



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:

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
In SY 2021-22, Parnell ES scored low on TEA's accountability metrics to earn an overall rating of F (59 out of 100 points). If Parnell does not score higher than an F this year, TEA will issue sanctions.	Beginning in June 2024, Parnell will improve student achievement and increase its overall accountability rating by replicating the model at Third Future Schools' Academy of Advanced Learning (AAL) in Colorado and seven other 1882 TX Partnerships successful school turnaround model.
The traditional district calendar limits the amount of extended and in-depth professional development, resulting in inconsistent quality of instruction.	In implementing the TFS model, Parnell will receive extensive professional development (both before the start of the school year and during) to master and implement the rigorous instructional model, even in remote or on line settings, ensuring students receive a minimum of 185 days of high quality instruction.
In SY 21-22, Parnell scored 63 out of 100 in the state accountability systems "Closing the Gaps" domain and 52 out of 100 in the "Student Achievement" domain.	Expanding capacity and ensuring access to high quality instruction daily, will enable Parnell to implement all aspects of the TFS personalized learning model with fidelity to increase student achievement for more students, especially in targeted subgroups.

5. SMART Goals

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

By June 1, 2025 Parnell ES in Jasper ISD will achieve an overall score of over 80 on the 2024-25 School Report Card of the Texas Accountability System.

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 June 1, 2025 Parnell students will grow at least 1.6 times the national average for reading, math, science in grades 3-5	NWEA MAP beginning of year (BoY) compared to middle of year (MoY) data results compared to end of year (EoY)
2.	By the end of the first quarter at least 50% of the students will have progressed on average a full level on differentiated scale	Teachers will use daily demonstrations of learning [DoL] to assess progress and refine lessons and interventions at PLCs.
3.	By the end of the first quarter, 65% of the spot observations conducted by the end of Oct will be proficient or higher	Spot observation data and System Review Team (SRT) classroom observation data
4.	By the end of December, the percentage of proficiency will increase to 70% and 85% by the end of May	Spot observation data and System Review Team (SRT) classroom observation data
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 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.	First Quarter - BoY NWEA assessments in reading, math, and science to establish a baseline. Results of DoLs to access and refine lessons and interventions at PLCs. Spot observation data .	By the end of the First Quarter at least 50% of the students will have progressed on average a full level on our differentiated instruction scale [L, S1, S2, A].
2.	Second Quarter - NWEA MAP assessments BoY to MoY comparison data	All Parnell students will take the MoY NWEA assessments in reading, math, and science in Dec 2024. The goal is for students to demonstrate at least .9 times the ave yearly growth in U.S.
3.	Second Quarter - TFS spot observation and Systems Review Team (SRT) classroom observation data	By the end of the Second Quarter, 70% of the spot observations conducted by the end of Dec by an independent review team will be proficient or higher. [Increasing to 85% by end of May]
4.	Third Quarter - TFS spot observation and Systems Review Team (SRT) classroom observation data	By the end of the Third Quarter, 80% of the spot observations conducted by the end of Oct by an independent review team will be proficient or higher. [Increasing to 85% by end of May]
5.		

7. Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

The Third Future Schools model to be implemented at Parnell is one of continuous improvement and uses data to adjust frequently. Within the first two weeks, after the assessments described above are administered, and after the teachers have been instructing the students and analyzing their daily demonstrations of learning, Parnell will modify the "individual learning plans" and provide additional supports where needed. That support might be one-on-one literacy instruction, a reading intervention group, or remote home support. The program is already highly differentiated, and Parnell will be able to provide more targeted support for the students who need it.

Equally important is the assessment of the instruction and the fidelity with which the highly-differentiated and rigorous instruction is being implemented. The skilled school leaders and instructional coaches will be assessing the quality of instruction every day and providing feedback continuously. Parnell will be making modifications in instructional delivery from day one. If quarterly benchmarks do not show progress toward meeting the summative SMART goal, staff will look first at the quality of instruction. Staff will make targeted adjustments to professional development and provide more training for specific teachers. Leadership will also look at how the teacher is using the research-based resources provided and provided appropriate supports.

Also, if Parnell is not making sufficient progress, Parnell will provide more relevant, instructional time for the students who need it. This may require after-school tutoring or additional online learning at home. Parnell has already lengthened the school year and will require students who are behind to attend the "Fifth Quarter" that runs from the forth week in June (2025) through the end of July.

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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.

