBILITIES: The Charter does not employ a CMO to manage its campuses. Instead, internal management is overseen by 7 school board members and the Charter's Superintendent. Additionally, there will be no partner organizations involved in assisting with the opening of the HM V STEM Academy. Historically, the Charter has not required the services of a partner organization for the opening of the other four campuses. Furthermore, projected expenses for repairs and the purchase of instructional materials, supplies, and equipment will exhaust available grant funds, leaving no resources to contract an external partner. Therefore, no funds will be allocated for this purpose.

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 newly established HM V STEM Academy will adhere to the same stringent quality controls upheld by all other Horizon Montessori Public School (HMPS) campuses under the oversight of the authorized public chartering agency (TEA). As part of these quality controls, the Superintendent closely monitors all procedures, rules, and regulations, fostering a campus-wide and charter-wide safe and nurturing environment for students and staff alike. Given the existing oversight provided, HMPS does not engage with any private entities involved in the charter school's operation. The non-profit organization, along with the governing board and officers, independently manage the campuses without reliance on external management organizations who provide decision-making authority or control. This current structure has proven effective, as evidenced by HM I STEM Academy, which shows evidence of strong academic results through its "A" rating and superior performance compared to state averages in key areas such as Attendance Rates, Chronic Absenteeism, and STAAR scores in ELA/Reading, Mathematics, and Social Studies.

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.

HMPS will grant the proposed charter school campus autonomy and flexibility consistent with Section 4310 of the Every Student Succeeds Act (ESSA) and Title IV Part C Section 4310(8). The charter school campus will have the authority to govern autonomously, as demonstrated by the significant input day-to-day decision-makers (e.g. Campus Principal) will have on various aspects of the school's operations, including curriculum, calendar, budget, and daily operations. Input will include but is not limited to: 1) Authority to create an annual budget based on program needs, enrollment, staffing, and other fiscal requirements. 2) Ability to oversee the use of the campus facility and have the discretion to purchase required items such as lighting, cameras, playground equipment, etc., as needed. 3) Autonomy to generate required reports, as needed, for all school operations, including data related to enrollment, attendance, accounting, payroll, and transportation.

Horizon Montessori Public Schools does not need to abide by Chapter 12, Subchapter C due to the fact the charter is a nonprofit 501 C3 not operated under a school-district charter.

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**9. Statutory Requirements (Cont.)**

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

If funded, in the first year of the program's implementation phase, the HM V STEM Academy will introduce PreK academic programming for 3 and 4-year-olds. This decision stems from a recent study by Decker-Woodrow (2020) on the prekindergarten program, which showed that participating students, mostly economically disadvantaged, outperformed the state average score in third-grade math by 17 points. The study also highlighted a significant improvement in student attendance, a crucial factor in academic success.

Moreover, the Charter school will partner with the Region One Education Service Center (ESC) to establish an academic framework focusing on equity and inclusion, particularly for economically disadvantaged students. This framework will seek to improve academic outcomes, prioritize curriculum adaptability, integrate principles into resource distribution, engage stakeholders, support educators, and monitor student progress. Through this framework, we will be able to foster inclusive and supportive educational environments for all students.

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.

Horizon Montessori Public Schools (HMPS) recognizes the vital role of parental involvement and community engagement in the effective implementation of this grant. Therefore, if funded, HMPS will actively seek parent and community engagement in the implementation and operation of the proposed campus through the following methods:

- Administering online surveys and assessments to garner feedback via email or on the charter's website.
- Posting on the school website information on the educational program, student support services, parent contract requirements (as applicable), enrollment criteria (as applicable), and annual performance and enrollment data.
- Hosting in-person meetings with community leaders and organizations to foster relationships.
- Utilizing social media outlets to encourage communication and input from parents and community members.
- Hosting townhall meetings with parents at public venues such as city libraries or convention centers.
- Conducting community walks, home visits, and distributing recruitment postcards to Brownsville residents and other approved geographical areas.

By working closely with parents, the charter hopes to: 1) Establish an effective parent base. 2) Gain insights into the community's needs. 3) Demonstrate the need for the proposed campus. 4) Lay the foundation for a comprehensive and equitable student recruitment and enrollment process through an approved lottery system.