Third Future Schools and Jasper ISD entered into a partnership agreement in December 2023 in accordance with SB 1882 (performance agreement attached). In accordance with the agreement, Jasper ISD granted Third Future Schools a subchapter C charter to operate a district campus. Jasper ISD's Board of Trustees is the authorizing agency, and the board of TFS-TX holds the charter. The primary purpose of this agreement is to improve student outcomes by authorizing Third Future Schools-Texas to operate Parnell as an independent campus subject to transparent accountability requirements, which are primarily based on the performance standards established under TEC Chapters 39 and 39A. Thus the main role and responsibility of TFS-TX is to improve student outcomes at the school by implementing TFSs' model. Third Future has full operational control over the program, budget, staff, curriculum, calendar, and instruction. Jasper ISD's role is of an authorizer and monitors the progress of the charter operator and holds it accountable for meeting the terms of the contract and meeting established achievement and performance goals. As specified in the performance agreement, TFS-TX buys back certain services such as maintenance and nutritional services. TFS-TX has a Board of Directors that governs the organization. It has hired the Superintendent of Schools, Zach Craddock, to oversee the operations of the school and to coach the school's leadership team.

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.

Third Future and Jasper ISD signed a contract in December 2023. Most significantly, the contract outlines key performance goals that TFS has agreed to meet. Included in the performance expectations are eight goals such as the schools' overall state accountability score, student progress domain, closing the gaps domain, and more. The contract allows Jasper ISD to terminate the agreement if TFS-TX fails to achieve five out of eight of the target goals for three consecutive years. The District may terminate the agreement on the basis of academic performance if the school receives a state academic performance rating of D or F for 3 or more consecutive years of fails to achieve academic outcomes for three or more consecutive years. There are also annual financial goals that Third Future is required to meet. Jasper ISD's authorizing policy allows further provisions for probation and revocation. Additionally, TFS shares the Student Information System with JISD and has given JISD access to all student data. TFS will also provide JISD with a quarterly report on its progress.

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.

Article V (Relationship of the parties) of the performance agreement specifies that TFS shall operate as an independent contractor and that its governing body shall remain independent of the District. Detailed areas of autonomy are outlined in Articles IX (Responsibilities) and X (School Operations) of the contract. Third Future Schools - Texas has the sole authority over matters involving academic curriculum and the instructional program; to hire employees; to compensate and establish other terms of employment for employees; to select, supervise, evaluate, to compensate and establish other terms of employment for employees; to determine the staffing plan and positions at the school; to approve or amend the budget for the School's day-to-day operations; to determine the school day, school year, and bell schedule; among others. These authorities cannot be revoked during the term of the charter contract. The autonomy granted to Third Future Schools-Texas is far above and beyond the degree of flexibility that is awarded to the other schools in Jasper ISD who do not have a charter contract.

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9. Statutory Requirements (Cont.)

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

Third Future Schools model that will be implemented at Parnell ES in June 2024 uses data daily to continuously improve instruction and assess academic progress. Within the first two weeks, after the assessments previously described are administered, and after the teachers have been instructing the students and analyzing their previously described are administered and after the teachers have been instruction the students and analyzing their daily demonstrations of learning, Parnell ES will modify the "individual learning plans" [ILPs] and provide additional supports where needed. That support may be one-on-one literacy support with their teacher, a reading intervention group, or remote home support. Students in every core content area take a daily "demonstration of learning" [DoL], allowing the teachers to provide more targeted, direct support for students and to engage in focused discussions during the professional learning communities [PLCs]. The NWEA assessments also provide information on the success of our instructional model. Should we not see more than average growth on any specific NWEA exam, we will evaluate whether the teacher needs additional supports of training. Additional real time assessment of instruction and fidelity with which the highly-differentiated and rigorous instruction is being implemented. The skilled school leaders and instructional coaches will be assessing the quality of instruction daily and providing feedback. This model has resulted in 100% of all TFS turnaround schools going from F to B.

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.

Parent input is incredibly important to Third Future Schools-Texas. Parnell leadership has already been regularly communicating with families using various methods of communication and will regularly seek parent input on the operation of Parnell through monthly Parent Advisory Group meetings. There will be additional opportunities for parents to connect with teachers due to the extended hours and the school's social media page will be a readily accessible platform for parents and the community. Parnell ES leadership will communicate regularly with community and families through various mediums -- both in person, virtually, via phone calls, and social media. Third Future Schools - Texas board meetings are another avenue for the community to provide input into the implementation and operation of Parnell.

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

Third Future Schools-Texas' first strategy is to extend Parnell's hours to be open and available for parents to visit the school or drop off their children. The campus is open from 6:30 AM - 5:30 PM, providing parents more opportunity to engage with the school. Frequent communications from school leaders (principal and assistant principals) keep parents and families in the know and more involved. Already, before the start of schools, families receive a weekly note from the Principal and a weekly Constant Contact from the Network. The Principal of Parnell will invite parents to participate in morning convocation, literacy nights, PTA participation, student performances, and many other activities to maintain high engagement.

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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.

Third Future Schools - Texas is utilizing Jasper ISD for transportation services. As stated in the performance agreement "The District shall provide all necessary transportation to and from the School for purposes of regular school attendance. Any transportation needs outside of the District's regular schedule, including field trips, shall be contracted back to the District and is charged to the OP". The District will transport those students who live too far to walk.

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.*

Third Future Schools' planned activities and expenditures of grant funds to open and implement operations at Parnell ES will include procurement of rigorous curricula, technology, and equipment for the Dyad program. The Third Future Schools' instructional model is personalized and highly differentiated requiring rigorous curricula. Third Future will use high-quality curricula (Wonders) and electronic media to support the differentiated activities and lessons (IXL, Lexia, Zearn Math, and Newsela). Parnell ES educators will be equipped with e-learning equipment to support students out for illness or who are learning during non-school hours. E-learning equipment will be provided to do simultaneous teaching well (webcams, lavaliers, speakers, tripods, USB hubs, projectors, projector carts, etc). E-learning requires laptops and software to efficiently conduct simultaneous teaching.

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.*

Third Future makes heavy investments in professional development to allow staff to learn the model and teach effectively from the onset thus improving the quality of instruction and positively impacting student learning outcomes. Professional Development begins with a 9-day orientation during the summer and 10 additional days throughout the school year. Grant funds will be used for professional development service providers that have been trained on the model and will then train teachers during the summer orientation for Parnell ES teachers to receive on-site training in our Beaumont or West Texas schools during the school year. Third Future invests in equipment for the Dyad Program, our unique experiential education program where community members transfer their knowledge, skills, and perspectives in areas such as photography, piano, martial arts, fitness/spin, cosmetology, and leadership. Third Future values community engagement and will host dozens of Town Hall meetings and community events such as bar-b-cues, open houses, and neighborhood walks. Parnell has budgeted for future year recurring costs for these planning and implementation items and activities without reliance upon the CSP grant and will remain financially strong once the grant ends.

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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.

Included in the Third Future Schools-TX bylaws is a provision requiring all campuses to be financially solvent by the end of year three. Purchases of Dyad equipment and HQIM will remain at Parnell beyond the TFS turnaround partnership. As is the case with all schools in the Network, fiscal sustainability will be maintained through ADA, Title funds, and per pupil funding.

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.

JISD leadership does not anticipate requesting any waivers of Federal statutory or regulatory requirements.

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.

a) Third Future Schools - Texas, in implementing the unique instructional model that combines direct instruction and highly differentiated activities and assignments. After 35 to 40 minutes of direct and highly engaging instruction, the teacher administers a "demonstration of learning" to quickly assess the degree to which a student has learned the objective for that class period. Students are then placed in one of four groups with different proficiency levels. Students who have not learned the objective and need more time stay with the teacher and get targeted support. Those who are proficient or accelerated, work independently, and go more in-depth and are challenged. Using this model, all TFS schools attain nearly two years of growth in one year as assessed by the NWEA MAP assessments. The model can also be adapted to on-line learning, and requires teachers to teach live or synchronously. b) 3-5 c) Evidence based curriculum and research based HQIM, Zearn, Amplify, CKLA, IXL, and Newsela will also be purchased. Most importantly, teachers are highly effective because of the sound instructional practices involving curriculum alignment, demonstrations of learning, differentiated instruction, multiple response strategies, scaffolded supports, and the use of data.

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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.

TFS-TX and Jasper ISD are working together to serve students. TFS-TX uses the District's systems to send marketing materials to families. Thus, the district has access to all data regarding recruitment, enrollment, and retention and can monitor TFS-TX closely. TFS-TX will provide an appropriate education program to students whose primary placement is the resources/support facilitation setting as established by the Administration, Review, and Dismissal Committee (ARD). At the same time, and per the performance agreement, the District rather than the OP, is responsible for providing services to students with severe special education needs. To further monitor TFS-TX schools, the district may include a representative on any ARD committee convened to decide any matter related to a student enrolled at the School or who is being considered for the assignment of the school.

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.