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

To foster ongoing parental and community engagement, Horizon Montessori Public Schools will implement a comprehensive Family and Community Involvement initiative. Drawing inspiration from successful models in economically disadvantaged communities, this approach entails forming a predominantly parent and community member-led Parent and Community Involvement Team. This team will serve as a vital conduit of information regarding student and family support services, enhancing learning opportunities and ensuring parents and community members are informed about available resources. Additional strategies for parental and community involvement will include organizing parent-teacher meetings; hosting open house and Meet the Teacher events; and conducting various community outreach initiatives. In essence, Horizon Montessori Public Schools' commitment to implementing a comprehensive Family and Community Involvement initiative underscores its dedication to fostering ongoing parental and community engagement. Through collaborative efforts and the establishment of a dedicated Parent and Community Involvement Team, the school aims to enhance learning opportunities, ensure access to support services, and strengthen connections between families, educator and the broader community.

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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 newly proposed HM V STEM Academy campus will not offer transportation services to students. To meet transportation needs, the Charter will follow the same transportation model they have had in place for the last 25 years, which involves parents dropping off and picking up their kids daily.

Horizon Montessori Public Schools has found that this approach fosters successful communication between the school and students' families. The Charter believes that the direct interaction between teachers, principals, and parents on a daily basis has played a crucial role in enhancing parental engagement in their students' education, ultimately leading to improved student academic outcomes.

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.*

If funded, Horizon Montessori Public School will allocate the first 18 months of the grant to planning activities. During this period, funding will cover expenses associated with items such as:

- Salaries for school leaders and specialized instructional support personnel to aid in planning activities (e.g., curriculum sourcing, compiling necessary technology lists, etc.).
- One-time startup equipment purchases (e.g., desks, chairs, computers, playground equipment, etc.).
- Costs for necessary renovations and minor facility repairs.
- Professional development and training for new teachers and staff.
- Property insurance to safeguard equipment purchased with grant funds.

By allocating funding to these areas, the charter ensures that all items are acquired and in place before the start of "implementation activities" on September 30, 2025.

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.*

Following the conclusion of the planning phase, ongoing expenses covered by grant funding will include:

- Continued marketing and promotion of services offered at the newly established HM V STEM Academy campus.
- Ongoing professional development training and coaching for all staff members to ensure they are equipped to support the high-need student population and enhance parental and community engagement.
- Acquisition of any additional necessary equipment and educational materials/supplies.

By allocating funding to these areas, the charter ensures that students served during the implementation phase of the program have well-equipped staff and the necessary supplies and resources to meet state-level standards.

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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.

While the acquisition of the 2024-2025 Charter School Program (Subchapter C & D) will significantly aid in the creation of the campus, Horizon Montessori Public Schools intends to maintain the HM V STEM Academy campus even after funding ends. To achieve this goal, the Charter plans to utilize the following avenues: 1) AVERAGE DAILY ATTENDANCE (ADA) FUNDING: This funding will assist in covering various expenses such as teacher salaries, instructional materials, facility maintenance, and other operating costs. 2) GRANTS: TEA-administered grants will be actively sought after and applied for to offset ongoing expenses. For example, the Technology Lending Grant will be pursued to ensure a 1:1 student-to-technology ratio is maintained. Additionally, the Strong Foundations Planning and Implementation Grant will be pursued to obtain High-Quality Instructional Materials (HQIM) in Mathematics, given the campus's heavy focus on STEM programming. 3) PARTNERSHIPS: Collaboration with local Institutions of Higher Education (IHEs) will involve engaging IHE students, particularly those pursuing teaching fields, to provide mentorship or tutoring for lower grade level students. This approach will help offset payroll costs associated with hiring additional personnel.

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.

We will not request any waivers of any Federal statutory or regulatory provisions.

**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.

N/A

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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.

N/A

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.

N/A

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).

N/A

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.

N/A

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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 2024–2025.