TFS-TX has committed to an annual independent financial audit of the campus in the performance agreement. TFS-TX has contracted with an independent auditing firm to conduct annual financial audits that is distinct and apart from the District's annual audit.

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).

Third Future Schools - Texas and JISD have agreed to coordinate record keeping and compliance with state law and have placed their mutual agreement in the contract. TFS-TX has agreed to use the JISD record keeping SIS required by TEA for PEIMS data reporting. TFS-TX has agreed to share all relevant and required student performance data, including all information required by PEIMS and all data related to TFS-T performance goals and metrics.

14. Describe the manner in which the district will flow other federal and state funds to the proposed charter school campus. Describe the timelines for flowing the federal and state funds to the campus that will ensure students are promptly receiving the benefit of services that appropriate federal and state funds can provide.

The district will pay TFS-TX the operating partner allotment (state and local revenue, including 1882 funds) which shall be calculated according to the methodology outlined in the performance agreement. Payments of the funding allocations not reserved for employees at the campus will be dispersed in monthly installments on the 15th day of the month, beginning July 1, 2024. Payments will be on an average monthly basis based initially on the projections in the performance agreement but estimated weights will become actual weights will become actual weights in the settle-up process.

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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 District-Authorize					156	157	134								447
Not Applicable - No students will be served during the 2024–2025 school year. <input type="checkbox"/>															

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
<input type="text"/>															
Not Applicable - No students will be served during the 2024–2025 school year. <input type="checkbox"/>															

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
<input type="text"/>															
Not Applicable - No students will be served during the 2024–2025 school year. <input type="checkbox"/>															

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.	Jasper ISD	Few Elementary School	121-904-105
2.	Jasper ISD	Parnell Elementary School	121-904-103
3.			
4.			
5.			
6.			
Not Applicable - No students will be served during the 2024–2025 school year. <input type="checkbox"/>			

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.

If more students apply than the campus is able to accommodate, TFS-TX would implement a fair and open lottery procedure in collaboration with the district. A wait list would be developed for open enrollment.

Wait Lists

Once students have been selected by lottery for a particular grade, the remaining eligible students will be placed on a wait list by order in which their names were drawn during the lottery. As spots open up, students will be selected from the wait lists in the following order:

- 1. Sibling wait list. Siblings of enrolled students who were not given a seat due to lack of space at their grade level will be selected from the wait list first.
- 2. Enrollment wait list. Students who were wait listed in the lottery will be selected from the wait list in the order in which they were drawn.

Wait lists will be maintained and will apply for the duration of one school year. New families who want to enroll in the school the following year must apply and enter a lottery for the following year.

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

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

Implementation Payroll Costs

1.	<input type="text"/>	<input type="text"/>
2.	<input type="text"/>	<input type="text"/>
3.	<input type="text"/>	<input type="text"/>
4.	<input type="text"/>	<input type="text"/>

1.	Implementation of TFS Model	\$241,650
2.	Dev instr calendarTEK aligned	\$30,000
3.	<input type="text"/>	<input type="text"/>
4.	<input type="text"/>	<input type="text"/>

Payroll Subtotal:

Payroll Subtotal:

Planning Professional and Contracted Services

Implementation Professional and Contracted Services

5.	Staff PD July and August	\$100,000
6.	Travel for staff and board	\$10,000
7.	<input type="text"/>	<input type="text"/>
8.	<input type="text"/>	<input type="text"/>

5.	<input type="text"/>	<input type="text"/>
6.	<input type="text"/>	<input type="text"/>
7.	<input type="text"/>	<input type="text"/>
8.	<input type="text"/>	<input type="text"/>

Professional & Contracted Subtotal:

Professional & Contracted Subtotal:

Planning Supplies and Materials Costs

Implementation Supplies and Materials Costs

9.	<input type="text"/>	<input type="text"/>
10.	<input type="text"/>	<input type="text"/>
11.	<input type="text"/>	<input type="text"/>

9.	<input type="text"/>	<input type="text"/>
10.	<input type="text"/>	<input type="text"/>
11.	<input type="text"/>	<input type="text"/>

Supplies and Materials Subtotal:

Supplies and Materials Subtotal:

Planning Other Operating Costs

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"/>

12.	Technology equipment	\$306,350
13.	Classroom and office furniture	\$72,000
14.	Textbooks and curriculum	\$140,000

Other Operating Costs Subtotal:

Other Operating Costs Subtotal:

Planning Capital Outlay

Implementation Capital Outlay

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

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

Capital Outlay Subtotal:

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