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

**Not Applicable - No students will be served during the 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-Authorized	66	44	44	44	44				25						267

**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

**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.	N/A		
2.			
3.			
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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**9. TEA Program Requirements (Cont.)**

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

Horizon Montessori Public School (HMPS) is committed to non-discriminatory student recruitment practices, ensuring no bias based on race, color, national origin (including English language learners), religion, sex, or disability. In addition to unbiased recruitment, HMPS rigorously adheres to an admission and enrollment policy that is devoid of biases. This policy entails posting an annual admission window with defined dates and conducting a random lottery process in cases of oversubscription. Exemptions from this lottery include:

- Siblings of students already admitted to or attending the charter school; and
- Children of a charter school's founders, teachers, and staff (will be limited to only 10% of the total enrollment).

Students not selected will be placed on a waiting list for the following school year. However, should any approved applicants opt not to enroll, notifications will be issued to waitlisted students and their parents in the sequence of application receipt.

**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.

**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.	<input type="text" value="School Leader Salary"/>	<input type="text" value="\$75,000"/>
2.	<input type="text" value="Extra Duty Pay for PD"/>	<input type="text" value="\$19,200"/>
3.	<input type="text" value="Instructional Staff Salary"/>	<input type="text" value="\$50,000"/>
4.	<input type="text"/>	<input type="text"/>

**Payroll Subtotal:**

**Planning Professional and Contracted Services**

5.	<input type="text" value="Professional Development"/>	<input type="text" value="\$75,000"/>
6.	<input type="text"/>	<input type="text"/>
7.	<input type="text"/>	<input type="text"/>
8.	<input type="text"/>	<input type="text"/>

**Professional & Contracted Subtotal:**

**Planning Supplies and Materials Costs**

9.	<input type="text" value="Start-up Classroom Furniture"/>	<input type="text" value="\$150,000"/>
10.	<input type="text" value="Start-up Technology"/>	<input type="text" value="\$160,000"/>
11.	<input type="text" value="One-time software"/>	<input type="text" value="\$8,200"/>

**Supplies and Materials Subtotal:**

**Planning Other Operating Costs**

12.	<input type="text"/>	<input type="text"/>
13.	<input type="text"/>	<input type="text"/>
14.	<input type="text"/>	<input type="text"/>

**Other Operating Costs Subtotal:**

**Planning Capital Outlay**

15.	<input type="text" value="Renovations/Repairs"/>	<input type="text" value="\$100,000"/>
16.	<input type="text" value="Playground Equip/Outdoor Furnit"/>	<input type="text" value="\$125,000"/>

**Capital Outlay Subtotal:**

**Implementation Payroll Costs**

1.	<input type="text" value="Extra Duty Pay for PD"/>	<input type="text" value="\$9,600"/>
2.	<input type="text"/>	<input type="text"/>
3.	<input type="text"/>	<input type="text"/>
4.	<input type="text"/>	<input type="text"/>

**Payroll Subtotal:**

**Implementation Professional and Contracted Services**

5.	<input type="text" value="Professional Development"/>	<input type="text" value="\$33,000"/>
6.	<input type="text"/>	<input type="text"/>
7.	<input type="text"/>	<input type="text"/>
8.	<input type="text"/>	<input type="text"/>

**Professional & Contracted Subtotal:**

**Implementation Supplies and Materials Costs**

9.	<input type="text" value="Marketing/Recruitment"/>	<input type="text" value="\$20,000"/>
10.	<input type="text" value="On-going Technology/Furniture"/>	<input type="text" value="\$75,000"/>
11.	<input type="text"/>	<input type="text"/>

**Supplies and Materials Subtotal:**

**Implementation Other Operating Costs**

12.	<input type="text"/>	<input type="text"/>
13.	<input type="text"/>	<input type="text"/>
14.	<input type="text"/>	<input type="text"/>

**Other Operating Costs Subtotal:**

**Implementation Capital Outlay**

15.	<input type="text"/>	<input type="text"/>
16.	<input type="text"/>	<input type="text"/>

**Outlay Subtotal:**

**TOTAL GRANT AWARD REQUESTED:**

**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](mailto:competitivegrants@tea.texas.gov). Include all sections pertinent to the amendment (including budget attachments), along with a completed and signed copy of page 1 of the application. More detailed amendment instructions can be found on the last page of the budget template.

*You may duplicate this page.*

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

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

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

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